Agenda of Regular Meeting and Public Hearing on Application of 1PointFive P1 LLC, for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code

The Board of Trustees
Ector County Independent School District

A Regular Meeting and Public Hearing on Application of 1PointFive P1 LLC, for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code of the Board of Trustees of Ector County Independent School District will be held September 21, 2021, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
4. Invocation:
5. Special Presentations:
   Extra Mile Award for Dr. Stephanie Howard
   Recognition of Texas Art Education Association District of Distinction Award
   Region 18 School Board of the Year
6. Opening Remarks by Superintendent
7. Public Comment
8. Board Policy
   - A. Discussion of and Request for Approval of Revisions to Board Policy DEC(LOCAL) Compensation and Benefits: Leaves and Absences — 4
9. Public Hearing
   - A. Public Hearing on Application of 1PointFive P1 LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code — 12
   - B. Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of 1PointFive P1 LLC for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code, and other Action Incident Thereto — 13
   - C. Discussion and Possible Action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation — 165

Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with 1PointFive P1 LLC
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B. Discussion of Consideration of Letter of Engagement between ECISD and Culwell Consulting LLC for Chapter 313 Agreement Services 257
C. Discuss and Consider Adoption of a Resolution Directing the Redemption of a Portion of the District's Outstanding Unlimited Tax Refunding Bonds, Series 2012 and a Portion of the District's Unlimited Tax School Building Bonds, Series 2013; and Enacting Other Provisions Relating to the Subject 260
D. Discussion of and Request for Approval of Ordinance to Set 2021 Tax Rate for 2021-2022 271
E. Discussion of and Request for Approval of Purchases over $50,000 289
F. Discussion of and Request for Approval to Sell Property for Less Than Market Value 297
G. Discussion of and Request for Approval of the 2021-2022 ECISD Campus Improvement Plans 303
11. Consent Agenda 1819
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B. Request for Approval of Bills for Payment 1832
C. Request for Approval of Acceptance of Donations Over $10,000 1855
D. Request for Approval of Interlocal Agreement between the Ector County Independent School District and Communities in Schools of the Permian Basin, Inc. 1860
E. Request for Approval of Head Start Vehicle Service Contract between Ector County ISD and Greater Opportunities of the Permian Basin, Inc. 1867
F. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Parent Power Program 1871
G. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Children with Disabilities 1874
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Transition 1887
I. Request for Approval of Memorandum of Understanding between UTPB First 5 Permian Basin and Ector County Independent School District 1890
J. Request for Approval of Extracurricular Status of 4-H Organization Resolution 1893

K. Request for Approval of Public School District and Open-Enrollment Charter School Agreement 2021-2022 between Ector County ISD and Texas Virtual School Network 1899
L. Request for Approval of Additional 2021-2022 T-TESS Appraisers 1913
M. Request for Approval of Modified Schedule State Assessment Waivers 1915
N. Request for Approval of Staff Development Minutes Waiver 1916
O. Request for Approval of Permian High School Choir Student Out-of-State Travel to Orlando, Florida 1917
P. Request for Approval of Waiver of 19 TAC 129.12 and Approval of VGO Audio-Video Communication System for Instructional Time for Foundation School Program Funding Purposes 1922
Q. Request for Approval of Memorandum of Understanding between Ector County ISD and Third Future Schools - Texas 1931
R. Request for Approval of Service Agreement between Ector County Independent School District and Right At School, LLC 1934
S. Request for Approval of Partnership Agreement between Ector County Independent School District and Acceleration Academies 1949
T. Request for Approval of Interlocal Agreement Between Ector County ISD and the Education Service Center Region 12 Universal Benefits Consortium 1966

12. Report/Discussion Items
A. Presentation of School Nutrition 1970

13. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (Discussion of Superintendent's Appraisal and Contract); (The Board of Trustees will deliberate the hiring of Chief of Schools and Executive Director of Leadership)
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]

A. Possible Action on Superintendent's Contract 1988
B. Request for Approval of Personnel Recommendation for Chief of Schools 1989
C. Request for Approval of Personnel Recommendation for Executive Director of Leadership 1990

14. Information Items 1991
A. Purchasing Report 1992
B. Routine Personnel Report 1994
C. Teacher Certification Waivers 2000

15. Closing Remarks by Superintendent
16. Adjournment

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Staci Ashley

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF REVISIONS TO BOARD POLICY DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES**

DATE: September 21, 2021

Administration requests Board approval for the revisions to Policy DEC(LOCAL) Compensation and Benefits: Leave and Absences – Submitted for approval are additional revisions for Update 117 concerning the new leave for trauma and quarantine for peace officers.

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Administrative Recommendation:

Approval of Revisions to Board Policy DEC(LOCAL) Compensation and Benefits: Leave and Absences.

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Request for Leave

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Local Leave

Each full-time employee shall earn paid local leave days per school year in accordance with the following:

Duty schedule	Local leave days earned
Up to 187 days (10.0 months)	5.0
197 days (10.5 months)	5.5
207 days (11.0 months)	6.0
217 days (11.5 months)	6.5
227 days or more (12.0 months)	7.0

Accumulation of local leave shall be based on the number of days in the employee's annual duty schedule. When unused local leave is combined with accumulated state leave, the total shall not exceed one-half of the total number of days in the employee's annual duty schedule.

Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995–96 school year, except that an employee may donate local leave to a sick leave pool. [See DEC(LEGAL)]

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;

2. The maximum number of days an employee may donate to a sick leave pool;

3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and

4. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

Peace Officers

Mental Health Leave

A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of three days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding mental health leave that address the following:

1. Circumstances or reasons under which a peace officer may use mental health leave;

2. Procedures for requesting mental health leave and maintaining the anonymity of the requestor;

3. The administrator authorized to approve requests for mental health leave; and

4. Other procedures deemed necessary for administering this provision.

Quarantine Leave

A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding quarantine leave that address the following:

1. Continuation of all employment benefits and compensation for the duration of the leave; and

2. Other procedures deemed necessary for administering this provision.

Special Leave of Absence

A District employee with at least five years of service with the District may be granted a one-year special leave of absence. Each request shall be considered on a case-by-case basis.

An employee shall submit an application stating the nature of the leave and purposes for which leave is requested. If the request for leave is granted, it shall be subject to the following conditions:

1. The special leave of absence shall be granted for no more than one year.
2. Upon return, the employee shall be reinstated any accumulated leave that was available as of the beginning of the employee's leave of absence.
3. Reassignment, if available, shall be made to the same position held at the time the leave of absence was granted.

By March 1 of the year of the leave of absence, the employee on leave must state in written form his or her intention to return to the District. Such statements must be sent by certified mail with a return receipt requested. The employee shall return to the position to which he or she was assigned at the time of the leave of absence, if a position is available. Otherwise, the employee shall be considered an excess employee with placement at another District location. Failure to comply with this policy may result in disciplinary action, including termination of employment. [See DF series]

Board Resolution for Emergency Closure Leave

The Board shall adopt a resolution or take other Board action to establish the purpose and parameters for emergency closure leave.

Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured backward from the date an employee uses FMLA leave.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave	The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.
Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.
Temporary Disability Leave	Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.] An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave. The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.
Workers' Compensation	***Note:*** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.
No Paid Leave Offset	The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]
Court Appearances	Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Payment for Accumulated Leave Upon Separation

The following leave provisions shall apply to state and local leave accumulated beginning on September 28, 1992, the original effective date of this program and applicable provisions, below.

An employee who separates from employment with the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's separation from employment is voluntary, i.e., the employee is retiring or resigning and is not being discharged, terminated, or nonrenewed.
2. The employee provides advance written notice of intent to separate from employment. Contract employees must provide written notice at least 45 calendar days before the last day of instruction. Noncontract employees must provide written notice at least two weeks before the last day of employment.
3. If retiring, the employee has at least five consecutive years of employment with the District.
4. If resigning, the employee has at least 20 consecutive years of employment with the District.

Payment for accumulated leave shall be computed at one-half the daily rate at the time of retirement or resignation times the number of accumulated leave days, which shall not exceed one-half the number of working days in an annual contract.

The computation of accumulated leave benefit shall be based on the employee's current salary schedule. No benefits shall exceed a teacher salary schedule adopted by the Board for that year.

In order to receive payment for accumulated leave, retirement or resignation must occur at the end of the employee's contract or work year, or when retirement is necessitated by a medical disability as approved by the Teacher Retirement System (TRS). Exceptions must receive approval from the Superintendent.

Upon the death of an employee, these benefits shall be payable to his or her heirs.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **PUBLIC HEARING ON APPLICATION OF 1POINTFIVE P1 LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE**

DATE: September 21, 2021

A Public Hearing on Application of 1PointFive P1 LLC for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code.

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION ADOPTING FINDINGS OF FACT AND APPROVING THE APPLICATION OF 1POINTFIVE P1 LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, AND OTHER ACTION INCIDENT THERETO**

DATE: September 21, 2021

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the findings and agreement.

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Motion Language:

I move that the Board approve the Resolution adopting Findings of Fact as presented relating to the Application of 1PointFive P1 LLC for an Appraised Value Limitation on Qualified Property, that such Resolution and Findings, as presented, be executed by the Board President and made a part of the Minutes of this meeting, and that the Application of 1PointFive P1 LLC be approved, all in accordance with Chapter 313 of the Texas Tax Code.

FINDINGS
of the
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Under Chapter 313 of the Texas Tax Code

ON THE APPLICATION FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY

SUBMITTED BY

1POINTFIVE P1, LLC

Comptroller Application Number 1570

September 21, 2021

RESOLUTION AND FINDINGS OF FACT
of the
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
UNDER CHAPTER 313 OF THE TEXAS TAX CODE
ON THE APPLICATION FOR APPRAISED VALUE LIMITATION
ON QUALIFIED PROPERTY
SUBMITTED BY 1POINTFIVE P1, LLC

STATE OF TEXAS §
COUNTY OF ECTOR §
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT §

PREAMBLE

On the 21st day of September, 2021, a public meeting of the Board of Trustees of the Ector County Independent School District (the "Board") was held to solicit input from interested parties on the application by 1PointFive P1, LLC ("1PointFive" or "Applicant") for an appraised value limitation on qualified property under Chapter 313 of the Texas Tax Code. The meeting was duly posted in accordance with the provisions of the Texas Open Meetings Act, Chapter 551, Texas Government Code. At the meeting, the Board considered the application by 1PointFive for a Limitation on Appraised Value on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code. The Board of Trustees solicited input into its deliberations from interested parties within the District. After hearing presentations from the District's administrative staff and the consultants retained by the District to advise the Board in this matter and reviewing the Comptroller's Economic Impact Analysis under Texas Tax Code §313.026, the Board of Trustees of the Ector County Independent School District, in accordance with Texas Tax Code §313.025(e) and (f) and 34 T.A.C. §9.1054, makes the following Findings regarding the Application:

On or about the 16th day of February, 2021, the Board of Trustees for the Ector County Independent School District received an Application for Appraised Value Limitation on Qualified Property from 1PointFive, pursuant to Chapter 313 of the Texas Tax Code (the "Application"). The general nature of Applicant's investment in qualified property set forth in the Application is for a new manufacturing plant, and specifically a direct air capture facility that will produce industrial grade carbon dioxide (CO_2) (the "Property"). *See* Application, §6.2.5, and Tab 4, attached hereto as Attachment A; *see also* Attachment D. The Board agreed to consider such Application, and the District's Superintendent formally acknowledged receipt of the Application for consideration on behalf of the District and signed it on March 4, 2021, which was delivered to the Texas Comptroller of Public Accounts immediately upon the District's determination that the Application was complete. The Comptroller acknowledged receipt of the Application on or about March 4, 2021. The District on behalf of the Applicant, submitted revised applications pages for Amendment No. 01, dated March 30, 2021 (revised §§10 and 14; Tabs 2, 7, 8, 11, 13 and Schedule C), and the Comptroller issued its notice of completeness and determined the Application complete as of April 12, 2021, the Application Review Start Date. Thereafter, Applicant submitted Supplement No. 1, dated April 16, 2021 (Schedule B). The Application, Amendment No. 1 and Supplement No. 1 are hereafter collectively referred to as the "Application." A copy of the Application and Comptroller's completeness letter of April 12, 2021, are collectively attached hereto as Attachment A.

The Texas Taxpayer Identification number for 1PointFive P1, LLC is 32076631608. 1PointFive is an entity subject to Chapter 171 of the Texas Tax Code and is active and has the right to transact business in Texas, a represented by the Texas Comptroller of Public Accounts and as required by Texas Tax Code §313.024(a). *See* Attachments A, B and C.

The Board acknowledged receipt of the Application and necessary application fee, which was reasonable and did not exceed the estimated cost to the District for processing and acting on the Application, as established by §§313.025(a)(1) and 313.031(b) of the Texas Tax Code, 34 T.A.C. §9.1054(a), and Local District Policy. See Attachment A at Tab 2.

The Application was delivered to the Texas Comptroller's Office for review pursuant to §313.025(b) of the Texas Tax Code.

A copy of the Application was delivered to the Ector County Appraisal District for review pursuant to 34 Texas Administrative Code §9.1054.

The Application was reviewed by the Texas Comptroller's Office pursuant to Texas Tax Code §§313.024, 313.025 and 313.026. After receipt of the Application, the Texas Comptroller's Office caused an Economic Impact Analysis to be conducted. The Comptroller, pursuant to Texas Tax Code §313.025(h), determined the project subject to the Application meets the requirements for eligibility under Texas Tax Code §313.024 for a limitation on appraised value, and after reviewing the Application based on the criteria set out in Texas Tax Code § 313.026, issued a Certificate for a Limitation on Appraised Value on June 21, 2021 (the "Certificate Decision"). *See* Attachment C. The Board of Trustees has carefully considered such Evaluation and Certificate Decision. Copies of the Certificate Decision and Economic Impact Analysis are attached to these Findings as Attachments C and D, respectively.

The Board also directed that a specific school financial analysis be conducted of the impact of the proposed value limitation on the finances of Ector County Independent School District. A copy of the Financial Impact Study prepared by Culwell Consulting and dated May 21, 2021, is attached to these Findings as Attachment E.

The Board has confirmed that the taxable value of industrial property applicable to the 1PointFive Application in the Ector County Independent School District for the preceding tax year, as determined under Subchapter M, Chapter 403 of the Texas Government Code, falls within Category 1 of §313.022 of the Texas Tax Code at the time the Certificate Decision was issued. *See* the 2020 Preliminary Property Value Study Report, "2020 ISD Summary Worksheet" attached hereto as Attachment G; *see also* Attachment D.

The District's Board of Trustees, by resolution dated August 17, 2021, granted Applicant's request to extend the statutory deadline by which the District must consider its Application until December 31, 2021. The Comptroller was provided notice of this extension, as set out under 34 Texas Administrative Code §9.1054(d). *See* Resolution authorizing extension of consideration period and notice to Applicant, collectively attached hereto as Attachment J.

After receipt of the completed Application, the District entered into negotiations with 1PointFive regarding the specific language to be included in the Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes (the "Agreement") pursuant to Chapter 313 of the Texas Tax Code, including appropriate revenue

protection provisions for the District pursuant to Section 48.256(d) of the Texas Education Code. The parties were able to agree upon language for inclusion into a draft agreement pursuant to Texas Tax Code §313.027. As required by the Comptroller's Office, the parties changed only the provisions of the template that the Comptroller permitted (Form 50-826, revised October 2020). The proposed Agreement is attached to these Findings as Attachment H, and that form of the Agreement (as defined by 34. Tex. Admin. Code §9.1051 and adopted by §9.1052(a)(6)) was submitted to and approved by the Comptroller, as required by 34 Tex. Admin. Code §9.1015(e)(1). *See* copy of August 30, 2021, Agreement Review Letter from the Comptroller, attached to these Findings as Attachment I.

After review of the Comptroller's Certificate Decision and Economic Impact Analysis, and in consideration of its own analysis of 1PointFive's Application and all other related documentation attached hereto, the Board makes the following additional Findings as follows:

Board Finding Number 1.

> ***Based on the Application and the Comptroller's Certificate Decision, the Property meets the requirements of Texas Tax Code §313.024 for eligibility for a limitation on appraised value under Texas Tax Code §313.024(b)(1) as a manufacturing facility.***

In support of Finding Number 1, the Comptroller's Certificate Decision states:

> **Determination required by 313.025(h)**
>
> * * *
>
> Sec. 313.024(b) Applicant is proposing to use the property for an eligible project.
>
> * * *
>
> Based on the information provided by the applicant, the Comptroller has determined that the property meets the requirements of Section 313.024 for eligibility for a limitation on appraised value under Chapter 313, Subchapter C.

See Attachment C. *See also* Attachment A (Tab 1, §6.2(1) and Tabs 4, 7 and 8) and Attachment D.

Board Finding Number 2.

> ***The project proposed by Applicant is reasonably likely to generate sufficient tax revenue to offset the District's maintenance and operations ad valorem tax revenue lost as a result of the Agreement before the 25th anniversary of the beginning of the limitation period.***

In support of Finding Number 2, the Certificate Decision states:

> **Certification decision required by 313.025(d)**
> Determination required by 313.026(c)(1)
>
> The Comptroller has determined that the project proposed by the applicant is reasonably likely to generate tax revenue in an amount sufficient to offset the school district's maintenance and operations *ad valorem tax* revenue lost as a result of the

agreement before the 25th anniversary of the beginning of the limitation period, see Attachment B.

See Attachment C.

Also in support of Finding Number 2, the Comptroller's Economic Impact Analysis states:

Attachment B - Tax Revenue before 25th Anniversary of Limitation Start

This [table] represents the Comptroller's determination that 1PointFive P1, LLC (project) is reasonably likely to generate, before the 25th anniversary of the beginning of the limitation period, tax revenue in an amount sufficient to offset the school district maintenance and operations ad valorem tax revenue lost as a result of the agreement. This evaluation is based on an analysis of the estimated M&O portion of the school district property tax levy directly related to this project, using estimated taxable values provided in the application.

	Tax Year	Estimated ISD M&O Tax Levy Generated (Annual)	Estimated ISD M&O Tax Levy Generated (Cumulative)	Estimated ISD M&O Tax Levy Loss as Result of Agreement (Annual)	Estimated ISD M&O Tax Levy Loss as Result of Agreement (Cumulative)
Limitation Pre-Years	2022	$2,494,207	$2,494,207	$0	$0
	2023	$6,279,172	$8,773,379	$0	$0
	2024	$7,821,929	$16,595,308	$0	$0
Limitation Period (10 Years)	2025	$1,054,700	$17,650,008	$6,454,352	$6,454,352
	2026	$1,054,700	$18,704,708	$6,141,475	$12,595,827
	2027	$1,054,700	$19,759,408	$5,828,598	$18,424,425
	2028	$1,054,700	$20,814,108	$5,515,721	$23,940,145
	2029	$1,054,700	$21,868,808	$5,202,843	$29,142,988
	2030	$1,054,700	$22,923,508	$4,889,966	$34,032,955
	2031	$1,054,700	$23,978,208	$4,577,089	$38,610,044
	2032	$1,054,700	$25,032,908	$4,264,212	$42,874,255
	2033	$1,054,700	$26,087,608	$3,951,335	$46,825,590
	2034	$1,054,700	$27,142,308	$3,638,458	$50,464,048
Maintain Viable Presence (5 Years)	2035	$4,380,280	$31,522,588	$0	$50,464,048
	2036	$4,067,403	$35,589,992	$0	$50,464,048
	2037	$3,754,526	$39,344,518	$0	$50,464,048
	2038	$3,441,649	$42,786,167	$0	$50,464,048
	2039	$3,128,772	$45,914,938	$0	$50,464,048
Additional Years as Required by 313.026(c)(1) (10 Years)	2040	$2,815,895	$48,730,833	$0	$50,464,048
	2041	$2,503,017	$51,233,850	$0	$50,464,048
	2042	$2,190,140	$53,423,991	$0	$50,464,048
	2043	$1,877,263	$55,301,254	$0	$50,464,048
	2044	$1,564,386	$56,865,640	$0	$50,464,048
	2045	$1,564,386	$58,430,026	$0	$50,464,048
	2046	$1,564,386	$59,994,412	$0	$50,464,048
	2047	$1,564,386	$61,558,797	$0	$50,464,048
	2048	$1,564,386	$63,123,183	$0	$50,464,048
	2049	$1,564,386	$64,687,569	$0	$50,464,048
		$64,687,569	is greater than	$50,464,048	

Analysis Summary	
Is the project reasonably likely to generate tax revenue in an amount sufficient to offset the M&O levy loss as a result of the limitation agreement?	Yes

Source: CPA, 1PointFive P1, LLC

See Attachment D (at Attachment B thereof).

Board Finding Number 3.

> ***The Applicant will create twenty-five (25) new qualifying jobs, which Applicant affirms will meet all of the requirements set out in Texas Tax Code §313.021(3), including: (1) at least 1,600 hours of work per year; (2) provision of group health benefit plan with at least 80% of the premium paid by Applicant; (3) pay an annual wage of $50,049 ($962 per week)[1], an amount equal to at least 110% of the County average weekly wage for manufacturing jobs as defined under §313.021(5)(B); (4) are not created to replace a previous employee; and (5) are not transferred from another area of Texas to the project described the Application.***

See Attachments A, D and J.

Board Finding Number 4.

> ***The Applicant does not intend to create any non-qualifying jobs.***

In its application, Applicant indicates that it does not intend to create any non-qualifying jobs. But, for any non-qualifying job which the Applicant may create, the Applicant will be required to pay at least $1,188.75 per week, which exceeds the county average wage for all jobs in the County, in accordance with the provisions of Texas Tax Code §313.024(d). *See* Attachments A and D.

Board Finding Number 5.

> ***Applicant has viable options to locate the proposed manufacturing facility in locations other than Ector County ISD because Applicant's ability to negotiate, sell and process CO_2, utilize Federal Section 45Q tax credits, and generate and sell negative emissions credits are not limited to any particular state. Therefore, the tax savings realized by the limitation on appraised value is a determining factor in the Applicant's decision to invest capital and construct the project in Texas and Ector County ISD.***

See Attachment C.

In support of Finding Number 5, the Comptroller's Certificate states, "[t]he Comptroller has determined that the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in this state." The Economic Impact Analysis further states:

> The Comptroller **has determined** that the limitation on appraised value is a determining factor in the 1PointFive P1, LLC's decision to invest capital and construct the project in this state. This is based on information available, including

[1] The annual and weekly wages recited in the Comptroller's Economic Impact Analysis at Attachment D are rounded from the figures in §14 of the Application ($50,048.90 annual wage and $962.48 weekly wage).

information provided by the applicant. Specifically, the comptroller notes the following:

- Per 1PointFive P1, LLC in Tab 4 of their Application for a Limitation on Appraised Value:
  A. "Occidental Petroleum (Oxy), a leading producer of traditional energy resources, and its subsidiary Oxy Low Carbon Ventures (OLCV) have recently formed a joint venture with private equity firm Rusheen Capital Management to finance and deploy large-scale Direct Air Capture (DAC) technology licensed from Carbon Engineering, a clean energy company focused on the commercialization of DAC technology, which captures carbon dioxide directly from the atmosphere."
  B. "The DAC facility will be built in or near one of several United States energy basins in which Oxy operates, within reasonable proximity to its existing enhanced oil recovery (EOR) operations, accessible pipeline infrastructure, and sufficient electric, natural gas, and water utilities."
- Per 1PointFive P1, LLC in Tab 5 of their Application for a Limitation on Appraised Value:
  A. "At this time, Oxy would be the primary recipient of CO2 offtake for sequestration. Because the Section 45Q and negative emissions credits are not specific to geographic location, the Project could be located anywhere in the United States and secure the necessary savings resulting from these programs."
  B. "Oxy and Oxy Low Carbon Ventures have a traditional energy production and carbon solutions footprint throughout the United States and the majority of their domestic assets are concentrated in the energy basins of Texas, New Mexico, Colorado, Wyoming, and Utah."
  C. "1PointFive is actively evaluating target sites in each of these jurisdictions and plans to site the proposed facility in the location that offers the best support for profitability and sustainability over the lifetime of the Project costs, increasing return on investment, and maintaining the long-term economic viability of the Project. The Project is not economically viable at the proposed site in Texas without a Chapter 313 value limitation."
  D. "Property tax is one of the highest annual operating expenses and would be a significant ongoing liability throughout the life of the Project. A Chapter 313 value limitation from Ector County ISD would be critical to reducing up-front operating costs, increasing return on investment, and maintaining the long-term economic viability of the Project. The Project is not economically viable at the proposed site in Texas without a Chapter 313 value limitation."

See Attachment D, at Attachment C thereof.

Board Finding Number 6.

The proposed limitation on appraised value for the qualified property is $100,000,000.

The Comptroller's Minimum School District Limitation Values Report, effective as of January 1, 2021, provides that the District is a Subchapter B, Category 1 District under Texas Tax Code §313.022, with a minimum limitation of $100,000,000. *See* Attachments A and D.

Board Finding Number 7.

> ***The revenue gains that will be realized by the school district, if the Application is approved and the Project is built and operational, will be significant in the long term, with specific reference to revenues used for supporting school district debt.***

In support of this Finding, the analysis prepared by Culwell Consulting indicates that the Project would add an estimated $741,625,975 to the tax base at the peak investment level for the 2024-25 school year (tax year 2024). *See* Attachment E at page 3. The Project remains fully taxable for debt services taxes during and after the Limitation Period, starting January 1, 2025 and ending December 31, 2034. As a result, local taxpayers should see some benefit from the addition of the project to the local I&S tax roll. In addition, the estimated potential revenue gains from Supplemental Payments as provided for in the proposed Agreement are estimated to be $10,971,129. *See* Table of Estimated Effects of the Ch. 313 Application, Column 12, dated September 9, 2021 ("Estimated Effects Table"), at the last page of Attachment E, and Attachment H (Article VI).

Board Finding Number 8.

> ***The effect of the Applicant's proposed project is not expected to increase the District's instructional facility needs. Ector County ISD can accommodate the student growth anticipated from Applicant's project with its existing facilities.***

See TEA's Facilities Impact Review Letter at Attachment F.

Board Finding Number 9.

> ***Based on the District's current tax rate, the projected dollar amount of the maintenance and operations taxes that would be imposed on the qualified property for each year of the Agreement if the property does receive a limitation on appraised value, based on the further estimated depreciation of value provided by Applicant, is shown in Estimated Effects Table at last page of Attachment E (column No. 8, labeled "M&O Taxes Paid After Limitation"), and the total amount of M&O taxes that would be imposed on the qualified property with the limitation on appraised value is estimated to be $45,784,337. Id.***

See also Attachment D.

Board Finding Number 10.

> ***Based on the District's current tax rate, the projected dollar amount of the maintenance and operations taxes that would be imposed on the qualified property for each year of the Agreement if the property does not receive a limitation on appraised value, based on the further estimated depreciation of value provided by Applicant, is shown in Estimated Effects Table at last page of Attachment E (column***

No. 7, labeled "M&O Taxes Paid Before Limitation"), and the total amount of M&O taxes that would be imposed on the qualified property without the limitation on appraised value is estimated to be $96,104,845. Id.

See also Attachment D.

Board Finding Number 11.

Based upon the Applicant's certification that the Application is true and correct, the Comptroller's Economic Impact Analysis, the Comptroller's Certificate Decision, and the consultants' review of these and other documents, the Board has determined that the information provided by the Applicant in its Application was true and correct when submitted.

Upon acceptance of the Application, the District requested the Comptroller to undertake an economic impact evaluation and retained certain consultants to help the Board determine: (1) that Applicant's information contained in the Application as to existing facts is true and correct; (2) that Applicant's information contained in the Application with respect to projections of future events are commercially reasonable and within the ability of Applicant to execute; (3) that information related to job creation is commercially reasonable and within the ability of Applicant to execute; (4) that Applicant's representations concerning the economic incentives available are a determining factor; and, (5) the proposed project meets eligibility requirements for an Agreement under Tax Code Chapter 313.

As a part of its review process, the Board notes that the Application was submitted by Applicant under oath. A Chapter 313 application is a governmental record under Tex. Penal Code §37.01(2)(A), and all representations contained therein are statements of fact within the meaning of Tex. Penal Code §37.01(3). Since Board action upon the adoption of these Findings and the approval of the Agreement (Attachment H) is an "official proceeding," a false statement in the Application would constitute perjury under Tex. Penal Code §37.03.

The Board finds that sworn statements are routinely relied upon by fact finders in official governmental proceedings. The Board further finds that reliance upon verified statements of the Applicant, especially as to Applicant's future intentions which cannot be objectively verified, is reasonable and within the intent of Chapter 313, Texas Tax Code. See Attachments A, B, C and D.

Board Finding Number 12.

The Applicant (Taxpayer Id. 32076631608) is eligible for the limitation on appraised value of qualified property as specified in the Agreement based on the Comptroller's acknowledgment that Applicant's right to transact business in Texas is active as a franchise-tax paying entity subject to taxes imposed by Chapter 171 of the Texas Tax Code.

See Attachments A, B and C.

Board Finding Number 13.

> ***The project will be located within an area that is currently designated as an enterprise zone. Pursuant to Texas Tax Code §312.2011, designation of an area as an enterprise zone under Chapter 2303 of the Texas Government Code constitutes designation of the area as a reinvestment zone under Chapter 312 of the Texas Tax Code. Portions of Ector County are designated as an enterprise zone based on poverty level. See Tex. Gov't Code §2303.109.***

See Attachment A (Tab 16).

Board Finding Number 14.

> ***Per Applicant's certification in its Application, there are no existing improvements located on the land for the project and no construction of Qualified Property has occurred. Construction is scheduled to begin in the second quarter of 2022.***

See Attachment A (§§7.2, 9 and 13 of Tab 1 and Tab 10).

Board Finding Number 15.

> ***The Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, pursuant to Chapter 313 of the Texas Tax Code, attached hereto as Attachment H, meets all the requirements set out in Texas Tax Code §313.027, including adequate and appropriate revenue protection provisions for the District.***

In support of this Finding, and based on the information provided and certified by Applicant in its Application, the District's Financial Impact Study demonstrates, pursuant to current school finance law (including Texas Education Code §48.256(d)), that the District is projected to incur a revenue protection payment in tax year 2025 (school year 2025-26) in the estimated amount of $7,233,442. *See* Attachment E, Estimated Effects Table (Column 10) at last page of Attachment E. Therefore, any potential negative consequences of granting the value limitation are offset through the revenue protection provisions agreed to by the Applicant and the District as set out in the Agreement. *See* proposed Agreement, Article IV, at Attachment H, and Estimated Effects Table at last page of Attachment E.

Board Finding Number 16.

> ***The Board finds that there are no conflicts of interest at the time of its consideration of the Agreement.***

In support of this Finding, the Board finds that it has taken appropriate action to ensure that all District Trustees and the Superintendent have disclosed any potential conflicts of interest, and that disclosures will be made if any conflict of interest is discovered or arises in the future, in compliance with the requirements of Texas Local Government Code, Chapters 171 and 176.

The Board further finds that it has taken appropriate action to ensure that all other applicable District employees and/or consultants have disclosed any potential conflicts of interest, and that disclosures will be made if any conflict of interest is discovered or arises in the future, in compliance with the requirements of Texas Local Government Code, Chapters 171 and 176.

The Board further finds that it is unaware that any conflict exists as to the Application for which these Findings are being made, as of the time of action on these Findings.

Board Finding Number 17.

> ***Considering the purpose and effect of the law and the terms of the Agreement, it is in the best interest of the District and the State to approve 1PointFive's Application and enter into the attached Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes.***

See Attachment D.

Board Finding Number 18.

> ***The Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, pursuant to Chapter 313 of the Texas Tax Code, attached hereto as Attachment H, is in the form of the October, 2020 template Texas Economic Development Act Agreement adopted by the Comptroller, and the Comptroller has verified that the Agreement complies with the provisions of Chapter 313 of the Texas Tax Code and 34 T.A.C. Chapter 9, Subchapter F.***

See Attachment I.

IT IS THEREFORE ORDERED, that all of the Findings above, including the recitals and statements set out in the Preamble herein, are adopted and approved as the Findings of the Ector County Independent School District Board of Trustees, and the Board of Trustees has made the above factual Findings in accordance with the Texas Tax Code § 313.025(e) and (f) and Texas Administrative Code 34, Chapter 9, subchapter F; and,

IT IS FURTHER ORDERED that the Application attached hereto as Attachment A is hereby APPROVED; and,

IT IS FURTHER ORDERED that the Agreement attached hereto as Attachment H is APPROVED contemporaneously with these Findings and is hereby authorized to be executed and delivered by the Trustees whose signatures appear below on behalf of the Ector County Independent School District, along with a copy of these Findings, which shall be binding upon the parties upon receipt of an executed original of the Agreement from Applicant; and,

IT IS FURTHER ORDERED that these Findings and the Attachments referenced herein be made a part of the official minutes of this meeting, and maintained in the permanent records of the Ector County Independent School District Board of Trustees.

Dated this 21st day of September, 2021.

Ector County Independent School District

By _____
Signature

_____
Printed Name and Title

Attest:

By _____
Signature

_____
Printed Name and Title

LIST OF ATTACHMENTS

Attachment	*Description*
A	Application and Comptroller's Completeness Letter
B	Applicant's Franchise Tax Account Status
C	Comptroller's Certificate Letter
D	Comptroller Economic Impact Analysis
E	District's Financial Impact Study
F	TEA's Facilities Impact Letter
G	Comptroller's 2020 Property Value Study Report, "2020 ISD Summary Worksheet"
H	Proposed Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes
I	Comptroller's June 10, 2021 Agreement Review Letter

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GLENN HEGAR TEXAS COMPTROLLER OF PUBLIC ACCOUNTS

P.O. Box 13528 • Austin, TX 78711-3528

April 12, 2021

Scott Muri
Superintendent
Ector County Independent School District
PO Box 3912
Odessa, TX 79760

Re: Application for Limitation on Appraised Value of Property for School District Maintenance and Operations taxes by and between Ector County Independent School District and 1Pointfive P1, LLC, Application 1570

Dear Superintendent Muri:

On March 4, 2021, the Comptroller's office received 1Pointfive P1, LLC's (applicant) application for a limitation on appraised value (Application 1570) from Ector County Independent School District (school district).

The purpose of this letter is to inform you that the Comptroller's office has reviewed the submitted application and determined that it includes the information necessary to be determined as complete on April 12, 2021.

Texas Tax Code §313.025(d) directs the Comptroller's office to issue a certificate for a limitation on the appraised value of the property, or provide the governing body of the school district with a written explanation of the Comptroller's decision to not issue a certificate no later than the 90th day after receiving the completed application. The requirements to determine eligibility and to issue a certificate for a limitation do not begin until an application is complete as determined by this agency. The Comptroller's office will move forward with our economic impact evaluation and will send a letter of determination to the school district and the applicant.

This letter does not constitute a review of the application under Section 313.025(h) to determine if the project meets the requirements of Section 313.024 for eligibility for a limitation on appraised value. Likewise, this letter does not address the determinations required under Section 313.026(c).

Should you have any questions, please contact Tabita Collazo with our office. She can be reached by email at tabita.collazo@cpa.texas.gov or by phone toll-free at 1-800-531-5441, ext. 5- 5626 or at 512-475- 5626.

Sincerely,

DocuSigned by:
8FDFC70F5753487...
Will Counihan
Director
Data Analysis & Transparency Division

cc: Fred Stormer, Underwood Law Firm, P.C.
Derek Willis, 1PointFive P1, LLC
Josh Barvin, Oxy Low Carbon Ventures, LLC
Michael Lateur, Duff & Phelps

Tab 1

Application

Application for Appraised Value Limitation on Qualified Property

(Tax Code, Chapter 313, Subchapter B or C)

INSTRUCTIONS: This application must be completed and filed with the school district. In order for an application to be processed, the governing body (school board) must elect to consider an application, but — by Comptroller rule — the school board may elect to consider the application only after the school district has received a completed application. Texas Tax Code, Section 313.025 requires that any completed application and any supplemental materials received by the school district must be forwarded within seven days to the Texas Comptroller of Public Accounts.

If the school board elects to consider the application, the school district must:

- notify the Comptroller that the school board has elected to consider the application. This notice must include:
  - the date on which the school district received the application;
  - the date the school district determined that the application was complete;
  - the date the school board decided to consider the application; and
  - a request that the Comptroller prepare an economic impact analysis of the application;
- provide a copy of the notice to the appraisal district;
- must complete the sections of the application reserved for the school district and provide information required in the Comptroller rules located at 34 Texas Administrative Code (TAC) Section 9.1054; and
- forward the completed application to the Comptroller, separating each section of the documents. See 34 TAC Chapter 9, Subchapter F.

The governing body may, at its discretion, allow the applicant to supplement or amend the application after the filing date, subject to the restrictions in 34 TAC Chapter 9, Subchapter F.

When the Comptroller receives the notice and required information from the school district, and has determined that all assertions of confidentiality are appropriate, the Comptroller will publish all submitted non-confidential application materials on its website. The Comptroller is authorized to treat some application information as confidential and withhold it from publication on the Internet. To do so, however, the information must be segregated and comply with the other requirements set out in the Comptroller's rules. For more information, see guidelines on Comptroller's website.

The Comptroller will independently determine whether the application has been completed according to the Comptroller's rules (34 TAC Chapter 9, Subchapter F). If the Comptroller finds the application is not complete, the Comptroller will request additional materials from the school district. Pursuant to 9.1053(a)(1)(C), requested information shall be provided within 20 days of the date of the request. When the Comptroller determines that the application is complete, it will send the school district a notice indicating so. The Comptroller will determine the eligibility of the project and issue a certificate for a limitation on appraised value to the school board regarding the application by the 90th day after the Comptroller receives a complete application—as determined by the Comptroller.

The school board must approve or disapprove the application not later than the 150th day after the application review start date (the date the application is finally determined to be complete by the Comptroller), unless an extension is granted. The Comptroller and school district are authorized to request additional information from the applicant that is reasonably necessary to issue a certificate, complete the economic impact evaluation or consider the application at any time during the application review period.

Please visit the Comptroller's website to find out more about the program at comptroller.texas.gov/economy/local/ch313/. There are links to the Chapter 313 statute, rules, guidelines and forms. Information about minimum limitation values for particular districts and wage standards may also be found at that site.

SECTION 1: School District Information

1. Authorized School District Representative

February 16, 2021
Date Application Received by District

Scott
First Name

Muri
Last Name

Superintendent
Title

Ector County ISD
School District Name

802 N. Sam Houston
Street Address

P.O. Box 3912
Mailing Address

Odessa
City

Texas
State

79760
ZIP

(432) 456-9879
Phone Number

(432) 456-9878
Fax Number

N/A
Mobile Number (optional)

scott.muri@ectorcountyisd.org
Email Address

2. Does the district authorize the consultant to provide and obtain information related to this application? . . . . . ☑ Yes ☐ No

SECTION 1: School District Information *(continued)*

3. Authorized School District Consultant *(If Applicable)*

Fred	Stormer
First Name	Last Name
Shareholder	
Title	
Underwood Law Firm, PC, DD	
Firm Name	
(806) 379-0306	N/A
Phone Number	Fax Number
N/A	fred.stormer@uwlaw.com
Mobile Number *(optional)*	Email Address

4. On what date did the district determine this application complete? . . . . . March 4, 2021

SECTION 2: Applicant Information

1. Authorized Company Representative *(Applicant)*

Derek	Willis	
First Name	Last Name	
Vice President and Secretary	1PointFive P1, LLC	
Title	Organization	
5 Greenway Plaza, Suite 110		
Street Address		
5 Greenway Plaza, Suite 110		
Mailing Address		
Houston	TX	77046
City	State	ZIP
(713) 497-2556	N/A	
Phone Number	Fax Number	
N/A	Derek_Willis@oxy.com	
Mobile Number *(optional)*	Business Email Address	

2. Will a company official other than the authorized company representative be responsible for responding to future information requests? . . . . . ☑ Yes ☐ No

2a. If yes, please fill out contact information for that person.

Josh	Barvin	
First Name	Last Name	
Business Development Manager	Oxy Low Carbon Ventures, LLC	
Title	Organization	
5 Greenway Plaza, Suite 110		
Street Address		
5 Greenway Plaza, Suite 110		
Mailing Address		
Houston	TX	77046
City	State	ZIP
(713) 840-3007	N/A	
Phone Number	Fax Number	
(832) 607-5092	Josh_Barvin@oxy.com	
Mobile Number *(optional)*	Business Email Address	

3. Does the applicant authorize the consultant to provide and obtain information related to this application? . . . . . ☑ Yes ☐ No

SECTION 2: Applicant Information *(continued)*

4. Authorized Company Consultant *(If Applicable)*

Michael
First Name

Lateur
Last Name

Managing Director
Title

Duff & Phelps
Firm Name

(512) 671-5575
Phone Number

N/A
Fax Number

michael.lateur@duffandphelps.com
Business Email Address

SECTION 3: Fees and Payments

1. Has an application fee been paid to the school district? . . . . . ☑ Yes ☐ No

The total fee shall be paid at the same time the application is submitted to the school district. Any fees not accompanying the original application shall be considered supplemental payments.

1a. If yes, include all transaction information below. Include proof of application fee paid to the school district in **Tab 2**. Any confidential banking information provided will not be publicly posted.

$ 100,000.00
Payment Amount

Wire Transfer
Transaction Type

Duff & Phelps, LLC
Payor

Ector County Independent School District
Payee

02/24/2021
Date transaction was processed

For the purpose of questions 2 and 3, "payments to the school district" include any and all payments or transfers of things of value made to the school district or to any person or persons in any form if such payment or transfer of thing of value being provided is in recognition of, anticipation of, or consideration for the agreement for limitation on appraised value.

2. Will any "payments to the school district" that you may make in order to receive a property tax value limitation agreement result in payments that are not in compliance with Tax Code §313.027(i)? . . . . . ☐ Yes ☑ No ☐ N/A

3. If "payments to the school district" will only be determined by a formula or methodology without a specific amount being specified, could such method result in "payments to the school district" that are not in compliance with Tax Code §313.027(i)? . . . . . ☐ Yes ☑ No ☐ N/A

SECTION 4: Business Applicant Information

1. What is the legal name of the applicant under which this application is made? 1PointFive P1, LLC
2. Texas Taxpayer I.D. number of entity subject to Tax Code, Chapter 171 *(11 digits)* 32076631608
3. Parent Company Name . . . . . 1Point Five Inc.
4. Parent Company Tax ID 86-2318741
5. NAICS code 325120
6. Is the applicant a party to any other pending or active Chapter 313 agreements? . . . . . ☐ Yes ☑ No

6a. If yes, please list application number, name of school district and year of agreement

SECTION 5: Applicant Business Structure

1. Business Organization of Applicant *(corporation, limited liability corporation, etc)* Limited Liability Corporation
2. Is applicant a combined group, or comprised of members of a combined group, as defined by Tax Code §171.0001(7)? . ☐ Yes ☑ No

2a. If yes, attach in **Tab 3** a copy of the most recently submitted Texas Comptroller Franchise Tax Form No. 05-165, No. 05-166, or any other documentation from the Franchise Tax Division to demonstrate the applicant's combined group membership and contact information.

SECTION 5: Applicant Business Structure *(continued)*

2b. Texas Franchise Tax Reporting Entity Taxpayer Name

1PointFive P1, LLC

2c. Reporting Entity Taxpayer Number

32076631608

3. Is the applicant current on all tax payments due to the State of Texas? ☑ Yes ☐ No

4. Are all applicant members of the combined group current on all tax payments due to the State of Texas? ☐ Yes ☐ No ☑ N/A

SECTION 6: Eligibility Under Tax Code Chapter 313.024

1. Are you an entity subject to the tax under Tax Code, Chapter 171? ☑ Yes ☐ No
2. The property will be used for one of the following activities:
   - (1) manufacturing ☑ Yes ☐ No
   - (2) research and development ☐ Yes ☑ No
   - (3) a clean coal project, as defined by Section 5.001, Water Code ☐ Yes ☑ No
   - (4) an advanced clean energy project, as defined by Section 382.003, Health and Safety Code ☐ Yes ☑ No
   - (5) renewable energy electric generation ☐ Yes ☑ No
   - (6) electric power generation using integrated gasification combined cycle technology ☐ Yes ☑ No
   - (7) nuclear electric power generation ☐ Yes ☑ No
   - (8) a computer center that is used as an integral part or as a necessary auxiliary part for the activity conducted by applicant in one or more activities described by Subdivisions (1) through (7) ☐ Yes ☑ No
   - (9) a Texas Priority Project, as defined by 313.024(e)(7) and TAC 9.1051* ☐ Yes ☑ No
3. Are you requesting that any of the land be classified as qualified investment? ☐ Yes ☑ No
4. Will any of the proposed qualified investment be leased under a capitalized lease? ☐ Yes ☑ No
5. Will any of the proposed qualified investment be leased under an operating lease? ☐ Yes ☑ No
6. Are you including property that is owned by a person other than the applicant? ☐ Yes ☑ No
7. Will any property be pooled or proposed to be pooled with property owned by the applicant in determining the amount of your qualified investment? ☐ Yes ☑ No

***Note**: Applicants requesting eligibility under this category should note that there are additional application and reporting data submission requirements.

SECTION 7: Project Description

1. In **Tab 4**, attach a detailed description of the scope of the proposed project, including, at a minimum, the type and planned use of real and tangible personal property, the nature of the business, a timeline for property construction or installation, and any other relevant information. If the project is an amendment or a reapplication please specify and provide details regarding the original project.
2. Check the project characteristics that apply to the proposed project:

☑ Land has no existing improvements
☐ Land has existing improvements *(complete Section 13)*
☐ Expansion of existing operation on the land *(complete Section 13)*
☐ Relocation within Texas

App. 1570 FOF 019

SECTION 8: Limitation as Determining Factor

1.	Does the applicant currently own the land on which the proposed project will occur?	☐ Yes	☑ No
2.	Has the applicant entered into any agreements, contracts or letters of intent related to the proposed project?	☑ Yes	☐ No
3.	Does the applicant have current business activities at the location where the proposed project will occur?	☐ Yes	☑ No
4.	Has the applicant made public statements in SEC filings or other documents regarding its intentions regarding the proposed project location?	☐ Yes	☑ No
5.	Has the applicant received any local or state permits for activities on the proposed project site?	☐ Yes	☑ No
6.	Has the applicant received commitments for state or local incentives for activities at the proposed project site?	☐ Yes	☑ No
7.	Is the applicant evaluating other locations not in Texas for the proposed project?	☑ Yes	☐ No
8.	Has the applicant provided capital investment or return on investment information for the proposed project in comparison with other alternative investment opportunities?	☐ Yes	☑ No
9.	Has the applicant provided information related to the applicant's inputs, transportation and markets for the proposed project?	☐ Yes	☑ No
10.	Are you submitting information to assist in the determination as to whether the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in Texas?	☑ Yes	☐ No

Chapter 313.026(e) states "the applicant may submit information to the Comptroller that would provide a basis for an affirmative determination under Subsection (c)(2)." If you answered "yes" to any of the questions in Section 8, attach supporting information in Tab 5.

SECTION 9: Projected Timeline

NOTE: Only construction beginning after the application review start date (the date the Texas Comptroller of Public Accounts deems the application complete) can be considered qualified property and/or qualified investment.

1. Estimated school board ratification of final agreement: September 2021
2. Estimated commencement of construction: Q2 2022
3. Beginning of qualifying time period (MM/DD/YYYY): 01/01/2022
4. First year of limitation (YYYY): 2025

4a. For the beginning of the limitation period, notate which **one of the following** will apply according to provision of 313.027(a-1)(2):

☐ A. January 1 following the application date ☐ B. January 1 following the end of QTP

☑ C. January 1 following the commencement of commercial operations

5. Commencement of commercial operations: Q4 2024

SECTION 10: The Property

1. County or counties in which the proposed project will be located: Ector County
2. Central Appraisal District (CAD) that will be responsible for appraising the property: Ector CAD
3. Will this CAD be acting on behalf of another CAD to appraise this property? ☐ Yes ☑ No
4. List all taxing entities that have jurisdiction for the property, the portion of project within each entity and tax rates for each entity:

M&O (ISD):	Ector County ISD, 1.0547, 100%	I&S (ISD):	Ector County ISD, 0.1232, 100%
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*
County:	Ector County, 0.3650, 100%	City:	N/A
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*
Hospital District:	Ector County HD, 0.1500, 100%	Water District:	N/A
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*
Other *(describe)*:	Odessa College, 0.1890, 100%	Other *(describe)*:	N/A
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*

SECTION 10: The Property *(continued)*

5. List all state and local incentives as an annual percentage. Include the estimated start and end year of the incentive:

County: Pending *(Incentive type, percentage, start and end year)*

City: N/A *(Incentive type, percentage, start and end year)*

Hospital District: Pending *(Incentive type, percentage, start and end year)*

Water District: N/A *(Incentive type, percentage, start and end yeart)*

Other *(describe)*: Odessa College, Pending *(Incentive type, percentage, start and end year)*

Other *(describe)*: N/A *(Incentive type, percentage, start and end year)*

6. Is the project located entirely within the ISD listed in Section 1? . . . . . ☑ Yes ☐ No

   6a. If no, attach in **Tab 6** maps of the entire project (depicting all other relevant school districts) and additional information on the project scope and size. Please note that only the qualified property within the ISD listed in Section 1 is eligible for the limitation from this application. Please verify that all information in **Tabs 7** and **8**, Section 11, 12 and 13, and map project boundaries pertain to only the property within the ISD listed in Section 1.

7. Did you receive a determination from the Texas Economic Development and Tourism Office that this proposed project and at least one other project seeking a limitation agreement constitute a single unified project (SUP), as allowed in §313.024(d-2)? . . . . . ☐ Yes ☑ No

   7a. If yes, attach in **Tab 6** supporting documentation from the Office of the Governor.

SECTION 11: Texas Tax Code 313.021(1) Qualified Investment

NOTE: The minimum amount of qualified investment required to qualify for an appraised value limitation and the minimum amount of appraised value limitation vary depending on whether the school district is classified as Subchapter B or Subchapter C, and the taxable value of the property within the school district. For assistance in determining estimates of these minimums, access the Comptroller's website at **comptroller.texas.gov/economy/local/ch313/**.

1. At the time of application, what is the estimated minimum qualified investment required for this school district? . . . . . $ 100,000,000.00

2. What is the amount of appraised value limitation for which you are applying? . . . . . $ 100,000,000.00

   Note: The property value limitation amount is based on property values available at the time of application and may change prior to the execution of any final agreement.

3. Does the qualified investment meet the requirements of Tax Code §313.021(1)? . . . . . ☑ Yes ☐ No

4. Attach a description of the qualified investment [See §313.021(1).] The description must include:
   a. a specific and detailed description of the qualified investment you propose to make within the project boundary for which you are requesting an appraised value limitation as defined by Tax Code §313.021 (**Tab 7**);
   b. a description of any new buildings, proposed new improvements or personal property which you intend to include as part of your minimum qualified investment (**Tab 7**); and
   c. a detailed map of the qualified investment showing location of tangible personal property to be placed in service during the qualifying time period and buildings to be constructed during the qualifying time period, with vicinity map (**Tab 11**).

5. Do you intend to make at least the minimum qualified investment required by Tax Code §313.023 (or §313.053 for Subchapter C school districts) for the relevant school district category during the qualifying time period? . . . . . ☑ Yes ☐ No

SECTION 12: Texas Tax Code 313.021(2) Qualified Property

1. Attach a detailed description of the qualified property. [See §313.021(2)] The description must include:
   1a. a specific and detailed description of the qualified property for which you are requesting an appraised value limitation as defined by Tax Code §313.021 (**Tab 8**);
   1b. a description of any new buildings, proposed new improvements or personal property which you intend to include as part of your qualified property (**Tab 8**);
   1c. a map or site plan of the proposed qualified property showing the location of the new buildings or new improvements inside the project area boundaries within a vicinity map that includes school district, county and reinvestment zone boundaries (**Tab 11**); and
   1d. Will any of the proposed qualified property be used to renovate, refurbish, upgrade, maintain, modify, improve, or functionally replace existing buildings or existing improvements inside or outside the project area? . . . . . ☐ Yes ☑ No

   Note: Property used to renovate, refurbish, upgrade, maintain, modify, improve, or functionally replace existing buildings or existing improvements inside or outside the project area cannot be considered qualified property and will not be eligible for a limitation. See TAC §9.1051(16).

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SECTION 12: Texas Tax Code 313.021(2) Qualified Property *(continued)*

2. Is the land upon which the new buildings or new improvements will be built part of the qualified property described by §313.021(2)(A)? . . . . . ☐ Yes ☑ No

   2a. If yes, attach complete documentation including:
   - a. legal description of the land (**Tab 9**);
   - b. each existing appraisal parcel number of the land on which the new improvements will be constructed, regardless of whether or not all of the land described in the current parcel will become qualified property (**Tab 9**);
   - c. owner (**Tab 9**);
   - d. the current taxable value of the land, attach estimate if land is part of larger parcel (**Tab 9**); and
   - e. a detailed map showing the location of the land with vicinity map (**Tab 11**).

3. Is the land on which you propose new construction or new improvements currently located in an area designated as a reinvestment zone under Tax Code Chapter 311 or 312 or as an enterprise zone under Government Code Chapter 2303? . . . ☑ Yes ☐ No

   3a. If yes, attach the applicable supporting documentation:
   - a. evidence that the area qualifies as an enterprise zone as defined by the Governor's Office (**Tab 16**);
   - b. legal description of reinvestment zone (**Tab 16**);
   - c. order, resolution or ordinance establishing the reinvestment zone (**Tab 16**);
   - d. guidelines and criteria for creating the zone (**Tab 16**); and
   - e. a map of the reinvestment zone or enterprise zone boundaries with vicinity map (**Tab 11**)

   3b. If no, submit detailed description of proposed reinvestment zone or enterprise zone with a map indicating the boundaries of the zone on which you propose new construction or new improvements to the Comptroller's office within 30 days of the application date.

   What is the anticipated date on which you will submit final proof of a reinvestment zone or enterprise zone? N/A

SECTION 13: Information on Property Not Eligible to Become Qualified Property

1. In **Tab 10**, attach a specific and detailed description of all **existing property within the project boundary.** This includes buildings and improvements existing as of the application review start date (the date the application is determined to be complete by the Comptroller). The description must provide sufficient detail to locate all existing property on the land that will be subject to the agreement and distinguish existing property from future proposed property.

2. In **Tab 10**, attach a specific and detailed description of all **proposed new property within the project boundary that will not become new improvements** as defined by TAC 9.1051. This includes proposed property that: functionally replaces existing or demolished/removed property; is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property; or is otherwise ineligible to become qualified property. The description must provide sufficient detail to distinguish existing property (statement 1) and all proposed new property that cannot become qualified property from proposed qualified property that will be subject to the agreement (as described in Section 12 of this application).

3. For the property not eligible to become qualified property within the project boundary in response to statements 1 and 2 of this section, provide the following supporting information in **Tab 10**:
   - a. maps and/or detailed site plan;
   - b. surveys;
   - c. appraisal district values and parcel numbers;
   - d. inventory lists;
   - e. existing and proposed property lists;
   - f. model and serial numbers of existing property; or
   - g. other information of sufficient detail and description.

4. Total estimated market value of existing property within the project boundary (that property described in response to statement 1): . . . . . $ 0.00

5. In **Tab 10**, include an appraisal value by the CAD of all the buildings and improvements existing as of a date within 15 days of the date the application is received by the school district.

6. Total estimated market value of proposed property not eligible to become qualified property (that property described in response to statement 2): . . . . . $ 0.00

Note: Investment for the property listed in statement 2 may count towards qualified investment in Column C of Schedules A-1 and A-2, if it meets the requirements of 313.021(1). Such property **cannot** become qualified property on Schedule B.

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SECTION 14: Wage and Employment Information

1. What is the number of new qualifying jobs you are committing to create? 25
2. What is the number of new non-qualifying jobs you are estimating you will create? (See TAC 9.1051(14)) 0
3. Do you intend to request that the governing body waive the minimum new qualifying job creation requirement, as provided under Tax Code §313.025(f-1)? . . . . . ☐ Yes ☑ No

   3a. If yes, attach evidence of industry standard in **Tab 12** documenting that the new qualifying job creation requirement above exceeds the number of employees necessary for the operation, according to industry standards.

4. Attach in **Tab 13** the four most recent quarters of data for each wage calculation below, including documentation from the Texas Workforce Commission website. The final actual statutory minimum annual wage requirement for the applicant for each qualifying job — which may differ slightly from this estimate — will be based on information available at the time of the application review start date (date of a completed application). See TAC §9.1051(21) and (22). **Note**: If a more recent quarter of information becomes available before the application is deemed complete, updated wage information will be required.

   a. Non-qualified job wages
   - average weekly wage for all jobs (all industries) in the county is . . . . . $ 1,187.75

   b. Qualifying job wage minimum option §313.021(5)(A)
   -110% of the average weekly wage for manufacturing jobs in the county is . . . . . $ 1,552.10

   c. Qualifying job wage minimum option §313.021(5)(B)
   -110% of the average weekly wage for manufacturing jobs in the region is . . . . . $ 962.48

5. Which Tax Code section are you using to estimate the qualifying job wage standard required for this project? . . . . . ☐ §313.021(5)(A) or ☑ §313.021(5)(B)
6. What is the minimum required annual wage for each qualifying job based on the qualified property? . . . . . $ 50,048.90
7. What is the annual wage you are committing to pay for each of the new qualifying jobs you create on the qualified property? . . . . . $ 50,048.90
8. Will the qualifying jobs meet all minimum requirements set out in Tax Code §313.021(3)? . . . . . ☑ Yes ☐ No
9. Do you intend to satisfy the minimum qualifying job requirement through a determination of cumulative economic benefits to the state as provided by §313.021(3)(F)? . . . . . ☐ Yes ☑ No

   9a. If yes, attach in **Tab 13** supporting documentation from the TWC, pursuant to §313.021(3)(F).

10. Do you intend to rely on the project being part of a single unified project, as allowed in §313.024(d-2), in meeting the qualifying job requirements? . . . . . ☐ Yes ☑ No

    10a. If yes, attach in **Tab 6** supporting documentation including a list of qualifying jobs in the other school district(s).

SECTION 15: Economic Impact

1. Complete and attach Schedules A1, A2, B, and C in **Tab 14**. **Note**: Excel spreadsheet versions of schedules are available for download and printing at URL listed below.
2. Attach an Economic Impact Analysis, if supplied by an entity other than the Comptroller's office, in **Tab 15**. *(not required)*
3. If there are any other payments made in the state or economic information that you believe should be included in the economic analysis, attach a separate schedule showing the amount for each year affected, including an explanation, in **Tab 15**.

APPLICATION TAB ORDER FOR REQUESTED ATTACHMENTS	
	ATTACHMENT
1	Sections 1-16
2	Proof of Payment of Application Fee
3	Documentation of Combined Group membership under Texas Tax Code 171.0001(7), history of tax default, delinquencies and/or material litigation *(if applicable)*
4	Detailed description of the project
5	Documentation to assist in determining if limitation is a determining factor
6	Description of how project is located in more than one district, including list of percentage in each district and, if determined to be a single unified project, documentation from the Office of the Governor *(if applicable)*
7	Description of Qualified Investment
8	Description of Qualified Property
9	Description of Land
10	Description of all property not eligible to become qualified property *(if applicable)*
11	Maps that clearly show: a) Project boundary and project vicinity, including county and school district boundaries b) Qualified investment including location of tangible personal property to be placed in service during the qualifying time period and buildings to be constructed during the qualifying time period c) Qualified property including location of new buildings or new improvements d) Any existing property within the project area e) Any facilities owned or operated by the applicant having interconnections to the proposed project f) Location of project, and related nearby projects within vicinity map g) Reinvestment or Enterprise Zone within vicinity map, showing the actual or proposed boundaries and size **Note:** Maps should be high resolution files. Include map legends/markers.
12	Request for Waiver of Job Creation Requirement and supporting information *(if applicable)*
13	Calculation of non-qualifying wage target and two possible qualifying job wage requirements with TWC documentation
14	Schedules A1, A2, B, and C completed and signed Economic Impact *(if applicable)*
15	Economic Impact Analysis, other payments made in the state or other economic information *(if applicable)*
16	Description of Reinvestment or Enterprise Zone, including: a) evidence that the area qualifies as an enterprise zone as defined by the Governor's Office b) legal description of reinvestment zone c) order, resolution or ordinance establishing the reinvestment zone d) guidelines and criteria for creating the zone
17	Signature and Certification page, signed and dated by Authorized School District Representative and Authorized Company Representative *(applicant)*

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Tab 2

Proof of Application Filing Fee Payment

Note regarding application received date and wire transfer date

The Ector County ISD Board meeting to accept the application was originally set for Tuesday, February 16 and the application was emailed to the District's representatives in advance to be submitted to the District on the meeting date. Therefore, February 16 is the submission date stated on the application. Monday, February 15 was a federal holiday for Presidents Day (observed), and banks and corporate offices were closed. Between February 14 and 15, Winter Storm Uri caused record-breaking cold temperatures in Texas and deposited massive amounts of snow and ice across the state, crippling transportation systems and causing rolling blackouts and catastrophic power failures of the state's electric grid. The School Board meeting for February 16 was cancelled and rescheduled for February 23, 2021. The subsequent damage from the winter storm to water and electric infrastructure, as well as sustained electricity service outages effectively displaced many members of the project team, who were not able to process payment for the project application until February 24, when economic development, consultant and company employees were all able to return to normal working conditions.

Frost CONNECT

Transaction Details List View | Deposit Transactions

Post Date	Account Name	Account Number	Bank Code	Transaction Description	Amount	Bank Reference	Customer Reference	Transaction Detail
	General Fund	578638594	FBK	INCOMING MONEY TRANSFER	100,000.00			FROST BANK WIRE IN 21022405044/ SENDER=DUFF AND PHELPS LLC CVC AC/ BENE=ECTOR COUNTY INDEPENDENT SCHOOL/ ORIG TO BNF INFO=DUFF AND PHELPS INVOICE 202102 01/

Tab 3

Documentation of Combined Group membership under Texas Tax Code 171.0001(7), history of tax default, delinquencies and/or material litigation (*if applicable*)

Not Applicable

Tab 4

Detailed Description of the Project

Occidental Petroleum (Oxy), a leading producer of traditional energy resources, and its subsidiary Oxy Low Carbon Ventures (OLCV) have recently formed a joint venture with private equity firm Rusheen Capital Management to finance and deploy large-scale Direct Air Capture (DAC) technology licensed from Carbon Engineering, a clean energy company focused on the commercialization of DAC technology, which captures carbon dioxide directly from the atmosphere.

The purpose of the joint venture, named 1PointFive, will be to further OLCV's commitment to reducing the amount of carbon dioxide in the atmosphere by advancing and accelerating carbon capture, utilization, and storage (CCUS) technologies and projects around the world. The significance of the name 1PointFive is the joint venture's mission to achieve climate stabilization and limit global warming to 1.5°C (of which DAC technology is a critical component). Oxy and OLCV will be providing significant financial, operational, and engineering resources to 1PointFive.

As the combined corporate entity for OLCV and its partners' proposed investment, 1PointFive is planning the development of a DAC facility that would produce industrial-grade carbon dioxide gas (CO_2) for its own use, as well as the use of other potential off-takers with similar commercial applications. The DAC facility will be built in or near one of several United States energy basins in which Oxy operates, within reasonable proximity to its existing enhanced oil recovery (EOR) operations, accessible pipeline infrastructure, and sufficient electric, natural gas, and water utilities.

The new DAC facility (the Project) would be the first full-scale commercialization of Carbon Engineering's DAC technology anywhere in the world. The Project combines the operational expertise of Oxy and OLCV, and the innovative technology of Carbon Engineering to capture and permanently remove carbon dioxide directly from the atmosphere. The high-quality CO_2 product manufactured by the DAC facility would be used as industrial gas feedstock by Oxy in their traditional energy production process, specifically through downhole injection at their existing EOR sites, to permanently sequester high volumes of carbon dioxide in underground geological storage. Carbon Engineering's proprietary DAC technology is specifically designed to be deployed at a much larger scale than other DAC designs currently operating and demonstrates a significant advantage over less cost-competitive DAC technology developers and facilities.

The proven DAC technology used by the Project would manufacture a continuous stream of high-quality carbon dioxide gas through the process of heating, treating, and compressing atmospheric air using only carbon-free renewable electricity, natural gas, and water as system inputs. Using large fans to draw in ambient air, the system would use two principal chemical loops and industrial processing units to extract and purify the carbon dioxide components of the air input. The DAC system's two chemical loops are a caustic carbon dioxide capture loop and a solids carbon dioxide purification loop, operated by the carbon dioxide capture and caustic recovery equipment. The closed loop design effectively diminishes the need for material removal and make-up, as the products of each reaction become a reagent for another reaction within the DAC process. The major output streams of the DAC system are compressed CO_2 (for utilization) and CO_2-depleted air (discharged into the surrounding atmosphere).

There are four major process components associated with the proposed DAC facility:

- Air Contactor
- Pellet Reactor
- Pellet Calciner
- Slaker/Hydrator

Additional Project components would include, but not be limited to the following:

- Pellet Separator and Washing
- Pellet Dryer
- CO_2 Purifier and Compressor
- Cooling System
- Compressors
- Evaporators
- Pumps
- Electrical and Instrumentation Controls
- Piping
- Water Treatment Facility
- Buildings

The construction of the plant would include site preparation and earthworks, installation of foundations and supports, fabrication of major equipment and transportation to site, integration of modules and interconnecting works (i.e. piping, electrical, controls), erection of buildings and support infrastructure, utility interconnections, commissioning and start-up, production ramp-up, and handover to operations.

There is currently no existing industrial-scale, commercialized deployment of Carbon Engineering's DAC technology deployed anywhere in the world. Once constructed, 1PointFive's Project would become the world's largest DAC facility and carbon capture operation, processing and permanently sequestering approximately 500 kilotons of atmospheric CO_2 per year. The Project would also represent the first significant application for the coupling of DAC technology and EOR operations in the United States. The pairing of DAC technology and CO_2 sequestration through EOR operations would be a significant environmental commitment for the energy industry, providing a pathway for reduced carbon emissions from traditional energy production and the realization of an economically viable model for significant anthropogenic CO_2 sequestration through EOR operations.

The Project and its DAC technology deployment are expected to fundamentally alter the energy landscape by providing a pathway to decarbonize major carbon-emitting industries like fuel production, transportation, and construction. CO_2 credits generated by the plant would be sold into regulated markets like California's Low Carbon Fuel Standards (LCFS) market, as a low-carbon liquid fuel or as emissions offsets directly to corporations committed to decarbonization. Currently, low carbon fuel initiatives are being enacted all over the world, including major markets such as the United States' west coast, Canada, and South America. With countries, industries, and companies continuously looking to offset their CO_2 emissions, it is anticipated that by 2050 the carbon removal industry will be as large as the oil & gas industry is today.

Tab 5

Documentation to Assist in Determining if Limitation is a Determining Factor

The proposed Project would be the largest industrial-scale direct atmospheric air capture and carbon sequestration operation anywhere in the world. Given the wide applicability of Carbon Engineering's process, their DAC technology can be utilized by a variety of industrial and commercial users and could be located anywhere an adequate supply of utility inputs exist. The majority of the manufactured CO_2 from the Project would be permanently sequestered by Oxy's EOR operations but could also be utilized as a feedstock for many other products. The Project becomes more economically viable when there is access to competitively priced renewable electricity, natural gas, and water.

Additional factors that would impact the location and success of the Project include:

- Proximity to a qualified customer for CO_2
- Suitable topography, geotechnical, and logistical conditions
- Labor availability
- Supporting infrastructure
- Initial development costs and recurring tax liabilities
- Permitting and regulatory environment
- Ability to develop or obtain carbon-free electricity to power the facility

The profitability of the Project is dependent on four main factors:

- The ability to negotiate and sell processed CO_2 for permanent sequestration in enhanced oil recovery operations and other potential commercial off-takers
- The ability to utilize Federal Section 45Q tax credits
- The ability to generate and sell negative emissions credits (e.g. California's Low Carbon Fuel Standard)
- The ability to negotiate and secure economic development incentives

At this time, Oxy would be the primary recipient of CO_2 offtake for sequestration. Because the Section 45Q and negative emissions credits are not specific to geographic location, the Project could be located anywhere in the United States and secure the necessary savings resulting from these programs.

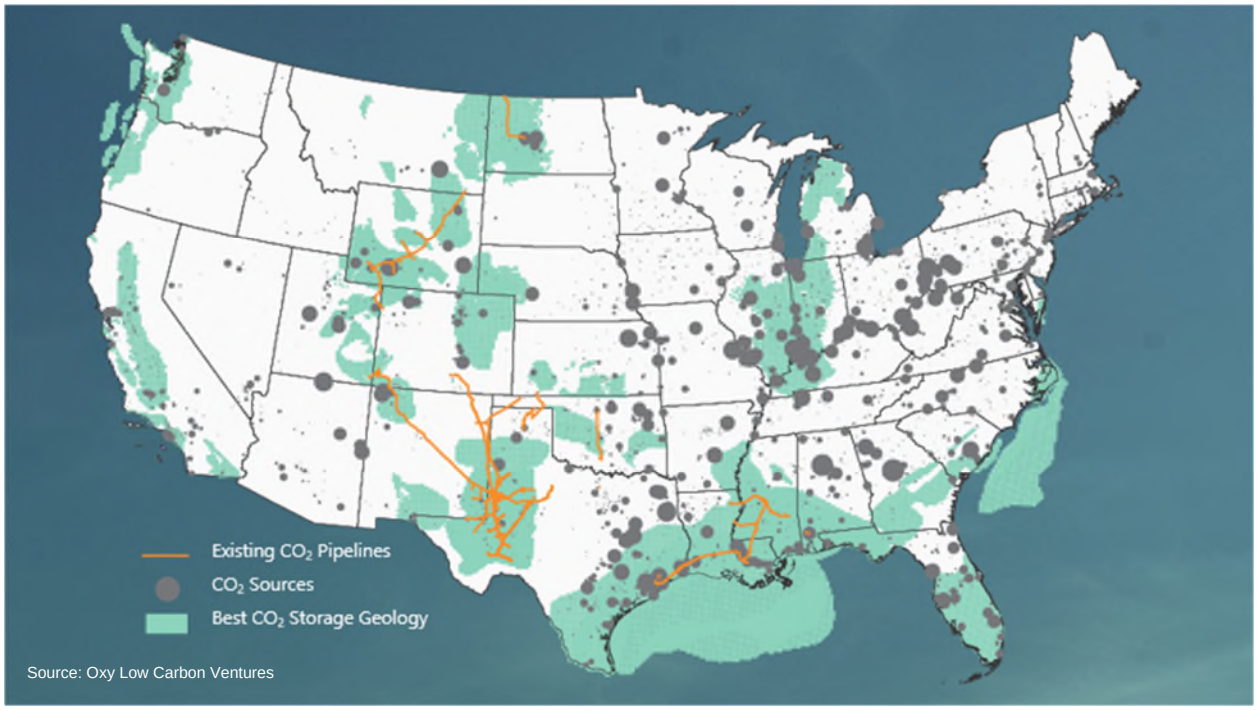
Oxy and Oxy Low Carbon Ventures have a traditional energy production and carbon solutions footprint throughout the United States and the majority of their domestic assets are concentrated in the energy basins of Texas, New Mexico, Colorado, Wyoming, and Utah. 1PointFive is actively evaluating target sites in each of these jurisdictions and plans to site the proposed facility in the location that offers the best support for profitability and sustainability over the lifetime of the Project.

Reducing the Project's ad valorem property tax liability and other significant financial impacts to the maximum extent possible is critical to the final investment decision. Property tax is one of the highest annual operating expenses and would be a significant ongoing liability throughout the life of the Project. A Chapter 313 value limitation from Ector County ISD would be critical to reducing up-front operating

costs, increasing return on investment, and maintaining the long-term economic viability of the Project. The Project is not economically viable at the proposed site in Texas without a Chapter 313 value limitation.

The potential to develop industrial scale, cost effective CCUS operations exists anywhere there is a relatively short distance between carbon dioxide emission sources and saline formations or other types of aquifers that could be utilized for permanent CO_2 sequestration. If the proposed plan to capture, process and sequester CO_2 from atmospheric air proves prohibitively expensive to fully scale in Texas or other states with significant EOR operations, Oxy and its partners could explore other attractive alternatives to investing in DAC/EOR-coupled technologies.

The following map illustrates CO_2 sequestration hub development potential in the United States:



The potential to capture and sequester emissions from these sources is virtually unlimited, as approximately 2,700MM million tons per annum (MTPA) of CO_2 was emitted from U.S. industrial sources in 2018 and less than 15MM MTPA was captured and sequestered (a target of 110MM MTPA is only 4% of total).

Other CO_2 emissions sources such as ethanol plants make a strong case for the construction of carbon sequestration hubs in areas where plants are concentrated, as the cost of sequestration could be spread over a larger production volume. With the right combination of average pipeline distance, estimated capital investment, adequate geology, and minimum ethanol production volumes, OLCV and its partners could choose to dedicate their limited capital resources to the pursuit of other carbon neutralization opportunities with strong estimated returns on investment, including DAC facilities located at sequestration sites near ethanol production.

Tab 6

Description of how project is located in more than one district, including list of percentage in each district and, if determined to be a single unified project, documentation from the Office of the Governor *(if applicable)*

Not applicable

Tab 7

Description of Qualified Investment

1PointFive's DAC facility, the largest of its kind in the world, would be capable of removing approximately 500 kilotons of atmospheric CO_2 per year. The Project would be constructed on approximately 1,600 acres at a site known as the Shoe Bar Ranch in Ector County and would be located entirely within the boundaries of Ector County Independent School District.

There are four major process components associated with the Project:

- Air Contactor
- Pellet Reactor
- Pellet Calciner
- Slaker/Hydrator

Eligible ancillary and necessary equipment would include the following:

- Pellet Separator and Washing
- Pellet Dryer
- CO_2 Purifier and Compressor
- Cooling System
- Compressors
- Evaporators
- Pumps
- Electrical and Instrumentation Controls
- New Piping
- Water Treatment Facility
- Operations, Maintenance, Measurement, and Monitoring Buildings

Additional equipment and components would be defined during detail design and procured by the EPCM contractor.

The construction of the plant would include site preparation and earthworks, installation of foundations and supports, fabrication of major equipment and transportation to site, integration of modules and interconnecting works (i.e. piping, electrical, controls), erection of buildings and support infrastructure, utility interconnections, commissioning and start-up, production ramp-up, and handover to operations.

Tab 8

Description of Qualified Property

1PointFive's DAC facility, the largest of its kind in the world, would be capable of removing approximately 500 kilotons of atmospheric CO_2 per year. The Project would be constructed on approximately 1,600 acres at a site known as the Shoe Bar Ranch in Ector County and would be located entirely within the boundaries of Ector County Independent School District.

There are four major process components associated with the Project:

- Air Contactor
- Pellet Reactor
- Pellet Calciner
- Slaker/Hydrator

Eligible ancillary and necessary equipment would include the following:

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Additional equipment and components would be defined during detail design and procured by the EPCM contractor.

The construction of the plant would include site preparation and earthworks, installation of foundations and supports, fabrication of major equipment and transportation to site, integration of modules and interconnecting works (i.e. piping, electrical, controls), erection of buildings and support infrastructure, utility interconnections, commissioning and start-up, production ramp-up, and handover to operations.

Tab 9

Description of Land

The land on which this proposed project would be developed would **not** be claimed as part of the Qualified Property as described by Texas Statute 313.021(2)(A).

Tab 10

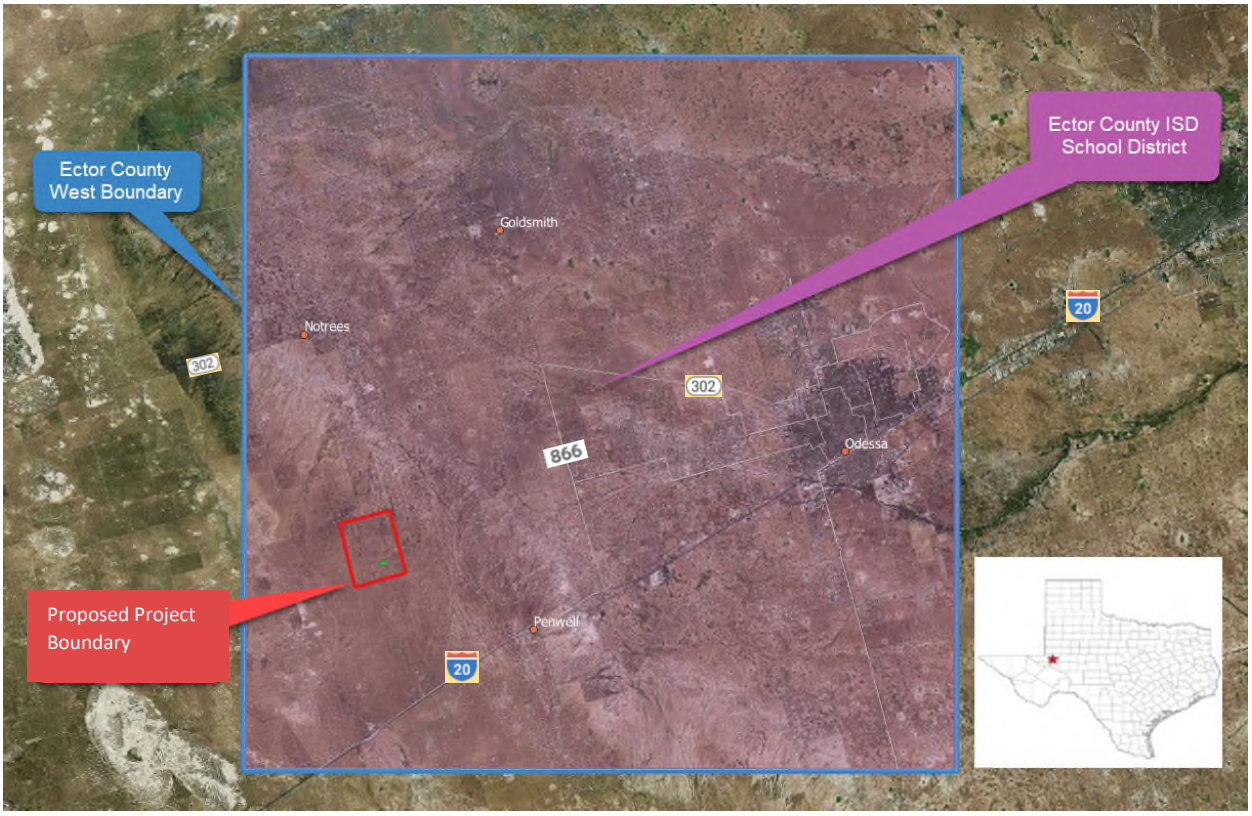
Description of all property not eligible to become qualified property *(if applicable)*

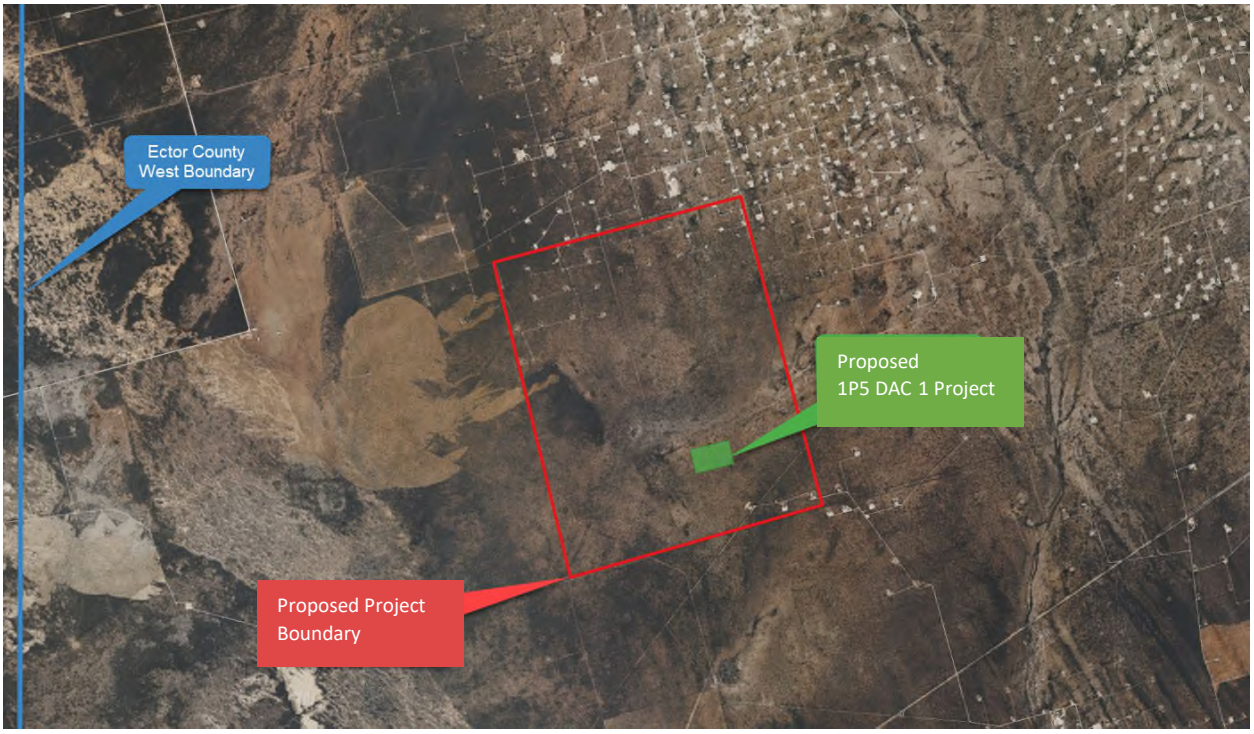
The land on which the Project would be developed would not be claimed as part of the Qualified Property.

Tab 11

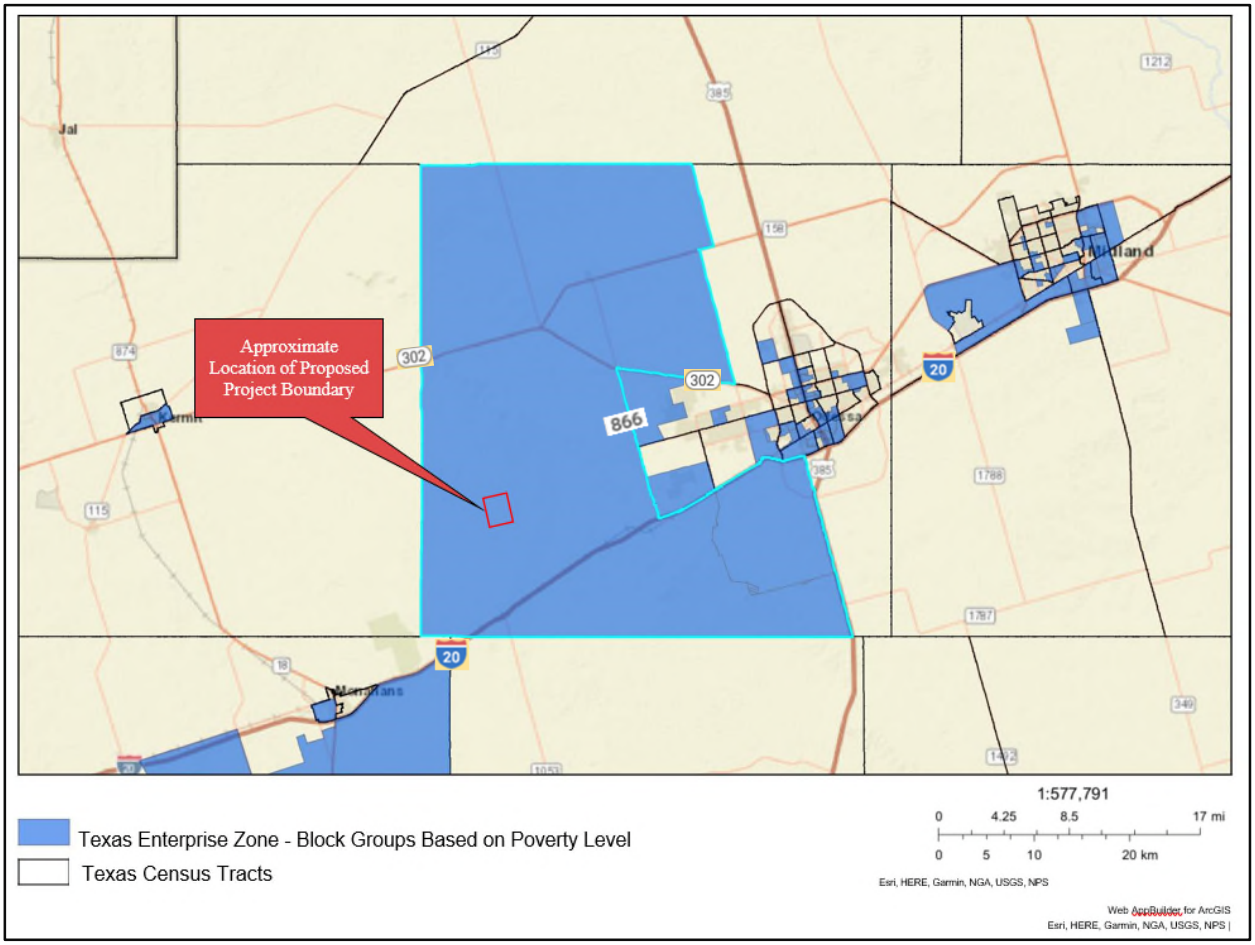
Maps that clearly show:

a) Project boundary and project vicinity, including county and school district boundaries
b) Qualified investment including location of tangible personal property to be placed in service during the qualifying time period and buildings to be constructed during the qualifying time period
c) Qualified property including location of new buildings or new improvements
d) Any existing property within the project area
e) Any facilities owned or operated by the applicant having interconnections to the proposed project
f) Location of project, and related nearby projects within vicinity map
g) Reinvestment or Enterprise Zone within vicinity map, showing the actual or proposed boundaries and size


Ector County
West Boundary
Ector County ISD
School District
Goldsmith
Notrees
302
866
Odessa
20
Proposed Project
Boundary
Penwell


Ector County
West Boundary
Proposed
1P5 DAC 1 Project
Proposed Project
Boundary


Ector County Energy Center
Goldsmith
Notrees
302
866
Odessa
Origis Energy
Penwell
20
Oberon Solar LLC


Approximate Location of Proposed Project Boundary
Jal
Midland
302
866
20
Texas Enterprise Zone - Block Groups Based on Poverty Level
Texas Census Tracts
1:577,791
0 4.25 8.5 17 mi
0 5 10 20 km
Esri, HERE, Garmin, NGA, USGS, NPS
Web AppBuilder for ArcGIS
Esri, HERE, Garmin, NGA, USGS, NPS

Tab 12

Request for Waiver of Job Creation Requirement and supporting information *(if applicable)*

Not applicable

Tab 13

Calculation of non-qualifying wage target and two possible qualifying job wage requirements with TWC documentation

Average Weekly Wages for All jobs, All Industries in Ector County (Four Most Recent Quarters)

County	Year	Quarter	Ownership	Avg. Weekly Wage
Ector County	2019	4	Total All	1,275
Ector County	2020	1	Total All	1,249
Ector County	2020	2	Total All	1,134
Ector County	2020	3	Total All	1,093
Sum Last 4 Quarters				$ 4,751
Average Weekly Wage				**$ 1187.75**

Average Weekly Wages for Manufacturing Jobs in Ector County (Four Most Recent Quarters)

County	Year	Quarter	Ownership	Avg. Weekly Wage
Ector County	2019	4	Private	$ 1,546
Ector County	2020	1	Private	$ 1,466
Ector County	2020	2	Private	$ 1,348
Ector County	2020	3	Private	$ 1,284
Sum Last 4 Quarters				$ 5,644
Average Weekly Wage				$ 1,411
110 % Average Weekly Wage				**$ 1,552.10**

Average Weekly Wages for Manufacturing Jobs in Council of Government Region (Most Recent Year)

COG Region	Year	Hourly	Annual	Avg. Weekly Wage
Permian Basin	2019	$ 21.87	$ 45,499	$ 874.98
110 % Average Weekly Wage				**$ 962.48**

*Backup documentation provided in following pages

Wage data as provided by Texas Workforce Commission

Year	Period	Area	Ownership	Industry	Average Weekly Wage
2019	04	Ector	Total All	Total, All Industries	1,275
2020	01	Ector	Total All	Total, All Industries	1,249
2020	02	Ector	Total All	Total, All Industries	1,134
2020	03	Ector	Total All	Total, All Industries	1,093

Year	Period	Area	Ownership	Industry	Average Weekly Wage
2019	04	Ector	Total All	Manufacturing	1,546
2020	01	Ector	Total All	Manufacturing	1,466
2020	02	Ector	Total All	Manufacturing	1,348
2020	03	Ector	Total All	Manufacturing	1,284

2019 Manufacturing Average Wages by Council of Government Region
Wages for All Occupations

COG	COG Number	Wages	
		Hourly	Annual
Panhandle Regional Planning Commission	1	$22.31	$46,399
South Plains Association of Governments	2	$18.97	$39,448
NORTEX Regional Planning Commission	3	$20.38	$42,395
North Central Texas Council of Governments	4	$32.92	$68,476
Ark-Tex Council of Governments	5	$20.09	$41,780
East Texas Council of Governments	6	$28.95	$60,211
West Central Texas Council of Governments	7	$21.83	$45,406
Rio Grande Council of Governments	8	$18.15	$37,749
Permian Basin Regional Planning Commission	9	$21.87	$45,499
Concho Valley Council of Governments	10	$26.74	$55,625
Heart of Texas Council of Governments	11	$22.41	$46,614
Capital Area Council of Governments	12	$29.37	$61,091
Brazos Valley Council of Governments	13	$17.60	$36,613
Deep East Texas Council of Governments	14	$21.06	$43,796
South East Texas Regional Planning Commission	15	$25.52	$53,079
Houston-Galveston Area Council	16	$28.85	$60,015
Golden Crescent Regional Planning Commission	17	$21.43	$44,565
Alamo Area Council of Governments	18	$26.64	$55,401
South Texas Development Council	19	$18.70	$38,889
Coastal Bend Council of Governments	20	$34.94	$72,668
Lower Rio Grande Valley Development Council	21	$20.05	$41,698
Texoma Council of Governments	22	$18.40	$38,280
Central Texas Council of Governments	23	$21.07	$43,821
Middle Rio Grande Development Council	24	$22.74	$47,296
Texas		$27.25	$56,673

Calculated by the Texas Workforce Commission Labor Market and Career Information Department.
Data published: August 2020.
Data published annually, next update will likely be July 31, 2021
Annual Wage Figure assumes a 40-hour work week.

Note: Data is not supported by the Bureau of Labor Statistics (BLS).
Wage data is produced from Texas Occupational Employment Statistics (OES) data, and is not to be compared to BLS estimates.
Data intended only for use implementing Chapter 313, Texas Tax Code.

Tab 14

Schedules A1, A2, B, and C completed and signed Economic Impact *(if applicable)*

Schedule A1: Total Investment for Economic Impact (through the Qualifying Time Period)

Date 2/16/2021

Applicant Name 1PointFive P1, LLC

ISD Name Ector County ISD

Form 50-296A

Revised October 2020

PROPERTY INVESTMENT AMOUNTS

(Estimated Investment in each year. Do not put cumulative totals.)

	Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year below) YYYY	Column A: New investment (original cost) in **tangible personal property** placed in service during this year that will become Qualified Property	Column B: New investment made during this year in **buildings or permanent nonremovable components of buildings** that will become Qualified Property	Column C: Other new investment made during this year that will not become Qualified Property [SEE NOTE]	Column D: Other new investment made during this year that may become Qualified Property [SEE NOTE]	Column E: **Total Investment** (Sum of Columns A+B+C+D)
Investment made before filing complete application with district				Not eligible to become Qualified Property			[The only other investment made before filing complete application with district that may become Qualified Property is land.]	
Investment made after filing complete application with district, but before final board approval of application	Stub Year	2021-2022	2021	$0	$0	$0	$0	$0
Investment made after final board approval of application and before Jan. 1 of first complete tax year of qualifying time period				$0	$0	$0	$0	$0
Complete tax years of qualifying time period	QTP1	2022-2023	2022	$208,252,800	$43,747,200	$0	$0	$252,000,000
	QTP2	2023-2024	2023	$315,684,800	$66,315,200	$0	$0	$382,000,000
Total Investment through Qualifying Time Period [ENTER this row in Schedule A2]				$523,937,600	$110,062,400	$0	$0	$634,000,000

Enter amounts from TOTAL row above in Schedule A2

Total Qualified Investment (sum of green cells) $634,000,000

59

For All Columns: List amount invested each year, not cumulative totals.

Column A: This represents the total dollar amount of planned investment in tangible personal property. Only include estimates of investment for "replacement" property if the property is specifically described in the application.
Only tangible personal property that is specifically described in the application can become qualified property.

Column B: The total dollar amount of planned investment each year in buildings or nonremovable component of buildings.

Column C: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that will not become qualified property include investment meeting the definition of 313.021(1) but not creating a new improvement as defined by TAC 9.1051. This is proposed property that functionally replaces existing property; is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property—described in SECTION 13, question #5 of the application.

Column D: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that may result in qualified property are land or professional services.

Total Investment: Add together each cell in a column and enter the sum in the blue total investment row. Enter the data from this row into the first row in Schedule A2.

Qualified Investment: For the green qualified investment cell, enter the sum of all the green-shaded cells.

Schedule A2: Total Investment for Economic Impact (including Qualified Property and other investments)

Date 2/16/2021

Applicant Name 1PointFive P1, LLC

ISD Name Ector County ISD

Form 50-296A

Revised October 2020

PROPERTY INVESTMENT AMOUNTS

(Estimated Investment in each year. Do not put cumulative totals.)

	Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year below) YYYY	Column A: New investment (original cost) in **tangible personal property** placed in service during this year that will become Qualified Property	Column B: New investment made during this year in **buildings or permanent nonremovable components of buildings** that will become Qualified Property	Column C: Other investment made during this year that will not become Qualified Property [SEE NOTE]	Column D: Other investment made during this year that will become Qualified Property {SEE NOTE]	Column E: **Total Investment** (A+B+C+D)
Total Investment from Schedule A1*	QTP1 and QTP2	TOTALS FROM SCHEDULE A1		Enter amounts from TOTAL row in Schedule A1 in the row below				
				$523,937,600	$110,062,400	$0	$0	$634,000,000
Each year prior to start of value limitation period** *Insert as many rows as necessary*	Gap Year	2024-2025	2024	$146,272,800	$30,727,200	$0	$0	$177,000,000
Value limitation period***	1	2025-2026	2025	$0	$0	$0	$0	$0
	2	2026-2027	2026	$0	$0	$0	$0	$0
	3	2027-2028	2027	$0	$0	$0	$0	$0
	4	2028-2029	2028	$0	$0	$0	$0	$0
	5	2029-2030	2029	$0	$0	$0	$0	$0
	6	2030-2031	2030	$0	$0	$0	$0	$0
	7	2031-2032	2031	$0	$0	$0	$0	$0
	8	2032-2033	2032	$0	$0	$0	$0	$0
	9	2033-2034	2033	$0	$0	$0	$0	$0
	10	2034-2035	2034	$0	$0	$0	$0	$0
Total Investment made through limitation				$670,210,400	$140,789,600	$0	$0	$811,000,000
Continue to maintain viable presence	11	2035-2036	2035	[redacted]		$0	[redacted]	$0
	12	2036-2037	2036			$0		$0
	13	2037-2038	2037			$0		$0
	14	2038-2039	2038			$0		$0
	15	2039-2040	2039			$0		$0
Additional years for 25 year economic impact as required by 313.026(c)(1)	16	2040-2041	2040			$0		$0
	17	2041-2042	2041			$0		$0
	18	2042-2043	2042			$0		$0
	19	2043-2044	2043			$0		$0
	20	2044-2045	2044			$0		$0
	21	2045-2046	2045			$0		$0
	22	2046-2047	2046			$0		$0
	23	2047-2048	2047			$0		$0
	24	2048-2049	2048			$0		$0
	25	2049-2050	2049			$0		$0

60

* All investments made through the qualifying time period are captured and totaled on Schedule A1 [blue box] and incorporated into this schedule in the **first row.**

** Only investment made during deferrals of the start of the limitation (after the end of qualifying time period but before the start of the Value Limitation Period) should be included in the "year prior to start of value limitation period" row(s). If the limitation starts at the end of the qualifying time period or the qualifying time period overlaps the limitation, no investment should be included on this line.

*** If your qualifying time period will overlap your value limitation period, do not also include investment made during the qualifying time period in years 1 and/or 2 of the value limitation period, depending on the overlap. Only include investments/years that were **not** captured on Schedule A1.

For All Columns: List amount invested each year, not cumulative totals. Only include investments in the remaining rows of Schedule A2 that were not captured on Schedule A1.

Column A: This represents the total dollar amount of planned investment in tangible personal property. Only include estimates of investment for "replacement" property if the property is specifically described in the application.
Only tangible personal property that is specifically described in the application can become qualified property.

Column B: The total dollar amount of planned investment each year in buildings or nonremovable component of buildings.

Column C: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that will not become qualified property include investment meeting the definition of 313.021(1) but not creating a new improvement as defined by TAC 9.1051. This is proposed property that functionally replaces existing property; is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property—described in SECTION 13, question #5 of the application.

Column D: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that may result in qualified property are land or professional services.

Schedule B: Estimated Market And Taxable Value (of Qualified Property Only)

Date 4/16/2021

Applicant Name 1PointFive P1, LLC

ISD Name Ector County ISD

Form 50-296A

Revised October 2020

	Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year) YYYY	Qualified Property: Estimated Market Value of Land	Qualified Property: Estimated Total Market Value of new buildings or other new improvements	Qualified Property: Estimated Total Market Value of tangible personal property in the new buildings or "in or on the new improvements"	Estimated Taxable Value: Market Value less any exemptions (such as pollution control) and before limitation	Estimated Taxable Value: Final taxable value for I&S after all reductions	Estimated Taxable Value: Final taxable value for M&O after all reductions
Each year prior to start of Value Limitation Period *Insert as many rows as necessary*	QTP 1	2022-2023	2022	$0	$43,674,250	$207,905,532	$15,094,787	$236,484,995	$236,484,995
	QTP 2	2023-2024	2023	$0	$109,950,012	$523,402,590	$38,001,156	$595,351,446	$595,351,446
	Gap Year	2024-2025	2024	$0	$136,964,116	$651,999,687	$47,337,828	$741,625,975	$741,625,975
Value Limitation Period	1	2025-2026	2025	$0	$131,485,552	$625,919,700	$45,444,315	$711,960,937	$100,000,000
	2	2026-2027	2026	$0	$126,006,987	$599,839,713	$43,550,802	$682,295,898	$100,000,000
	3	2027-2028	2027	$0	$120,528,422	$573,759,726	$41,657,289	$652,630,859	$100,000,000
	4	2028-2029	2028	$0	$115,049,858	$547,679,739	$39,763,776	$622,965,821	$100,000,000
	5	2029-2030	2029	$0	$109,571,293	$521,599,752	$37,870,263	$593,300,782	$100,000,000
	6	2030-2031	2030	$0	$104,092,728	$495,519,765	$35,976,750	$563,635,744	$100,000,000
	7	2031-2032	2031	$0	$98,614,164	$469,439,778	$34,083,237	$533,970,705	$100,000,000
	8	2032-2033	2032	$0	$93,135,599	$443,359,791	$32,189,723	$504,305,667	$100,000,000
	9	2033-2034	2033	$0	$87,657,034	$417,279,804	$30,296,210	$474,640,628	$100,000,000
	10	2034-2035	2034	$0	$82,178,470	$391,199,817	$28,402,697	$444,975,590	$100,000,000
Continue to maintain viable presence	11	2035-2036	2035	$0	$76,699,905	$365,119,830	$26,509,184	$415,310,551	$415,310,551
	12	2036-2037	2036	$0	$71,221,340	$339,039,843	$24,615,671	$385,645,513	$385,645,513
	13	2037-2038	2037	$0	$65,742,776	$312,959,856	$22,722,158	$355,980,474	$355,980,474
	14	2038-2039	2038	$0	$60,264,211	$286,879,869	$20,828,645	$326,315,435	$326,315,435
	15	2039-2040	2039	$0	$54,785,647	$260,799,882	$18,935,132	$296,650,397	$296,650,397
Additional years for 25 year economic impact as required by 313.026(c)(1)	16	2040-2041	2040	$0	$49,307,082	$234,719,895	$17,041,619	$266,985,358	$266,985,358
	17	2041-2042	2041	$0	$43,828,517	$208,639,908	$15,148,106	$237,320,320	$237,320,320
	18	2042-2043	2042	$0	$38,349,953	$182,559,921	$13,254,592	$207,655,281	$207,655,281
	19	2043-2044	2043	$0	$32,871,388	$156,479,934	$11,361,079	$177,990,243	$177,990,243
	20	2044-2045	2044	$0	$27,392,823	$130,399,947	$9,467,566	$148,325,204	$148,325,204
	21	2045-2046	2045	$0	$27,392,823	$130,399,947	$9,467,566	$148,325,204	$148,325,204
	22	2046-2047	2046	$0	$27,392,823	$130,399,947	$9,467,566	$148,325,204	$148,325,204
	23	2047-2048	2047	$0	$27,392,823	$130,399,947	$9,467,566	$148,325,204	$148,325,204
	24	2048-2049	2048	$0	$27,392,823	$130,399,947	$9,467,566	$148,325,204	$148,325,204
	25	2049-2050	2049	$0	$27,392,823	$130,399,947	$9,467,566	$148,325,204	$148,325,204

Notes: Market value in future years is good faith estimate of future taxable value for the purposes of property taxation.
Only include market value for eligible property on this schedule.

Schedule C: Employment Information

Date 3/30/2021

Applicant Name 1PointFive P1, LLC

ISD Name Ector County ISD

Form 50-296A

Revised October 2020

				Construction		Non-Qualifying Jobs	Qualifying Jobs	
				Column A	Column B	Column C	Column D	Column E
	Year	**School Year** (YYYY-YYYY)	**Tax Year** (Actual tax year) YYYY	Number of Construction FTE's	**Average** annual wage rates for construction workers	Number of non-qualifying jobs applicant estimates it will create (cumulative)	Number of new qualifying jobs applicant commits to create meeting all criteria of Sec. 313.021(3) (cumulative)	Annual wage of new qualifying jobs
Each year prior to start of Value Limitation Period *Insert as many rows as necessary*	QTP 1	2022-2023	2022	1000	$50,000	0	0	$0
	QTP 2	2023-2024	2023	1000	$50,000	0	0	$0
	Gap Year	2024-2025	2024	1000	$50,000	0	0	$0
Value Limitation Period *The qualifying time period could overlap the value limitation period.*	1	2025-2026	2025	0	$0	0	25	$50,048.90
	2	2026-2027	2026	0	$0	0	25	$50,048.90
	3	2027-2028	2027	0	$0	0	25	$50,048.90
	4	2028-2029	2028	0	$0	0	25	$50,048.90
	5	2029-2030	2029	0	$0	0	25	$50,048.90
	6	2030-2031	2030	0	$0	0	25	$50,048.90
	7	2031-2032	2031	0	$0	0	25	$50,048.90
	8	2032-2033	2032	0	$0	0	25	$50,048.90
	9	2033-2034	2033	0	$0	0	25	$50,048.90
	10	2034-2035	2034	0	$0	0	25	$50,048.90
Years Following Value Limitation Period	11 through 25	2035-2050	2049	0	$0	0	25	$50,048.90

Notes: See TAC 9.1051 for definition of non-qualifying jobs.
Only include jobs on the project site in this school district.

Tab 15

Economic Impact Analysis, other payments made in the state or other economic information *(if applicable)*

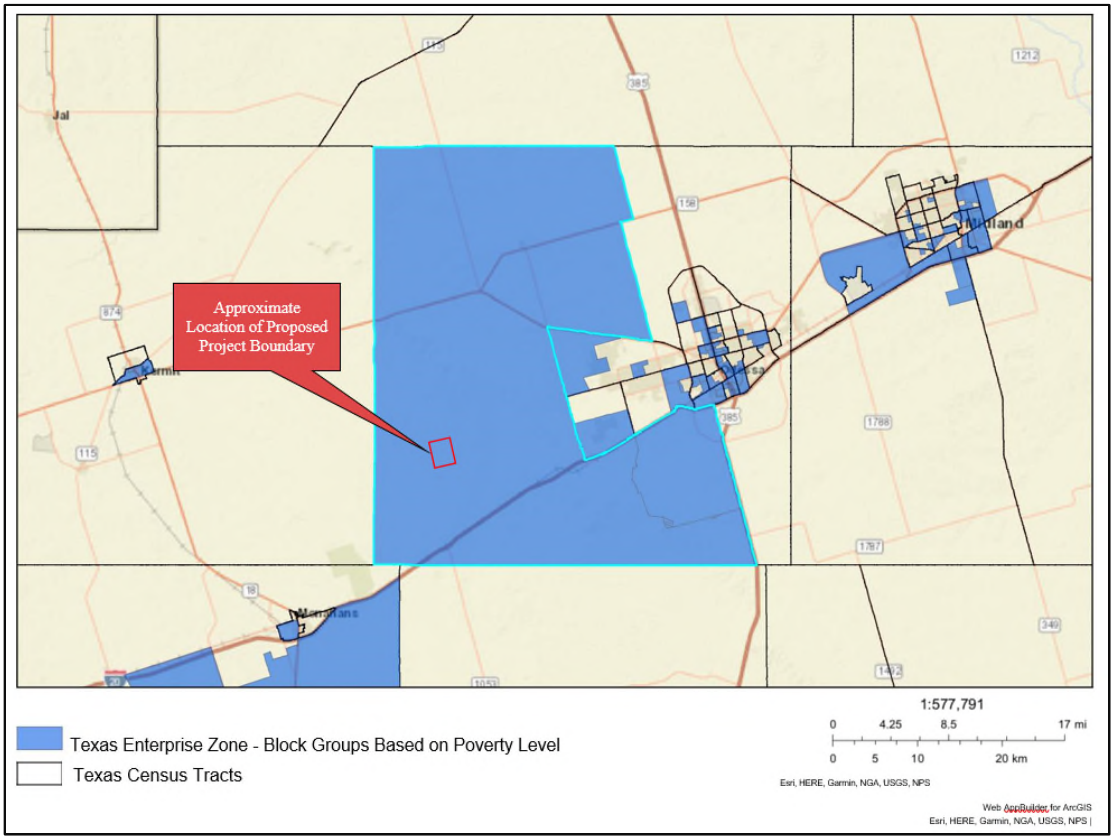
Not applicable

Tab 16

Description of Reinvestment or Enterprise Zone, including:

a) evidence that the area qualifies as an enterprise zone as defined by the Governor's Office

The area qualifies as an enterprise zone as defined by the Governor's Office because it is in a block group within the State of Texas that has a poverty rate of 20 percent or more.



b) legal description of reinvestment zone

Not applicable

c) order, resolution or ordinance establishing the reinvestment zone

Not applicable

d) guidelines and criteria for creating the zone

Not applicable

Tab 17

Signature and Certification page, signed and dated by Authorized School District Representative and Authorized Company Representative *(applicant)*

SECTION 16: Authorized Signatures and Applicant Certification

After the application and schedules are complete, an authorized representative from the school district and the business should review the application documents and complete this authorization page. Attach the completed authorization page in **Tab 17**.

NOTE: If you amend your application, you will need to obtain new signatures and resubmit this page, Section 16, with the amendment request.

1. Authorized School District Representative Signature

I am the authorized representative for the school district to which this application is being submitted. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code.

print here Scott Muri — Print Name *(Authorized School District Representative)*

Superintendent — Title

sign here — Signature *(Authorized School District Representative)*

3-4-2021 — Date

2. Authorized Company Representative (Applicant) Signature and Notarization

I am the authorized representative for the business entity for the purpose of filing this application. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code. The information contained in this application and schedules is true and correct to the best of my knowledge and belief.

I hereby certify and affirm that the business entity I represent is in good standing under the laws of the state in which the business entity was organized and that no delinquent taxes are owed to the State of Texas.

print here Derek Willis — Print Name *(Authorized Company Representative (Applicant))*

Vice President and Secretary — Title

sign here — Signature *(Authorized Company Representative (Applicant))*

3/2/21 — Date

NORMA VALADEZ
My Notary ID # 132591667
Expires July 28, 2024

(Notary Seal)

GIVEN under my hand and seal of office this, the

2nd day of March, 2021

Norma Valadez
Notary Public in and for the State of Texas

My Commission expires: 7/28/2024

If you make a false statement on this application, you could be found guilty of a Class A misdemeanor or a state jail felony under Texas Penal Code Section 37.10.

SECTION 16: Authorized Signatures and Applicant Certification

After the application and schedules are complete, an authorized representative from the school district and the business should review the application documents and complete this authorization page. Attach the completed authorization page in **Tab 17**.

NOTE: If you amend your application, you will need to obtain new signatures and resubmit this page, Section 16, with the amendment request.

1. Authorized School District Representative Signature

I am the authorized representative for the school district to which this application is being submitted. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code.

print here ▶ Scott Muri
Print Name *(Authorized School District Representative)*

Superintendent
Title

sign here ▶
Signature *(Authorized School District Representative)*

4-1-21
Date

2. Authorized Company Representative (Applicant) Signature and Notarization

I am the authorized representative for the business entity for the purpose of filing this application. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code. The information contained in this application and schedules is true and correct to the best of my knowledge and belief.

I hereby certify and affirm that the business entity I represent is in good standing under the laws of the state in which the business entity was organized and that no delinquent taxes are owed to the State of Texas.

print here ▶ Derek Willis
Print Name *(Authorized Company Representative (Applicant))*

Vice President and Secretary
Title

sign here ▶
Signature *(Authorized Company Representative (Applicant))*

3/30/21
Date

NORMA VALADEZ
My Notary ID # 132591667
Expires July 28, 2024

(Notary Seal)

GIVEN under my hand and seal of office this, the

30th day of March, 2021

Norma Valadez
Notary Public in and for the State of Texas

My Commission expires: 7/28/2024

If you make a false statement on this application, you could be found guilty of a Class A misdemeanor or a state jail felony under Texas Penal Code Section 37.10.

Franchise Tax Account Status

As of : 09/08/2021 12:50:22

This page is valid for most business transactions but is not sufficient for filings with the Secretary of State

1POINTFIVE P1, LLC	
Texas Taxpayer Number	32076631608
Mailing Address	PO BOX 300 TULSA, OK 74102-0300
Right to Transact Business in Texas	ACTIVE
State of Formation	DE
Effective SOS Registration Date	11/10/2020
Texas SOS File Number	0803827489
Registered Agent Name	C T CORPORATION SYSTEM
Registered Office Street Address	1999 BRYAN ST., STE. 900 DALLAS, TX 75201

DocuSign Envelope ID: B88F4B2F-A4D6-4658-846C-3F5B1C4BCEA5

June 21, 2021

Scott Muri
Superintendent
Ector County Independent School District
P.O. Box 3912
Odessa, TX 79760

Re: Certificate for Limitation on Appraised Value of Property for School District Maintenance and Operations taxes by and between Ector County Independent School District and 1PointFive P1, LLC, Application 1570

Dear Superintendent Muri:

On April 12, 2021, the Comptroller issued written notice that 1PointFive P1, LLC (applicant) submitted a completed application (Application 1570) for a limitation on appraised value under the provisions of Tax Code Chapter 313.[1] This application was originally submitted on February 16, 2021, to the Ector County Independent School District (school district) by the applicant.

This presents the results of the Comptroller's review of the application and determinations required:

1) under Section 313.025(h) to determine if the property meets the requirements of Section 313.024 for eligibility for a limitation on appraised value under Chapter 313, Subchapter B; and
2) under Section 313.025(d), to issue a certificate for a limitation on appraised value of the property and provide the certificate to the governing body of the school district or provide the governing body a written explanation of the Comptroller's decision not to issue a certificate, using the criteria set out in Section 313.026.

Determination required by 313.025(h)

Sec. 313.024(a) Applicant is subject to tax imposed by Chapter 171.
Sec. 313.024(b) Applicant is proposing to use the property for an eligible project.

[1] All Statutory references are to the Texas Tax Code, unless otherwise noted.

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Sec. 313.024(d)	Applicant has committed to create the required number of new qualifying jobs and pay all jobs created that are not qualifying jobs a wage that exceeds the county average weekly wage for all jobs in the county where the jobs are located.
Sec. 313.024(d-2)	Not applicable to Application 1570.

Based on the information provided by the applicant, the Comptroller has determined that the property meets the requirements of Section 313.024 for eligibility for a limitation on appraised value under Chapter 313, Subchapter B.

Certificate decision required by 313.025(d)

Determination required by 313.026(c)(1)

The Comptroller has determined that the project proposed by the applicant is reasonably likely to generate tax revenue in an amount sufficient to offset the school district's maintenance and operations *ad valorem tax* revenue lost as a result of the agreement before the 25th anniversary of the beginning of the limitation period, see Attachment B.

Determination required by 313.026(c)(2)

The Comptroller has determined that the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in this state, see Attachment C.

Based on these determinations, the Comptroller issues a certificate for a limitation on appraised value. This certificate is contingent on the school district's receipt and acceptance of the Texas Education Agency's determination per 313.025(b-1).

The Comptroller's review of the application assumes the accuracy and completeness of the statements in the application. If the application is approved by the school district, the applicant shall perform according to the provisions of the Texas Economic Development Act Agreement (Form 50-826) executed with the school district. The school district shall comply with and enforce the stipulations, provisions, terms, and conditions of the agreement, applicable Texas Administrative Code and Chapter 313, per TAC 9.1054(i)(3).

This certificate is no longer valid if the application is modified, the information presented in the application changes, or the limitation agreement does not conform to the application. Additionally, this certificate is contingent on the school district approving and executing the agreement by December 31, 2021.

Note that any building or improvement existing as of the application review start date of April 12, 2021, or any tangible personal property placed in service prior to that date may not become "Qualified Property" as defined by 313.021(2) and the Texas Administrative Code.

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Should you have any questions, please contact Will Counihan, Director, Data Analysis & Transparency, by email at will.counihan@cpa.texas.gov or by phone toll-free at 1-800-531-5441, ext. 6-0758, or at 512-936-0758.

Sincerely,

DocuSigned by:
Lisa Craven
11EA6DEF0EC441E...

Lisa Craven
Deputy Comptroller

Enclosure

cc: Will Counihan

Attachment A – Economic Impact Analysis

The following tables summarize the Comptroller's economic impact analysis of 1PointFive P1, LLC (project) applying to Ector County Independent School District (district), as required by Tax Code, 313.026 and Texas Administrative Code 9.1055(d)(2).

Table 1 is a summary of investment, employment and tax impact of 1PointFive P1, LLC.

Applicant	1PointFive P1, LLC
Tax Code, 313.024 Eligibility Category	Manufacturing
School District	Ector County ISD
2019-2020 Average Daily Attendance	29,754
County	Ector
Proposed Total Investment in District	$811,000,000
Proposed Qualified Investment	$634,000,000
Limitation Amount	$100,000,000
Qualifying Time Period (Full Years)	2022-2023
Number of new qualifying jobs committed to by applicant	25
Number of new non-qualifying jobs estimated by applicant	0
Average weekly wage of qualifying jobs committed to by applicant	$962
Minimum weekly wage required for each qualifying job by Tax Code, 313.021(5)(B)	$962
Minimum annual wage committed to by applicant for qualified jobs	$50,049
Minimum weekly wage required for non-qualifying jobs	$1,188.75
Minimum annual wage required for non-qualifying jobs	$61,815
Investment per Qualifying Job	$32,440,000
Estimated M&O levy without any limit (15 years)	$96,378,986
Estimated M&O levy with Limitation (15 years)	$45,914,938
Estimated gross M&O tax benefit (15 years)	$50,464,048

Table 2 is the estimated statewide economic impact of 1PointFive P1, LLC (modeled).

	Employment			Personal Income		
Year	Direct	Indirect + Induced	Total	Direct	Indirect + Induced	Total
2022	1000	1,174	2,174	$50,000,000	$117,000,000	$167,000,000
2023	1000	1,230	2230	$50,000,000	$138,000,000	$188,000,000
2024	1000	1,241	2241	$50,000,000	$153,000,000	$203,000,000
2025	25	202	227	$1,251,223	$45,748,778	$47,000,000
2026	25	95	120	$1,251,223	$30,748,778	$32,000,000
2027	25	14	39	$1,251,223	$19,748,778	$21,000,000
2028	25	(13)	12	$1,251,223	$13,748,778	$15,000,000
2029	25	(8)	17	$1,251,223	$11,748,778	$13,000,000
2030	25	15	40	$1,251,223	$11,748,778	$13,000,000
2031	25	43	68	$1,251,223	$13,748,778	$15,000,000
2032	25	71	96	$1,251,223	$16,748,778	$18,000,000
2033	25	96	121	$1,251,223	$19,748,778	$21,000,000
2034	25	116	141	$1,251,223	$22,748,778	$24,000,000
2035	25	124	149	$1,251,223	$23,748,778	$25,000,000
2036	25	131	156	$1,251,223	$25,748,778	$27,000,000
2037	25	135	160	$1,251,223	$27,748,778	$29,000,000

Source: CPA REMI, 1PointFive P1, LLC

Table 3 examines the estimated direct impact on ad valorem taxes to the region if all taxes are assessed.

Year	Estimated Taxable Value for I&S	Estimated Taxable Value for M&O		Ector County ISD I&S Tax Levy	Ector County ISD M&O Tax Levy	Ector County ISD M&O and I&S Tax Levies	Ector County Tax Levy	Ector County Hospital Tax Levy	Odessa Junior College Tax Levy	Estimated Total Property Taxes
			Tax Rate*	**0.1232**	**1.0547**		**0.3650**	**0.1500**	**0.1890**	
2022	$236,484,995	$236,484,995		$291,397	$2,494,207	$2,785,604	$863,170	$354,727	$446,957	$4,450,458
2023	$595,351,446	$595,351,446		$733,592	$6,279,172	$7,012,764	$2,173,033	$893,027	$1,125,214	$11,204,038
2024	$741,625,975	$741,625,975		$913,832	$7,821,929	$8,735,761	$2,706,935	$1,112,439	$1,401,673	$13,956,808
2025	$711,960,937	$711,960,937		$877,278	$7,509,052	$8,386,330	$2,598,657	$1,067,941	$1,345,606	$13,398,535
2026	$682,295,898	$682,295,898		$840,725	$7,196,175	$8,036,900	$2,490,380	$1,023,444	$1,289,539	$12,840,263
2027	$652,630,859	$652,630,859		$804,172	$6,883,298	$7,687,469	$2,382,103	$978,946	$1,233,472	$12,281,991
2028	$622,965,821	$622,965,821		$767,618	$6,570,421	$7,338,039	$2,273,825	$934,449	$1,177,405	$11,723,718
2029	$593,300,782	$593,300,782		$731,065	$6,257,543	$6,988,609	$2,165,548	$889,951	$1,121,338	$11,165,446
2030	$563,635,744	$563,635,744		$694,512	$5,944,666	$6,639,178	$2,057,270	$845,454	$1,065,272	$10,607,174
2031	$533,970,705	$533,970,705		$657,959	$5,631,789	$6,289,748	$1,948,993	$800,956	$1,009,205	$10,048,901
2032	$504,305,667	$504,305,667		$621,405	$5,318,912	$5,940,317	$1,840,716	$756,459	$953,138	$9,490,629
2033	$474,640,628	$474,640,628		$584,852	$5,006,035	$5,590,887	$1,732,438	$711,961	$897,071	$8,932,357
2034	$444,975,590	$444,975,590		$548,299	$4,693,158	$5,241,456	$1,624,161	$667,463	$841,004	$8,374,085
2035	$415,310,551	$415,310,551		$511,746	$4,380,280	$4,892,026	$1,515,884	$622,966	$784,937	$7,815,812
2036	$385,645,513	$385,645,513		$475,192	$4,067,403	$4,542,596	$1,407,606	$578,468	$728,870	$7,257,540
2037	$355,980,474	$355,980,474		$438,639	$3,754,526	$4,193,165	$1,299,329	$533,971	$672,803	$6,699,268
2038	$326,315,435	$326,315,435		$402,086	$3,441,649	$3,843,735	$1,191,051	$489,473	$616,736	$6,140,995
2039	$296,650,397	$296,650,397		$365,533	$3,128,772	$3,494,304	$1,082,774	$444,976	$560,669	$5,582,723
			Total	**$11,259,902**	**$96,378,986**	**$107,638,888**	**$33,353,873**	**$13,707,071**	**$17,270,910**	**$171,970,742**

Source: CPA, 1PointFive P1, LLC
*Tax Rate per $100 Valuation

Table 4 examines the estimated direct impact on ad valorem taxes to the school district and Ector County, with all property tax incentives sought being granted using estimated market value from the application. The project has applied for a value limitation under Chapter 313, Tax Code.

The difference noted in the last line is the difference between the totals in Table 3 and Table 4.

Year	Estimated Taxable Value for I&S	Estimated Taxable Value for M&O		Ector County ISD I&S Tax Levy	Ector County ISD M&O Tax Levy	Ector County ISD M&O and I&S Tax Levies	Ector County Tax Levy	Ector County Hospital Tax Levy	Odessa Junior College Tax Levy	Estimated Total Property Taxes
			Tax Rate*	**0.1232**	**1.0547**		**0.3650**	**0.1500**	**0.1890**	
2022	$236,484,995	$236,484,995		$291,397	$2,494,207	$2,785,604	$863,170	$354,727	$446,957	$4,450,458
2023	$595,351,446	$595,351,446		$733,592	$6,279,172	$7,012,764	$2,173,033	$893,027	$1,125,214	$11,204,038
2024	$741,625,975	$741,625,975		$913,832	$7,821,929	$8,735,761	$2,706,935	$1,112,439	$1,401,673	$13,956,808
2025	$711,960,937	$100,000,000		$877,278	$1,054,700	$1,931,978	$2,598,657	$1,067,941	$1,345,606	$6,944,183
2026	$682,295,898	$100,000,000		$840,725	$1,054,700	$1,895,425	$2,490,380	$1,023,444	$1,289,539	$6,698,788
2027	$652,630,859	$100,000,000		$804,172	$1,054,700	$1,858,872	$2,382,103	$978,946	$1,233,472	$6,453,393
2028	$622,965,821	$100,000,000		$767,618	$1,054,700	$1,822,318	$2,273,825	$934,449	$1,177,405	$6,207,998
2029	$593,300,782	$100,000,000		$731,065	$1,054,700	$1,785,765	$2,165,548	$889,951	$1,121,338	$5,962,603
2030	$563,635,744	$100,000,000		$694,512	$1,054,700	$1,749,212	$2,057,270	$845,454	$1,065,272	$5,717,208
2031	$533,970,705	$100,000,000		$657,959	$1,054,700	$1,712,659	$1,948,993	$800,956	$1,009,205	$5,471,812
2032	$504,305,667	$100,000,000		$621,405	$1,054,700	$1,676,105	$1,840,716	$756,459	$953,138	$5,226,417
2033	$474,640,628	$100,000,000		$584,852	$1,054,700	$1,639,552	$1,732,438	$711,961	$897,071	$4,981,022
2034	$444,975,590	$100,000,000		$548,299	$1,054,700	$1,602,999	$1,624,161	$667,463	$841,004	$4,735,627
2035	$415,310,551	$415,310,551		$511,746	$4,380,280	$4,892,026	$1,515,884	$622,966	$784,937	$7,815,812
2036	$385,645,513	$385,645,513		$475,192	$4,067,403	$4,542,596	$1,407,606	$578,468	$728,870	$7,257,540
2037	$355,980,474	$355,980,474		$438,639	$3,754,526	$4,193,165	$1,299,329	$533,971	$672,803	$6,699,268
2038	$326,315,435	$326,315,435		$402,086	$3,441,649	$3,843,735	$1,191,051	$489,473	$616,736	$6,140,995
2039	$296,650,397	$296,650,397		$365,533	$3,128,772	$3,494,304	$1,082,774	$444,976	$560,669	$5,582,723
			Total	**$11,259,902**	**$45,914,938**	**$57,174,840**	**$33,353,873**	**$13,707,071**	**$17,270,910**	**$121,506,694**
			Diff	**$0**	**$50,464,048**	**$50,464,048**	**$0**	**$0**	**$0**	**$50,464,048**

Assumes School Value Limitation.

Source: CPA, 1PointFive P1, LLC

*Tax Rate per $100 Valuation

Disclaimer: This examination is based on information from the application submitted to the school district and forwarded to the comptroller. It is intended to meet the statutory requirement of Chapter 313 of the Tax Code and is not intended for any other purpose.

Attachment B – Tax Revenue before 25th Anniversary of Limitation Start

This represents the Comptroller's determination that 1PointFive P1, LLC (project) is reasonably likely to generate, before the 25th anniversary of the beginning of the limitation period, tax revenue in an amount sufficient to offset the school district maintenance and operations ad valorem tax revenue lost as a result of the agreement. This evaluation is based on an analysis of the estimated M&O portion of the school district property tax levy directly related to this project, using estimated taxable values provided in the application.

	Tax Year	Estimated ISD M&O Tax Levy Generated (Annual)	Estimated ISD M&O Tax Levy Generated (Cumulative)	Estimated ISD M&O Tax Levy Loss as Result of Agreement (Annual)	Estimated ISD M&O Tax Levy Loss as Result of Agreement (Cumulative)
Limitation Pre-Years	2022	$2,494,207	$2,494,207	$0	$0
	2023	$6,279,172	$8,773,379	$0	$0
	2024	$7,821,929	$16,595,308	$0	$0
Limitation Period (10 Years)	2025	$1,054,700	$17,650,008	$6,454,352	$6,454,352
	2026	$1,054,700	$18,704,708	$6,141,475	$12,595,827
	2027	$1,054,700	$19,759,408	$5,828,598	$18,424,425
	2028	$1,054,700	$20,814,108	$5,515,721	$23,940,145
	2029	$1,054,700	$21,868,808	$5,202,843	$29,142,988
	2030	$1,054,700	$22,923,508	$4,889,966	$34,032,955
	2031	$1,054,700	$23,978,208	$4,577,089	$38,610,044
	2032	$1,054,700	$25,032,908	$4,264,212	$42,874,255
	2033	$1,054,700	$26,087,608	$3,951,335	$46,825,590
	2034	$1,054,700	$27,142,308	$3,638,458	$50,464,048
Maintain Viable Presence (5 Years)	2035	$4,380,280	$31,522,588	$0	$50,464,048
	2036	$4,067,403	$35,589,992	$0	$50,464,048
	2037	$3,754,526	$39,344,518	$0	$50,464,048
	2038	$3,441,649	$42,786,167	$0	$50,464,048
	2039	$3,128,772	$45,914,938	$0	$50,464,048
Additional Years as Required by 313.026(c)(1) (10 Years)	2040	$2,815,895	$48,730,833	$0	$50,464,048
	2041	$2,503,017	$51,233,850	$0	$50,464,048
	2042	$2,190,140	$53,423,991	$0	$50,464,048
	2043	$1,877,263	$55,301,254	$0	$50,464,048
	2044	$1,564,386	$56,865,640	$0	$50,464,048
	2045	$1,564,386	$58,430,026	$0	$50,464,048
	2046	$1,564,386	$59,994,412	$0	$50,464,048
	2047	$1,564,386	$61,558,797	$0	$50,464,048
	2048	$1,564,386	$63,123,183	$0	$50,464,048
	2049	$1,564,386	$64,687,569	$0	$50,464,048
		$64,687,569	is greater than	**$50,464,048**	

Analysis Summary	
Is the project reasonably likely to generate tax revenue in an amount sufficient to offset the M&O levy loss as a result of the limitation agreement?	Yes

Source: CPA, 1PointFive P1, LLC

Disclaimer: This examination is based on information from the application submitted to the school district and forwarded to the comptroller. It is intended to meet the statutory requirement of Chapter 313 of the Tax Code and is not intended for any other purpose.

Attachment C – Limitation as a Determining Factor

Tax Code 313.026 states that the Comptroller may not issue a certificate for a limitation on appraised value under this chapter for property described in an application unless the comptroller determines that "the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in this state." This represents the basis for the Comptroller's determination.

Methodology
Texas Administrative Code 9.1055(d) states the Comptroller shall review any information available to the Comptroller including:

- the application, including the responses to the questions in Section 8 (Limitation as a Determining Factor);
- public documents or statements by the applicant concerning business operations or site location issues or in which the applicant is a subject;
- statements by officials of the applicant, public documents or statements by governmental or industry officials concerning business operations or site location issues;
- existing investment and operations at or near the site or in the state that may impact the proposed project;
- announced real estate transactions, utility records, permit requests, industry publications or other sources that may provide information helpful in making the determination; and
- market information, raw materials or other production inputs, availability, existing facility locations, committed incentives, infrastructure issues, utility issues, location of buyers, nature of market, supply chains, other known sites under consideration.

Determination
The Comptroller **has determined** that the limitation on appraised value is a determining factor in the 1PointFive P1, LLC's decision to invest capital and construct the project in this state. This is based on information available, including information provided by the applicant. Specifically, the comptroller notes the following:

- Per 1PointFive P1, LLC in Tab 4 of their Application for a Limitation on Appraised Value:
  A. "Occidental Petroleum (Oxy), a leading producer of traditional energy resources, and its subsidiary Oxy Low Carbon Ventures (OLCV) have recently formed a joint venture with private equity firm Rusheen Capital Management to finance and deploy large-scale Direct Air Capture (DAC) technology licensed from Carbon Engineering, a clean energy company focused on the commercialization of DAC technology, which captures carbon dioxide directly from the atmosphere."
  B. "The DAC facility will be built in or near one of several United States energy basins in which Oxy operates, within reasonable proximity to its existing enhanced oil recovery (EOR) operations, accessible pipeline infrastructure, and sufficient electric, natural gas, and water utilities."
- Per 1PointFive P1, LLC in Tab 5 of their Application for a Limitation on Appraised Value:
  A. "At this time, Oxy would be the primary recipient of CO2 offtake for sequestration. Because the Section 45Q and negative emissions credits are not specific to geographic location, the Project could be located anywhere in the United States and secure the necessary savings resulting from these programs."
  B. "Oxy and Oxy Low Carbon Ventures have a traditional energy production and carbon solutions footprint throughout the United States and the majority of their domestic assets are concentrated in the energy basins of Texas, New Mexico, Colorado, Wyoming, and Utah."
  C. "1PointFive is actively evaluating target sites in each of these jurisdictions and plans to site the proposed facility in the location that offers the best support for profitability and sustainability over the lifetime of the Project costs, increasing return on investment, and maintaining the long-term economic viability of the Project. The Project is not economically viable at the proposed site in Texas without a Chapter 313 value limitation."
  D. "Property tax is one of the highest annual operating expenses and would be a significant ongoing liability throughout the life of the Project. A Chapter 313 value limitation from Ector County ISD would be critical to reducing up-front operating costs, increasing return on investment, and maintaining the long-term economic viability of the Project. The Project is not economically viable at the proposed site in Texas without a Chapter 313 value limitation."
- On May 24, 2021 the application provided the below responses to the following questions from the Chapter 313 program staff:
  A. Comptroller Staff Question #1: "Section 8 Question #4, "Has the applicant made public statements in SEC filing or other documents regarding its intentions regarding its intentions regarding the proposed project location?" Is checked No. However, the attached articles include several statements[…]"

B. Applicant Response #1: "Please see responses to each of the attachments you have shared. In all these articles, the Permian Basin was suggested as the place where Oxy could construct the first of these DAC facilities. The statements made by company representatives are intended to provide information to investors and potential tax equity partners and do not reflect final investment decisions. In no instances has a company representative indicated that Texas has been chosen for the investment of this new technology.
    - Article 1: Occidental-backed Company: This article is unsourced as well as provides no direct quotes from any employee within Oxy. Many times people mistakenly refer to Texas as the Permian so our assumption would be that they assumed Permian means Texas. Without the company participating in the unsourced article we have no way to know where this intel was coming from. This article does reference the cost of carbon-removal technologies like DAC is high and they have yet to be deployed on a mass scale, which leads to incentives requests that have been made.
    - Article 2: Insider Q&A: It is well documented that Oxy has ambitious goals to commit to reducing the CO2 emissions and atmospheric carbon levels. CEO Vicki Hollub's statement about the plans to build a direct air capture in the Permian as well as other areas of the world is consistent with previous ambitious plans to develop this technology to address climate change and create value for shareholders.
    - Article 3: Houston Inno: This article was written after our application was filed and made publicly available. Due to the requirements for applications to be made public by the comptroller's office we have no control over what is subsequently written. The quotes in this article reaffirm the statements that the Permian is in consideration for this investment and equally important the quote indicates that securing financing is a necessary step. The financing team is awaiting the tax incentive process to be finalized prior to moving forward with project decisions. Moreover the article also references New Mexico as an attractive opportunity for the project and additional investment.
    - 2020 Annual Report: I do not see any mention to Direct Air Capture investments in Ector County, only the reference to existing EOR operations, however all annual reports contain forward looking statements within the meaning of "safe harbor". See attached document indicating that one should not place undue reliance on expressed or implied forward-looking statements."
C. Comptroller Staff Question #2: "Tab 5 of the application predominately includes information regarding alternate state "target sites". Please address the apparent conflict regarding proposed alternate locations of the project and the announcements that it will be located in Texas."
D. Applicant Response #2: "Ector County is the target site for Texas, other target sites have been identified in the competing states of NM, CO and WY (can't disclose proxy sites in other states due to NDAs):
    - DACs could be built in any or all of these states, depending on the best possible cost-benefit outcomes or our and Oxy's combined analyses
    - Oxy could build a DAC in the Permian, including New Mexico to demonstrate proof of concept but build the majority of its DACs elsewhere, where costs are lower and EOR operations could receive the CO2 production, and other commercial/industrial off-takers could be part of the equation
    - The LCFS benefits and 45Q credits follow them into any US state
    - As a composite (taxes, workforce, real state, utilities, etc.), the Texas site only works if its property tax liabilities are competitive with other states under consideration and right now, in our cross-state analysis, Texas is the highest liability even when incentives are factored in New Mexico, one of the "Permian Basin" sites has a property tax liability approximately half that of the Texas site; not to mention Texas's nearest competitor can offer an IRB that would abate property tax for 30 years"
E. Comptroller Staff Question #3: "Please provide more information regarding how the Chapter 313 tax limitation would affect the economic feasibility of the project."
F. Applicant Response #3: "The economic feasibility is eroded if the 313 and 381 incentives are not included in the cost-benefit analysis and severely jeopardizes the ability for Texas to win the project investment, job creation and ancillary benefits. Overall we ask that the state should rely on the accurate data previously provided in the application and not what a third party reports or prints about the project."

- On November 10, 2020 *Reuters* reported that Occidental announced a net-zero target for greenhouse gas emission. Vicki Hollub, Occidental's Chief Executive stated, "Occidental would finance development of the largest ever facility to pull carbon dioxide out of the atmosphere through a process known as direct air capture. Carbon dioxide from the Permian Basin oil field will be stored underground and used to increase pressure in the oil field and speed up production. The project will lower Occidental's oil recovery cost and allow it to partner with companies that need to lower their carbon footprint."
- The Oxy Occidental 2020 Annual Report included the following information:
    A. "Oxy Low Carbon Ventures, LLC, a subsidiary of Occidental, and Rusheen Capital Management, a private equity firm, have formed a development company, 1PointFive, to finance and deploy Carbon Engineering's large-scale Direct Air Capture (DAC) technology. 1PointFive and Carbon Engineering have signed a licensing agreement enabling the commercial development of the world's largest DAC facility, a first step toward their aspiration to deliver this technology on an industrial scale throughout the United States."
    B. "The formation of 1PointFive is a significant catalyst that will advance our plans to build the world's largest-scale DAC facility to remove substantial volumes of carbon dioxide emissions from the atmosphere," said Richard Jackson, Oxy Low Carbon Ventures President and Chairman of 1PointFive."
    C. "As announced in May 2019, the engineering and design for the first facility to be built through this agreement is already underway. Today, the companies released a 'first look' at the design of the plant which, when operational, will be the largest DAC plant in the world, capturing up to one million metric tons of atmospheric CO2 annually. Currently, the world's largest individual DAC facilities have the capacity to capture several thousand tons of CO2 per year."
    D. "The facility will have a land footprint of approximately 100 acres. More than 25,000 hours of Carbon Engineering, Oxy Low Carbon Ventures, and contractor time has been completed on the design and development work so far. The final Front-End Engineering Design for the facility is slated to begin in the first quarter of 2021 with construction expected to start in 2022."
- A March 21, 2021 AP News article, "*Insider Q&A: Occidental wants to be Tesla of carbon capture*," Vicki Hollub, CEO of Occidental Petroleum, answered the following questions:
    A. "Hollub has invested an undisclosed amount developing a new direct air capture facility that can remove a million metric tons of carbon dioxide from the atmosphere per year; that's compared to thousands of tons per year that most current direct air capture plants remove."
    B. "Hollub plans to build many more facilities, selling the carbon and what she calls carbon-neutral or carbon-negative oil."
    C. '"The barriers right now are those who are so doubtful of the process and the benefits it's going to provide," Hollub said. "Some talk about the cost being too high, but just like solar and wind, the more we build, the more the cost will come down."'
- On August 10, 2020 *Reuters* reported the following:
    A. "A new venture backed by U.S. oil and gas producer Occidental Petroleum Corp will develop the largest ever facility to pull carbon dioxide out of the atmosphere through a process known as direct air capture, the companies said on Wednesday."
    B. "The new company, 1PointFive, will develop a facility located on 100 acres in Texas' Permian Basin. It aims to capture up to 1 million metric tons of carbon dioxide from the atmosphere a year, the companies said in a joint statement."
    C. "Construction will begin in 2022, allowing time to improve plant design and reduce costs. The project will seek financing in the market."
    D. "The project will benefit from a federal tax credit designed to spur investment in carbon capture and sequestration projects."
- On April 15, 2021 *The Business Journals* Houston Innovation website reported the following:
    A. "Occidental subsidiary Oxy Low Carbon Ventures and private equity firm Rushdeen Capital make up the joint venture developing the world's first commercial-scale direct air capture project. Richard Jackson, president of operations for U.S. onshore resources and carbon management for Oxy, said much of this year will be devoted to the front-end engineering and design of the 1PointFive facility. The joint venture plans to close financing and begin construction in 2022."
    B. "Earlier this year, 1PointFive selected Australian engineering firm Worley to handle the front-end engineering and design work for the plant. Many more partners will be needed to complete development, Jackson said."

C. "This probably won't be the only time Oxy considers building a DAC plant in the Permian Basin. Being able to put these plants next to existing pipeline and reservoir infrastructure is critical that the CO2 can be permanently sequestered, Jackson said. For that reason, the Permian region in West Texas and New Mexico present attractive opportunities for additional projects."

Supporting Information

a) Section 8 of the Application for a Limitation on Appraised Value
b) Attachments provided in Tab 4 of the Application for a Limitation on Appraised Value
c) Attachments provided in Tab 5 of the Application for a Limitation on Appraised Value
d) Additional information provided by the Applicant or located by the Comptroller

Disclaimer: This examination is based on information from the application submitted to the school district and forwarded to the comptroller. It is intended to meet the statutory requirement of Chapter 313 of the Tax Code and is not intended for any other purpose.

Supporting Information

Section 8 of the Application for a Limitation on Appraised Value

SECTION 8: Limitation as Determining Factor

1.	Does the applicant currently own the land on which the proposed project will occur?	☐ Yes	☑ No
2.	Has the applicant entered into any agreements, contracts or letters of intent related to the proposed project?	☑ Yes	☐ No
3.	Does the applicant have current business activities at the location where the proposed project will occur?	☐ Yes	☑ No
4.	Has the applicant made public statements in SEC filings or other documents regarding its intentions regarding the proposed project location?	☐ Yes	☑ No
5.	Has the applicant received any local or state permits for activities on the proposed project site?	☐ Yes	☑ No
6.	Has the applicant received commitments for state or local incentives for activities at the proposed project site?	☐ Yes	☑ No
7.	Is the applicant evaluating other locations not in Texas for the proposed project?	☑ Yes	☐ No
8.	Has the applicant provided capital investment or return on investment information for the proposed project in comparison with other alternative investment opportunities?	☐ Yes	☑ No
9.	Has the applicant provided information related to the applicant's inputs, transportation and markets for the proposed project?	☐ Yes	☑ No
10.	Are you submitting information to assist in the determination as to whether the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in Texas?	☑ Yes	☐ No

Chapter 313.026(e) states "the applicant may submit information to the Comptroller that would provide a basis for an affirmative determination under Subsection (c)(2)." If you answered "yes" to any of the questions in Section 8, attach supporting information in Tab 5.

SECTION 9: Projected Timeline

NOTE: Only construction beginning after the application review start date (the date the Texas Comptroller of Public Accounts deems the application complete) can be considered qualified property and/or qualified investment.

1. Estimated school board ratification of final agreement: September 2021
2. Estimated commencement of construction: Q2 2022
3. Beginning of qualifying time period (MM/DD/YYYY): 01/01/2022
4. First year of limitation (YYYY): 2025

4a. For the beginning of the limitation period, notate which **one of the following** will apply according to provision of 313.027(a-1)(2):

☐ A. January 1 following the application date ☐ B. January 1 following the end of QTP

☑ C. January 1 following the commencement of commercial operations

5. Commencement of commercial operations: Q4 2024

SECTION 10: The Property

1. County or counties in which the proposed project will be located: Ector County
2. Central Appraisal District (CAD) that will be responsible for appraising the property: Ector CAD
3. Will this CAD be acting on behalf of another CAD to appraise this property? ☐ Yes ☑ No
4. List all taxing entities that have jurisdiction for the property, the portion of project within each entity and tax rates for each entity:

M&O (ISD):	Ector County ISD, 1.0547, 100%	I&S (ISD):	Ector County ISD, 0.1232, 100%
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*
County:	Ector County, 0.3650, 100%	City:	N/A
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*
Hospital District:	Ector County HD, 0.1500, 100%	Water District:	N/A
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*
Other *(describe)*:	Odessa College, 0.1890, 100%	Other *(describe)*:	N/A
	(Name, tax rate and percent of project)		*(Name, tax rate and percent of project)*

Supporting Information

Attachments provided in Tab 4 of the Application for a Limitation on Appraised Value

Tab 4

Detailed Description of the Project

Occidental Petroleum (Oxy), a leading producer of traditional energy resources, and its subsidiary Oxy Low Carbon Ventures (OLCV) have recently formed a joint venture with private equity firm Rusheen Capital Management to finance and deploy large-scale Direct Air Capture (DAC) technology licensed from Carbon Engineering, a clean energy company focused on the commercialization of DAC technology, which captures carbon dioxide directly from the atmosphere.

The purpose of the joint venture, named 1PointFive, will be to further OLCV's commitment to reducing the amount of carbon dioxide in the atmosphere by advancing and accelerating carbon capture, utilization, and storage (CCUS) technologies and projects around the world. The significance of the name 1PointFive is the joint venture's mission to achieve climate stabilization and limit global warming to 1.5°C (of which DAC technology is a critical component). Oxy and OLCV will be providing significant financial, operational, and engineering resources to 1PointFive.

As the combined corporate entity for OLCV and its partners' proposed investment, 1PointFive is planning the development of a DAC facility that would produce industrial-grade carbon dioxide gas (CO_2) for its own use, as well as the use of other potential off-takers with similar commercial applications. The DAC facility will be built in or near one of several United States energy basins in which Oxy operates, within reasonable proximity to its existing enhanced oil recovery (EOR) operations, accessible pipeline infrastructure, and sufficient electric, natural gas, and water utilities.

The new DAC facility (the Project) would be the first full-scale commercialization of Carbon Engineering's DAC technology anywhere in the world. The Project combines the operational expertise of Oxy and OLCV, and the innovative technology of Carbon Engineering to capture and permanently remove carbon dioxide directly from the atmosphere. The high-quality CO_2 product manufactured by the DAC facility would be used as industrial gas feedstock by Oxy in their traditional energy production process, specifically through downhole injection at their existing EOR sites, to permanently sequester high volumes of carbon dioxide in underground geological storage. Carbon Engineering's proprietary DAC technology is specifically designed to be deployed at a much larger scale than other DAC designs currently operating and demonstrates a significant advantage over less cost-competitive DAC technology developers and facilities.

The proven DAC technology used by the Project would manufacture a continuous stream of high-quality carbon dioxide gas through the process of heating, treating, and compressing atmospheric air using only carbon-free renewable electricity, natural gas, and water as system inputs. Using large fans to draw in ambient air, the system would use two principal chemical loops and industrial processing units to extract and purify the carbon dioxide components of the air input. The DAC system's two chemical loops are a caustic carbon dioxide capture loop and a solids carbon dioxide purification loop, operated by the carbon dioxide capture and caustic recovery equipment. The closed loop design effectively diminishes the need for material removal and make-up, as the products of each reaction become a reagent for another reaction within the DAC process. The major output streams of the DAC system are compressed CO_2 (for utilization) and CO_2-depleted air (discharged into the surrounding atmosphere).

There are four major process components associated with the proposed DAC facility:

- Air Contactor
- Pellet Reactor
- Pellet Calciner
- Slaker/Hydrator

Additional Project components would include, but not be limited to the following:

- Pellet Separator and Washing
- Pellet Dryer
- CO_2 Purifier and Compressor
- Cooling System
- Compressors
- Evaporators
- Pumps
- Electrical and Instrumentation Controls
- Piping
- Water Treatment Facility
- Buildings

The construction of the plant would include site preparation and earthworks, installation of foundations and supports, fabrication of major equipment and transportation to site, integration of modules and interconnecting works (i.e. piping, electrical, controls), erection of buildings and support infrastructure, utility interconnections, commissioning and start-up, production ramp-up, and handover to operations.

There is currently no existing industrial-scale, commercialized deployment of Carbon Engineering's DAC technology deployed anywhere in the world. Once constructed, 1PointFive's Project would become the world's largest DAC facility and carbon capture operation, processing and permanently sequestering approximately 500 kilotons of atmospheric CO_2 per year. The Project would also represent the first significant application for the coupling of DAC technology and EOR operations in the United States. The pairing of DAC technology and CO_2 sequestration through EOR operations would be a significant environmental commitment for the energy industry, providing a pathway for reduced carbon emissions from traditional energy production and the realization of an economically viable model for significant anthropogenic CO_2 sequestration through EOR operations.

The Project and its DAC technology deployment are expected to fundamentally alter the energy landscape by providing a pathway to decarbonize major carbon-emitting industries like fuel production, transportation, and construction. CO_2 credits generated by the plant would be sold into regulated markets like California's Low Carbon Fuel Standards (LCFS) market, as a low-carbon liquid fuel or as emissions offsets directly to corporations committed to decarbonization. Currently, low carbon fuel initiatives are being enacted all over the world, including major markets such as the United States' west coast, Canada, and South America. With countries, industries, and companies continuously looking to offset their CO_2 emissions, it is anticipated that by 2050 the carbon removal industry will be as large as the oil & gas industry is today.

Supporting Information

Attachments provided in Tab 5 of the Application for a Limitation on Appraised Value

Tab 5

Documentation to Assist in Determining if Limitation is a Determining Factor

The proposed Project would be the largest industrial-scale direct atmospheric air capture and carbon sequestration operation anywhere in the world. Given the wide applicability of Carbon Engineering's process, their DAC technology can be utilized by a variety of industrial and commercial users and could be located anywhere an adequate supply of utility inputs exist. The majority of the manufactured CO_2 from the Project would be permanently sequestered by Oxy's EOR operations but could also be utilized as a feedstock for many other products. The Project becomes more economically viable when there is access to competitively priced renewable electricity, natural gas, and water.

Additional factors that would impact the location and success of the Project include:

- Proximity to a qualified customer for CO_2
- Suitable topography, geotechnical, and logistical conditions
- Labor availability
- Supporting infrastructure
- Initial development costs and recurring tax liabilities
- Permitting and regulatory environment
- Ability to develop or obtain carbon-free electricity to power the facility

The profitability of the Project is dependent on four main factors:

- The ability to negotiate and sell processed CO_2 for permanent sequestration in enhanced oil recovery operations and other potential commercial off-takers
- The ability to utilize Federal Section 45Q tax credits
- The ability to generate and sell negative emissions credits (e.g. California's Low Carbon Fuel Standard)
- The ability to negotiate and secure economic development incentives

At this time, Oxy would be the primary recipient of CO_2 offtake for sequestration. Because the Section 45Q and negative emissions credits are not specific to geographic location, the Project could be located anywhere in the United States and secure the necessary savings resulting from these programs.

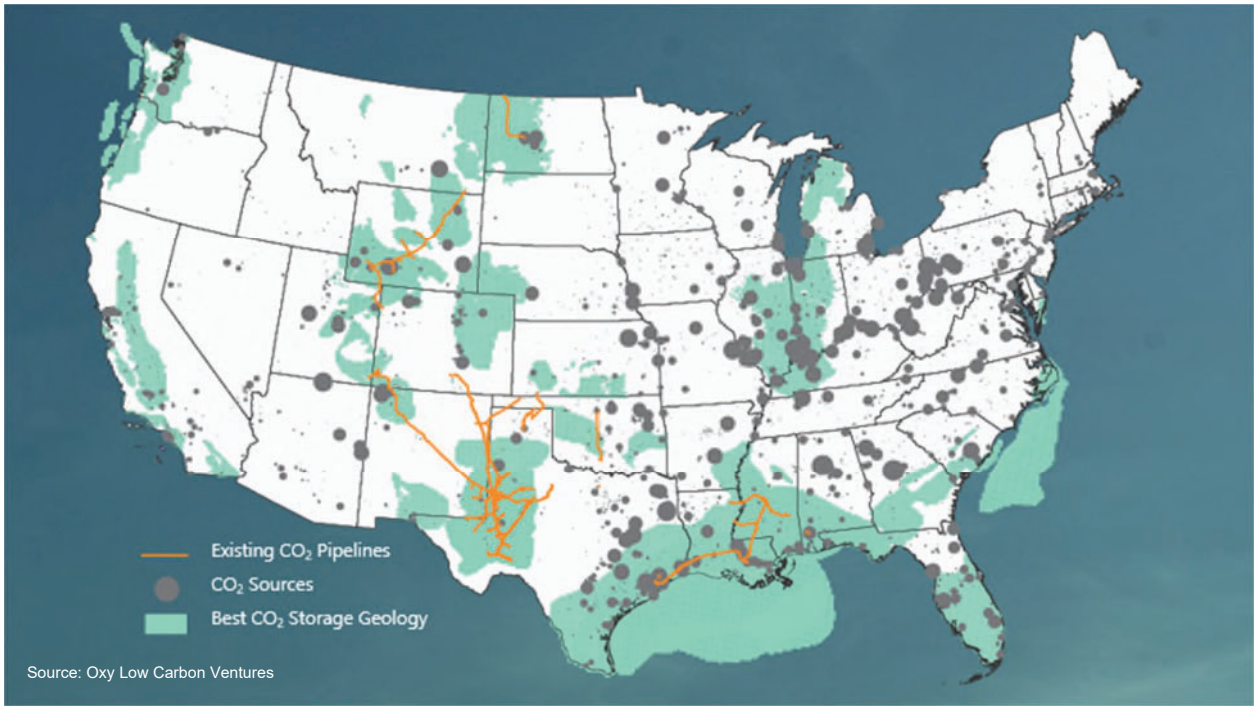
Oxy and Oxy Low Carbon Ventures have a traditional energy production and carbon solutions footprint throughout the United States and the majority of their domestic assets are concentrated in the energy basins of Texas, New Mexico, Colorado, Wyoming, and Utah. 1PointFive is actively evaluating target sites in each of these jurisdictions and plans to site the proposed facility in the location that offers the best support for profitability and sustainability over the lifetime of the Project.

Duff & Phelps, LLC
Austin, TX

costs, increasing return on investment, and maintaining the long-term economic viability of the Project. The Project is not economically viable at the proposed site in Texas without a Chapter 313 value limitation.

The potential to develop industrial scale, cost effective CCUS operations exists anywhere there is a relatively short distance between carbon dioxide emission sources and saline formations or other types of aquifers that could be utilized for permanent CO_2 sequestration. If the proposed plan to capture, process and sequester CO_2 from atmospheric air proves prohibitively expensive to fully scale in Texas or other states with significant EOR operations, Oxy and its partners could explore other attractive alternatives to investing in DAC/EOR-coupled technologies.

The following map illustrates CO_2 sequestration hub development potential in the United States:



The potential to capture and sequester emissions from these sources is virtually unlimited, as approximately 2,700MM million tons per annum (MTPA) of CO_2 was emitted from U.S. industrial sources in 2018 and less than 15MM MTPA was captured and sequestered (a target of 110MM MTPA is only 4% of total).

Other CO_2 emissions sources such as ethanol plants make a strong case for the construction of carbon sequestration hubs in areas where plants are concentrated, as the cost of sequestration could be spread over a larger production volume. With the right combination of average pipeline distance, estimated capital investment, adequate geology, and minimum ethanol production volumes, OLCV and its partners could choose to dedicate their limited capital resources to the pursuit of other carbon neutralization opportunities with strong estimated returns on investment, including DAC facilities located at sequestration sites near ethanol production.

Supporting Information

Additional information provided by the Applicant or located by the Comptroller

COMPTROLLER QUERY RELATED TO TAX CODE CHAPTER 313.026(c)(2)
– Ector County ISD– 1Pointfive P1, LLC App. #1570

Comptroller Questions (via email on May 24, 2021):

1. Section 8 Question #4, "Has the applicant made public statements in SEC filing or other documents regarding its intentions regarding its intentions regarding the proposed project location?" Is checked No. However, the attached articles include several statements such as the following:
   a. "The new company, 1PointFive, will develop a facility located on 100 acres in Texas' Permian Basin. It aims to capture up to 1 million metric tons of carbon dioxide from the atmosphere a year, the companies said in a joint statement." (This quote pulled from "***Occidental-backed company will build new U.S.***")
   b. "How many of these would you like Occidental to build?... "You can put it anywhere you want to put it. So by combining it with oil reservoirs, that's the best of all worlds. To be able to provide the world with negative carbon oil, while also being able to meet the needs of the world to use oil. We shouldn't kill fossil fuels. We've got to just figure out how to make fossil fuels emission-less, and that's what our drive is." ("***Insider Q&A: Occidental wants to be Tesla of capture***")
   c. "We plan to build direct air capture in the Permian, and Wyoming, along with Abu Dhabi and Algeria, and we believe we can help others by building direct air capture for them in their areas of operation. ("***Insider Q&A: Occidental wants to be Tesla of capture***")
   d. "The Permian Basin extends throughout West Texas and southeast New Mexico and is one of the largest and most active oil basins in the United States, accounting for more than 36% of total United States oil production in 2020… By exploiting the natural synergies between Permian Resources and Permian EOR, Occidental is able to deliver unique short- and long-term advantages, efficiencies and expertise across its Permian Basin operations…The Permian Basin's concentration of large conventional reservoirs, favorable CO2 flooding performance and the expansive CO2 transportation and processing infrastructure has resulted in decades of high-value enhanced oil production." ("Per the **Oxy Occidental 2020 Annual Report**")
2. Tab 5 of the application predominately includes information regarding alternate state "target sites". Please address the apparent conflict regarding proposed alternate locations of the project and the announcements that it will be located in Texas.
3. Please provide more information regarding how the Chapter 313 tax limitation would affect the economic feasibility of the project.

Applicant Response (via email on May 24, 2021):

1. The approval of this application is imperative for the success of the development of the proposed DAC plant in Texas, as well as potential subsequent investments. Our answer to section 8 Question #4 shall still remain "No". The applicant has not made its intentions regarding the proposed project location, the Permian Basin is not Ector County nor is it Texas specific. The reference to the Permian in this context is generally the sedimentary basin located in Southwestern US, including New Mexico. Oxy and our firm is evaluating potential sites in New Mexico and are in the midst of active incentive negotiations. Unfortunately due to NDA restrictions we are unable to share more specifics around these discussions but they are extensive and have caught the full attention of the executive team of our client. Please see the following responses to your email questions below. Please see responses to each of the attachments you have shared. In all these articles, the Permian Basin was suggested as the place where Oxy could construct the first of these DAC facilities. The statements made by company representatives are intended to provide information to investors and potential tax equity partners and do not reflect

final investment decisions. In no instances has a company representative indicated that Texas has been chosen for the investment of this new technology.

a. **Article 1: Occidental-backed Company:**
This article is unsourced as well as provides no direct quotes from any employee within Oxy. Many times people mistakenly refer to Texas as the Permian so our assumption would be that they assumed Permian means Texas. Without the company participating in the unsourced article we have no way to know where this intel was coming from. This article does reference the cost of carbon-removal technologies like DAC is high and they have yet to be deployed on a mass scale, which leads to incentives requests that have been made.

b. **Article 2: Insider Q&A**
It is well documented that Oxy has ambitious goals to commit to reducing the CO2 emissions and atmospheric carbon levels. CEO Vicki Hollub's statement about the plans to build a direct air capture in the Permian as well as other areas of the world is consistent with previous ambitious plans to develop this technology to address climate change and create value for shareholders.

c. **C. Article 3: Houston Inno**
This article was written after our application was filed and made publicly available. Due to the requirements for applications to be made public by the comptroller's office we have no control over what is subsequently written. The quotes in this article reaffirm the statements that the Permian is in consideration for this investment and equally important the quote indicates that securing financing is a necessary step. The financing team is awaiting the tax incentive process to be finalized prior to moving forward with project decisions. Moreover the article also references New Mexico as an attractive opportunity for the project and additional investment.

d. **D. 2020 Annual Report:**
I do not see any mention to Direct Air Capture investments in Ector County, only the reference to existing EOR operations, however all annual reports contain forward looking statements within the meaning of "safe harbor". See attached document indicating that one should not place undue reliance on expressed or implied forward-looking statements.

2. Ector County is the target site for Texas, other target sites have been identified in the competing states of NM, CO and WY (can't disclose proxy sites in other states due to NDAs)
    a. DACs could be built in any or all of these states, depending on the best possible cost-benefit outcomes or our and Oxy's combined analyses
    b. Oxy could build a DAC in the Permian, including New Mexico to demonstrate proof of concept but build the majority of its DACs elsewhere, where costs are lower and EOR operations could receive the CO2 production, and other commercial/industrial off-takers could be part of the equation
    c. The LCFS benefits and 45Q credits follow them into any US state
    d. As a composite (taxes, workforce, real state, utilities, etc.), the Texas site only works if its property tax liabilities are competitive with other states under consideration and right now, in our cross-state analysis, Texas is the highest liability even when incentives are factored in
    e. New Mexico, one of the "Permian Basin" sites has a property tax liability approximately half that of the Texas site; not to mention Texas's nearest competitor can offer an IRB that would abate property tax for 30 years
3. The economic feasibility is eroded if the 313 and 381 incentives are not included in the cost-benefit analysis and severely jeopardizes the ability for Texas to win the project investment, job creation and ancillary benefits. Overall we ask that the state should rely on the accurate data previously provided in the application and not what a third party reports or prints about the project.

[https://www.reuters.com/article/us- occidental- results/occidental- petroleum- announces- net- zero- target- for- greenhouse- gas- emissions- idUSKBN27Q2NU Retrieved 05/17/2021]

COMMODITIES NEWS NOVEMBER 10, 2020 / 11:00 AM / UPDATED 6 MONTHS AGO

Occidental Petroleum announces net-zero target for greenhouse gas emissions

By Reuters Staff

2 MIN READ

FILE PHOTO: The logo for Occidental Petroleum is displayed on a screen on the floor at the New York Stock Exchange (NYSE) in New York, U.S., April 30, 2019. REUTERS/Brendan McDermid

(Reuters) - Occidental Petroleum Corp OXY.N on Tuesday laid out a target to reduce greenhouse gas emissions at its operations to net zero by 2040, becoming the latest oil and gas company to set long-term climate goals.

U.S. Supreme Court takes up Mississippi case that could limit abortion rights

Oil and gas producers, under pressure from investors who want to see the industry operate more cleanly, have announced new emissions targets this year even as they have slashed spending and production following a coronavirus-driven plunge in crude prices.

Occidental will provide detail on its net-zero target by the end of November when it releases its sustainability report, Chief Executive Vicki Hollub said on an earnings call with analysts.

Hollub touted an August announcement that a unit of Occidental would finance development of the largest ever facility to pull carbon dioxide out of the atmosphere through a process known as direct air capture. Carbon dioxide from the Permian Basin oil field will be stored underground and used to increase pressure in the oil field and speed up production.

The project will lower Occidental's oil recovery costs and allow it to partner with companies that need to lower their own carbon footprint, Hollub said.

Royal Dutch Shell has laid out a strategy to reduce greenhouse gas emissions to net zero by 2050. BP plans to increase its renewable power capacity 20-fold by 2030 while reducing its oil output by 40% and diverting more funds to low-carbon investments.

Occidental's direct air capture project will not require much investment in 2021, Hollub said. The producer will not spend more than $2.9 billion on new projects next year, an amount that would keep its oil and gas output flat.

It posted a bigger-than-expected quarterly loss on Monday and has cut jobs and production this year, piling pressure on a company that took on significant debt to acquire Anadarko Petroleum for $38 billion last year.

Shares dipped to $12.09, down 1.1% in trading on Tuesday.

Reporting by Jennifer Hiller in Houston, Editing by Franklin Paul, Paul Simao and Sonya Hepinstall

Our Standards: The Thomson Reuters Trust Principles.

U.S. Supreme Court takes up Mississippi case that could limit abortion rights

Apps Newsletters

[https://www.reuters.com/article/us- occidental- results/occidental- petroleum- announces- net- zero- target- for- greenhouse- gas- emissions- idUSKBN27Q2NU Retrieved 05/17/2021]

[https://www.oxylowcarbon.com/news/oxy-low-carbon-ventures-rusheen-capital-management-create-development-company-1pointfive-to-deploy-carbon-engineerings-direct-air-capture-technology Retrieved on 04/27/2021]

Oxy Low Carbon Ventures, Rusheen Capital Management Create Development Company 1PointFive to Deploy Carbon Engineering's Direct Air Capture Technology

HOUSTON, SANTA MONICA, Calif., and SQUAMISH, British Columbia (August 19, 2020) – Oxy Low Carbon Ventures, LLC, a subsidiary of Occidental, and Rusheen Capital Management, a private equity firm, have formed a development company, 1PointFive, to finance and deploy Carbon Engineering's large-scale Direct Air Capture (DAC) technology. 1PointFive and Carbon Engineering have signed a licensing agreement enabling the commercial development of the world's largest DAC facility, a first step toward their aspiration to deliver this technology on an industrial scale throughout the United States.

1PointFive's mission is to reduce the amount of carbon dioxide (CO_2) in the atmosphere using Carbon Engineering's DAC technology. This technology provides a pathway to bolster Paris Agreement-aligned efforts aimed at limiting increases in global temperature to 1.5 degrees Celsius. In 2018, the Intergovernmental Panel on Climate Change (IPCC) issued a report indicating that in addition to significant emissions reductions, removing atmospheric CO_2 is necessary to attain the 1.5 degrees Celsius goal.

"The formation of 1PointFive is a significant catalyst that will advance our plans to build the world's largest-scale DAC facility to remove substantial volumes of carbon dioxide emissions from the atmosphere," said Richard Jackson, Oxy Low Carbon Ventures President and Chairman of 1PointFive. "Occidental has over 40 years of carbon dioxide management experience, and Oxy Low Carbon Ventures is applying our technical ingenuity and engineering skill to help make large-scale DACs a reality. This is an important step toward realizing our vision for a new, sustainable low-carbon economy, and we are dedicated to working with Rusheen and Carbon Engineering to ensure this critical technology becomes a global emissions reduction solution."

As announced in May 2019, the engineering and design for the first facility to be built through this agreement is already underway. Today, the companies released a 'first look' at the design of the plant which, when operational, will be the largest DAC plant in the world, capturing up to one million metric tons of atmospheric CO_2 annually. Currently, the world's largest individual DAC facilities have the capacity to capture several thousand tons of CO_2 per year.

The facility will have a land footprint of approximately 100 acres. More than 25,000 hours of Carbon Engineering, Oxy Low Carbon Ventures, and contractor time has been completed on the design and development work so far. The final Front-End Engineering Design for the facility is slated to begin in the first quarter of 2021 with construction expected to start in 2022.

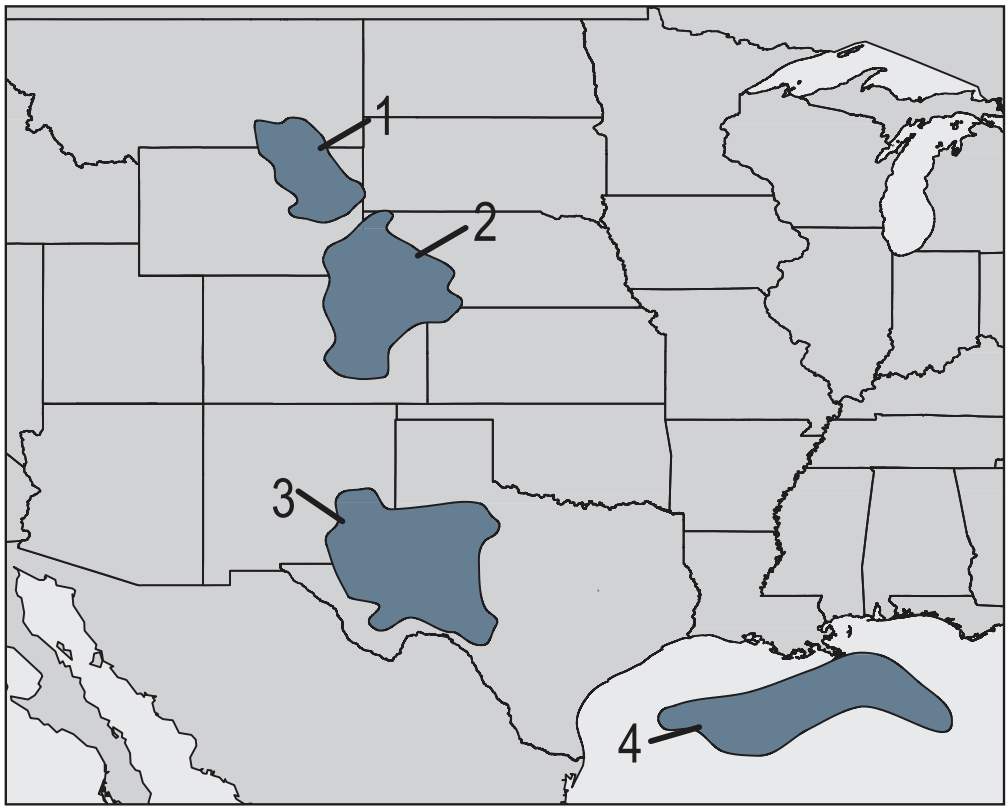
The CO_2 captured at the facility will be permanently, safely and securely stored deep underground in geological formations by Occidental. It will be used in lower-carbon oil production, which permanently stores CO_2 as part of the process, and for geologic sequestration to deliver permanent carbon removal, a solution to counteract hard-to-eliminate emissions and help businesses achieve their net zero targets. With DAC, atmospheric CO_2 can also be used as a feedstock to create low-carbon products like plastics and concrete.

Occidental has been permanently storing CO_2 for more than 40 years, with nearly 20 million metric tons sequestered in its operations annually. The company has two U.S. Environmental Protection Agency-approved monitoring, reporting and verification plans to validate the integrity, transparency and permanence of the entire sequestration process. Occidental's contributions to the venture include engineering, project development and other technology performance assistance that will provide support for the development and financing of the DAC plant.

"The Carbon Engineering business model is to license our technology to developers around the world to enable rapid and widespread global deployment of DAC technology," said Steve Oldham, Carbon Engineering's CEO. "This partnership marks Carbon Engineering's first licensing agreement in the U.S. and is a critical next step in the commercialization of DAC technology. It will prove the technology at large, climate-relevant scale, validate the cost, and demonstrate that DAC is now a feasible, available and affordable tool that can be added to the

https://www.oxy.com/investors/Reports/Documents/2020%20Annual%20Report.pdf-Oxy Occidental 2020 Annual Report-pg 25

DOMESTIC ASSETS [(a)]



1. Powder River Basin
2. DJ Basin
3. Permian Basin
4. Gulf of Mexico

(a) Map represents geographic outlines of the respective basins.

The Permian Basin

The Permian Basin extends throughout West Texas and southeast New Mexico and is one of the largest and most active oil basins in the United States, accounting for more than 36% of total United States oil production in 2020.

Occidental manages its Permian Basin operations through two business units: Permian Resources, which includes unconventional opportunities, and Permian EOR, which utilizes EOR techniques such as CO_2 floods and waterfloods. Occidental has a leading position in the Permian Basin, producing approximately 13% of total oil in the basin. By exploiting the natural synergies between Permian Resources and Permian EOR, Occidental is able to deliver unique short- and long-term advantages, efficiencies and expertise across its Permian Basin operations.

Permian Resources unconventional oil development projects provide very short-cycle investment payback, averaging less than two years, and generate some of the highest margin and returns of any oil and gas projects in the world. These investments contribute cash flow, while increasing long-term value and sustainability through higher return on capital employed. Occidental's oil and gas operations in Permian Resources include approximately 1.6 million net acres. In 2020, new well design and flowback methods were implemented, which helped lower the overall well cost while improving recovery. Overall in 2020, Permian Resources produced approximately 435 Mboe/d from approximately 6,000 gross wells. Additionally in 2020, Permian Resources added 122 million barrels of oil equivalent (MMboe) to Occidental's proved reserves for improved recovery additions.

The Permian Basin's concentration of large conventional reservoirs, favorable CO_2 flooding performance and the expansive CO_2 transportation and processing infrastructure has resulted in decades of high-value enhanced oil production. With 34 active CO_2 floods and over 40 years of experience, Occidental is the industry leader in Permian Basin CO_2 flooding, which can increase ultimate oil recovery by 10% to 25%. Technology improvements, such as the recent trend toward vertical expansion of the CO_2 flooded interval into residual oil zone targets, continue to yield more recovery from existing projects. Occidental's share of production from Permian EOR was approximately 140 Mboe/d in 2020.

Significant opportunities also remain to gain additional recovery by expanding Occidental's existing CO_2 projects into new portions of reservoirs that have only been water-flooded. Permian EOR has a large inventory of future CO_2 projects, which could be developed over the next 20 years or accelerated, depending on market conditions. In addition, OLCV continues making progress towards supplying anthropogenic, or man-made, CO_2 for the purpose of carbon capture, utilization and storage in Occidental's Permian EOR operations.

In 2020, Occidental spent approximately $1.1 billion of capital in the Permian Basin, of which over 87% was spent on Permian Resources assets. Also in 2020, Occidental divested of certain non-core, largely non-operated acreage in the Permian Basin. In 2021, Occidental expects to allocate approximately 38% of its worldwide capital budget to the Permian Basin.

[https://apnews.com/article/environment- climate- change- b2ac9969bf69154ff2a6cd45f33295ad Retrieved 05/18/2021]

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But Hollub's ambitions are bigger. Under her leadership, Hollub has invested an undisclosed amount developing a new direct air capture facility that can remove a million metric tons of carbon dioxide from the atmosphere per year; that's compared to thousands of tons per year that most current direct air capture plants remove.

The facility will suck in air and separate the carbon dioxide using chemicals. The carbon dioxide can then be stored underground or used by industry. Hollub plans to build many more facilities, selling the carbon and what she calls carbon-neutral or carbon-negative oil.

"The barriers right now are those who are so doubtful of the process and the benefits it's going to provide," Hollub said. "Some talk about the cost being too high, but just like solar and wind, the more we build, the more the cost will come down."

Occidental says its operations and its use of power, heat and steam emitted 28.4 million tons of carbon dioxide equivalent in 2019. The company currently stores 20 million tons of carbon dioxide underground annually.

Hollub's ideas are appreciated by OPEC Secretary General Mohammed Barkindo and top executives from British Petroleum and Royal Dutch Shell, but she says "the U.S. CEOs, I don't really get much feedback from them on this, face-to-face."

Q: Why was it important to you to invest in this technology?

A: There is a business case to do it, and whenever you can find a business case that also does good things for the environment, for the communities, for the world, that is certainly a winning scenario. We believe direct air capture does all of that.

It creates value for our shareholders by increasing the recovery of oil that we can get out of our existing reservoirs and lowers the cost and ensures sustainability of that oil production over time.

[https://www.reuters.com/article/us- usa- carboncapture- dac/occidental- backed- company- will- build- new- u- s- co2- removal- plant- idUSKCN25F1VN Retrieved 05/24/2021]

ENVIRONMENT

AUGUST 19, 2020 / 9:44 AM / UPDATED 9 MONTHS AGO

Occidental-backed company will build new U.S. CO2 removal plant

By Reuters Staff

(Reuters) - A new venture backed by U.S. oil and gas producer Occidental Petroleum Corp will develop the largest ever facility to pull carbon dioxide out of the atmosphere through a process known as direct air capture, the companies said on Wednesday.

[https://www.reuters.com/article/us- usa- carboncapture- dac/occidental- backed- company- will- build- new- u- s- co2- removal- plant- idUSKCN25F1VN Retrieved 05/24/2021]

sustainability-focused private equity firm Rusheen Capital Management LLC to license the direct air capture（DAC）technology developed by Canada's Carbon Engineering.

Interest in DAC has grown in recent years, from companies seeking to offset their climate impact to public officials worried about the slow pace of international agreements to cut emissions.

The cost of carbon-removal technologies like DAC however is high, and they have yet to be deployed on a mass scale. Environmentalists have also argued that they reflect a lack of resolve to end the use of fossil fuels.

The new company, 1PointFive, will develop a facility located on 100 acres in Texas' Permian Basin. It aims to capture up to 1 million metric tons of carbon dioxide from the atmosphere a year, the companies said in a joint statement.

Construction will begin in 2022, allowing time to improve plant design and reduce costs. The project will seek financing in the market.

Carbon dioxide captured at the Texas facility will be stored underground and used to increase pressure in the oil field and speed up production.

The project will benefit from a federal tax credit designed to spur investment in carbon capture and sequestration projects.

Carbon Engineering has a pilot plant in British Columbia that has been operating since 2015.

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Minutes to touchdown: the moment a Belarusian dissident knew his time was up

[https://www.bizjournals.com/houston/inno/stories/inno- insights/2021/04/15/1pointfive- oxy- low- carbon- ventures.html Retrieved 05/13/2021]

How a Houston oil giant is pushing the needle on commercial-scale direct air capture



Speaking at the CERAWeek by IHS Markit 2021 conference, Oxy President and CEO Vicki Hollub said she expects the company to be a carbon management company, not only an oil company, in the next 15 to 20 years.
Courtesy Occidental

By Chris Mathews - Reporter

April 15, 2021, 10:53am CDT

For a transition to a renewable energy infrastructure to occur, we have to develop commercial-scale clean technology. Many energy experts agree that such a transition will require the assistance of the oil and gas sector, and when it comes to funding clean energy development, one Houston-based oil giant is putting its money where its mouth is.

A joint venture subsidiary under Houston-based Occidental Petroleum Corp. (NYSE: OXY) is developing what will be the largest direct air capture facility in the world once completed. The joint venture, called 1PointFive Inc., plans to construct a direct air capture facility capable of extracting up to 1 million metric tons of atmospheric carbon dioxide annually.

The plant will capture CO2 and process it into an industrial gas for use by Oxy and other upstream oil and gas firms in enhanced oil recovery. The product is sequestered in the geological formations underground to keep it out of the atmosphere.

Occidental subsidiary Oxy Low Carbon Ventures and private equity firm Rushdeen Capital make up the joint venture developing the world's first commercial-scale direct air capture project. Richard Jackson, president of operations for U.S. onshore resources and carbon management for Oxy, said much of this year will be devoted to the front-end engineering and design of the 1PointFive facility. The joint venture plans to close financing and begin construction in 2022.

"There are different technologies which fit different sizes and scale, but I think this will be significantly larger than any that have been put together so far," Jackson said.

1PointFive plans to build the massive direct air capture (DAC) plant in the heart of Texas oil and gas country — the Permian Basin. Tax incentive applications filed with the state show that 1PointFive is considering building the DAC plant in Ector County, which contains Odessa, Texas.

The development of the DAC project is expected to require 1,000 workers at its peak, according to tax incentive applications. Jackson said the workforce needed to develop such critical infrastructure is significant. Earlier this year, 1PointFive selected Australian engineering firm Worley to handle the front-end engineering and design work for the plant. Many more partners will be needed to complete development, Jackson said.

"While it's on us as a company like Oxy to prove and de-risk the business model, we think once we do that, there will be many beneficiaries — from the climate to the labor to the value chain and the workers that it can create," Jackson said.

One necessary step before construction can go forward is securing financing. The development of such a large DAC plant will cost hundreds of millions of dollars — possibly billions of dollars as you look out over decades, Jackson said. The joint venture will need capital to help support the build out. Chicago-based United Airlines (Nasdaq: UAL) announced late last year that it would make a multimillion-dollar investment in 1PointFive.

This probably won't be the only time Oxy considers building a DAC plant in the Permian Basin. Being able to put these plants next to existing pipeline and reservoir infrastructure is critical that the CO2 can be permanently sequestered, Jackson said. For that reason, the Permian region in West Texas and New Mexico present attractive opportunities for additional projects.

"The opportunity is obviously to build more in the Permian for scale for our current CO2 injection and storage," Jackson said. "We store about 18 million tons per year, so this would be 1/18th of our total injection and storage."

Oxy is involved with several other innovative projects tackling the problem of carbon emissions. Oxy Low Carbon Ventures is capturing emissions from two White Energy ethanol plants in the Texas Panhandle for injection and sequestration in order to make carbon-neutral oil. In March, Oxy and Houston-based liquefied natural gas company NextDecade agreed to build a carbon pipeline and storage facility near NextDecade's proposed LNG terminal in Brownsville, Texas. Oxy would transport the CO2 captured at the NextDecade terminal for sequestration.

Earlier in April, Oxy Low Carbon Ventures and Houston-based bioengineering startup Cemvita Factory announced plans to construct a bio-ethylene pilot plant that would apply human-made CO2 instead of hydrocarbon-sourced feedstocks. The pilot project will serve as a starting point to scale the technology, jointly developed by Cemvita and Oxy Low Carbon Ventures, which showed to be competitive with hydrocarbon-sourced ethylene processes in lab tests.

Speaking at the CERAWeek by IHS Markit 2021 conference, Oxy President and CEO Vicki Hollub said she expects the company to be a carbon management company, not just an oil company, in the next 15 to 20 years.

Keep Digging

- Costs, storage remain challenges for net-zero emissions goals
- Baker Hughes to invest $50M in clean hydrogen infrastructure fund
- United teaming with corporations in sustainable fuel effort
- NextDecade, Oxy to partner on low-carbon plans
- LNG co. looks to 2021 for next step on project

Culwell Consulting

Chapter 313 Financial Impact Study

A financial analysis of the potential Chapter 313 Agreement between 1PointFive P1 LLC and the Ector County Independent School District



Prepared May 21, 2021

Overview

On February 23, 2021, 1PointFive P1 LLC (Applicant) submitted an application for appraised value limitation on qualified property to the Ector County Independent School District (ECISD). The Applicant is seeking to develop a manufacturing project and is requesting ECISD agree to limit the maintenance and operations (M&O) taxable value of the project to $100,000,000 for a ten-year period. As put forth in the application, the first year of the value limitation period would be the 2025 tax year.

Culwell Consulting was engaged by ECISD to analyze the impact of the potential value limitation agreement upon the overall M&O revenue of ECISD. A value limitation agreement entered into by the parties provides ECISD protection against any loss in M&O revenue due to the granting of the $100 million value limitation. This report provides the programmatic details, pertinent aspects of the Texas school finance system, and in-depth analysis needed to understand the long-term impact of such an agreement upon the ECISD M&O general fund.

This analysis concludes a value limitation agreement would result in ECISD foregoing $7,255,369 in M&O revenue in the first year of the value limitation period, the 2025-2026 school year. After payout of these losses, the Applicant's tax savings are estimated to be $43,208,679. This estimate of the Applicant's tax savings does not account for any supplemental payments made to ECISD. Any potential Ch. 313 agreement will not affect the Applicant's taxable value for Interest and Sinking (I&S) tax rate purposes.

Background

In 2001, the 77th Texas Legislature passed HB 1200 enacting the Texas Economic Development Act with the intent to attract qualified economic development to Texas by limiting the M&O taxes paid by the company. Established under Ch. 313 of the Texas Tax Code, the program has become more commonly referred to as Ch. 313.

The Ch. 313 program enables school districts to limit the M&O taxable value of qualified economic development projects for a ten-year period. The State of Texas Comptroller sets the value limitation amount for each school district. At the time the application was deemed complete by the Texas Comptroller, ECISD is permitted to grant a value limitation of $100 million.

Several types of projects are eligible to receive value limitations under Chapter 313 of the Tax Code. Behind Tab 4 of the Application, the Applicant provides a detailed description of the proposed project as the, "development of a DAC [Direct Air Capture] facility that would produce industrial-grade carbon dioxide gas (CO_2) for its own use, as well as the use of other potential off-takers with similar commercial applications." This type of project qualifies under Texas Tax Code 313.024(b)(1).

1PointFive P1 LLC Application

The application from 1PointFive P1 LLC was presented to and accepted by the ECISD School Board on February 23, 2021. In their application, the Applicant requested a $100 million value limitation be applied to their manufacturing project beginning in the 2025 tax year. Within the Application, Schedule B behind Tab 14 outlines the estimated taxable value schedule of the project for a 25-year period.

Texas Tax Code 313.027(f)(3) requires an agreement holder to maintain a viable presence within the school district for five years after the value limitation expires; therefore, this analysis concludes after the last year of this viable presence period, the 2039-2040 school year. Below is a modified version of Schedule B displaying the estimated taxable values of the project beginning with each year prior to limitation period and concluding five years after the value limitation expires.

1PointFive P1 LLC Taxable Values, Schedule B of Application

	Year	School Year (YYYY-YYYY)	Tax Year YYYY	Final taxable value for I&S after all reductions	Final taxable value for M&O after all reductions
Qualifying Time Period	1	2022-2023	2022	$236,484,995	$236,484,995
Qualifying Time Period	2	2023-2024	2023	$595,351,446	$595,351,446
Gap Year	-	2024-2025	2024	$741,625,975	$741,625,975
Value Limitation Period	1	2025-2026	2025	$711,960,937	$100,000,000
	2	2026-2027	2026	$682,295,898	$100,000,000
	3	2027-2028	2027	$652,630,859	$100,000,000
	4	2028-2029	2028	$622,965,821	$100,000,000
	5	2029-2030	2029	$593,300,782	$100,000,000
	6	2030-2031	2030	$563,635,744	$100,000,000
	7	2031-2032	2031	$533,970,705	$100,000,000
	8	2032-2033	2032	$504,305,667	$100,000,000
	9	2033-2034	2033	$474,640,628	$100,000,000
	10	2034-2035	2034	$444,975,590	$100,000,000
Continue to maintain viable presence	11	2035-2036	2035	$415,310,551	$415,310,551
	12	2036-2037	2036	$385,645,513	$385,645,513
	13	2037-2038	2037	$355,980,474	$355,980,474
	14	2038-2039	2038	$326,315,435	$326,315,435
	15	2039-2040	2039	$296,650,397	$296,650,397

As a result of such limitation being granted, the project will receive two taxable values beginning in the 2025 tax year: one, a valuation of $100 million for M&O tax purposes, and the second, a full taxable valuation assessed the local appraisal district for ECISD's I&S tax purposes. This duality will continue for the ten-year limitation period after which, starting with the 2035-2036 school year, the project will receive a single taxable value for M&O and I&S tax purposes. Any taxable value of the project outside the ten-year limitation period is fully taxable for M&O tax purposes.

Calculation of Revenue Loss

The Ch. 313 Agreement (Agreement) prepared by the Underwood Law Firm P.C. ensures that ECISD is protected against any loss in revenue incurred by the district's M&O general fund. During each year of the limitation period, the Agreement calls for the annual calculation of loss in M&O revenue. If and when a revenue loss occurs, the Agreement requires the Applicant to hold the school district harmless and pay the school district this calculated amount.

To identify a loss in revenue, two school finance models are established and the outputs compared. One model serves as the control utilizing the full M&O taxable value of the project; the second model substitutes the limited value of $100 million for the full taxable value. Any revenue loss is accounted for by deducting the resulting M&O revenue of the control model from that of the limited value model.

Note on School Finance

To fund the maintenance and operation of Texas public schools, the state's school finance system relies on local tax collections and state aid. The method of determining state aid is a complex system that further breaks funding into two major components referred to as Tier I and Tier II. Tier I funding is based on the M&O taxes at the compressed rate, program allotments, and ADA and special student populations. Tier II is the enrichment tier based on the tax effort above the school district's compressed rate. State aid works to fill the gap between local revenue and the total funding the school district is entitled to through the state finance system.

In the Spring of 2019, the 86th Texas Legislature passed House Bill 3 which made significant changes to the school finance system in Texas. In passing HB 3, the Legislature sought to equalize funding across school districts, increase teacher compensation, improve learning outcomes, and reduce property taxes.

Of particular note to this analysis, HB 3 now requires the use of current-year local taxable values as opposed to prior-year taxable values when determining state aid. The 2019-20 school year, the first in which this method of calculating state aid was used, differs from the prior school finance system under which state aid was based on the prior year's Comptroller certified property values. However, in specifically addressing the Ch. 313 program, HB 3 states that calculations determining the school districts' revenue loss must continue to use the prior year local taxable values when determining the state aid allotted to the school district.

Due in part to this reliance on prior year values when determining state aid, the first year of the limitation period often results in a loss in revenue for the school district. Under the terms of the agreement, the Applicant is required to hold the district harmless from any such losses. Estimates of revenue losses are based on the current school finance system and the taxable values provided by the Applicant. **Any future changes in the school finances system or in the project's taxable value as**

compared to those put forth in the application, may result in different levels of revenue loss than described in this report.

Data

The project's taxable values are pulled from Schedule B, behind Tab 14 of the Application. School district level data was obtained from the Texas Education Agency 2020-2021 Summary of Finances, April 9, 2021 Update, and includes the ECISD 2020-2021 adopted M&O tax rate of $1.0547. In developing the comparison scenarios, all variables and funding factors were held constant as of the 2020-2021 school year with the exception of the project's taxable value and the district's resulting tax collections.

Future calculations will utilize the concurrent statewide school funding system, school district data and tax rates, as well as the appraised value of the Applicant's project as determined by the Ector County Appraisal District.

Results

Table 1 displays ECISD total M&O revenue after including the full taxable value of the project. Table 2 shows the total M&O revenue after substituting the $100 million limitation value. The highlighted rows outline the ten-year value limitation period.

Table 1 – M&O Revenue at Full Project Taxable Value

	School Year	M&O Revenue from Local Taxes	M&O Revenue from State	Total Recapture	Total M&O General Fund
Qualifying Year 1	2022-2023	$165,237,092	$127,426,165	$0	$292,663,257
Qualifying Year 2	2023-2024	$169,022,056	$125,086,158	$0	$294,108,214
Gap Year	2024-2025	$170,564,814	$121,002,367	$0	$291,567,180
Value Limitation Period	2025-2026	$170,251,936	$119,249,989	$0	$289,501,925
	2026-2027	$169,939,059	$119,562,806	$0	$289,501,866
	2027-2028	$169,626,182	$119,875,625	$0	$289,501,807
	2028-2029	$169,313,305	$120,188,442	$0	$289,501,747
	2029-2030	$169,000,428	$120,501,261	$0	$289,501,688
	2030-2031	$168,687,551	$120,814,078	$0	$289,501,629
	2031-2032	$168,374,673	$121,126,895	$0	$289,501,569
	2032-2033	$168,061,796	$121,439,714	$0	$289,501,510
	2033-2034	$167,748,919	$121,752,531	$0	$289,501,450
	2034-2035	$167,436,042	$122,065,349	$0	$289,501,391
Maintain Viable Presence	2035-2036	$167,123,165	$122,378,167	$0	$289,501,332
	2036-2037	$166,810,288	$122,690,985	$0	$289,501,272
	2037-2038	$166,497,410	$122,980,139	$0	$289,477,549
	2038-2039	$166,184,533	$123,292,927	$0	$289,477,461
	2039-2040	$165,871,656	$123,605,717	$0	$289,477,373

Table 2 – M&O Revenue at Limited Project Taxable Value

	School Year	M&O Revenue from Local Taxes	M&O Revenue from State	Total Recapture	Total M&O General Fund
Qualifying Year 1	2022-2023	$165,237,092	$127,426,165	$0	$292,663,257
Qualifying Year 2	2023-2024	$169,022,056	$125,086,158	$0	$294,108,214
Gap Year	2024-2025	$170,564,814	$121,002,367	$0	$291,567,180
Value Limitation Period	2025-2026	$163,797,584	$118,448,972	$0	$282,246,556
	2026-2027	$163,797,584	$126,044,092	$0	$289,841,677
	2027-2028	$163,797,584	$126,044,092	$0	$289,841,677
	2028-2029	$163,797,584	$126,044,092	$0	$289,841,677
	2029-2030	$163,797,584	$126,044,092	$0	$289,841,677
	2030-2031	$163,797,584	$126,044,092	$0	$289,841,677
	2031-2032	$163,797,584	$126,044,092	$0	$289,841,677
	2032-2033	$163,797,584	$126,044,092	$0	$289,841,677
	2033-2034	$163,797,584	$126,044,092	$0	$289,841,677
	2034-2035	$163,797,584	$126,044,092	$0	$289,841,677
Maintain Viable Presence	2035-2036	$167,123,165	$126,477,788	$0	$293,600,953
	2036-2037	$166,810,288	$122,690,985	$0	$289,501,272
	2037-2038	$166,497,410	$122,980,139	$0	$289,477,549
	2038-2039	$166,184,533	$123,292,927	$0	$289,477,461
	2039-2040	$165,871,656	$123,605,717	$0	$289,477,373

Table 3 displays the outcome of comparing the M&O general fund totals within these two models. The column entitled, "School District Revenue Loss," displays instances in which the projected M&O revenue in Table 2 is less than in Table 1. In doing, Table 3 captures each instance in which ECISD's M&O general fund is negatively impacted by ECISD having granted a value limitation agreement. As shown below, it is estimated that ECISD will forego $7,255,369 in M&O revenue during the 2025-2026 school year. At this time, no revenue loss is anticipated beyond the first year of the limitation period.

The project is estimated to reach a peak taxable value of $741 million during the 2024-2025 school year, the year prior to the start of the limitation period, followed by steady deprecation in value. Any change in the project's taxable value schedule, school district data or tax rates, or legislative changes to the school finance system may result in additional revenue losses. Of note, it is typically the case that any appreciation of taxable value within the limitation period will result in additional revenue losses for the school district.

The final column, "Company Tax Savings," displays the tax savings in each year of the limitation with the Applicant's total savings over the ten-year period totaling $43,208,679.

Table 3 - Projected School District Revenue Loss & Company Tax Savings

School Year	Project Full Taxable Value (I&S Value)	Project Limited Tax Value (M&O Value)	M&O Tax Rate	M&O Taxes Paid Before Limitation	M&O Taxes Paid After Limitation	Tax Savings Before District Calculations	School District Revenue Loss	Company Tax Savings Before Supplemental Payment
2022-2023	$236,484,995	$236,484,995	$1.0547	$2,494,207	$2,494,207	$0	$0	$0
2023-2024	$595,351,446	$595,351,446	$1.0547	$6,279,172	$6,279,172	$0	$0	$0
2024-2025	$741,625,975	$741,625,975	$1.0547	$7,821,929	$7,821,929	$0	$0	$0
2025-2026	$711,960,937	$100,000,000	$1.0547	$7,509,052	$1,054,700	$6,454,352	-$7,255,369	-$801,017
2026-2027	$682,295,898	$100,000,000	$1.0547	$7,196,175	$1,054,700	$6,141,475	$0	$6,141,475
2027-2028	$652,630,859	$100,000,000	$1.0547	$6,883,298	$1,054,700	$5,828,598	$0	$5,828,598
2028-2029	$622,965,821	$100,000,000	$1.0547	$6,570,421	$1,054,700	$5,515,721	$0	$5,515,721
2029-2030	$593,300,782	$100,000,000	$1.0547	$6,257,543	$1,054,700	$5,202,843	$0	$5,202,843
2030-2031	$563,635,744	$100,000,000	$1.0547	$5,944,666	$1,054,700	$4,889,966	$0	$4,889,966
2031-2032	$533,970,705	$100,000,000	$1.0547	$5,631,789	$1,054,700	$4,577,089	$0	$4,577,089
2032-2033	$504,305,667	$100,000,000	$1.0547	$5,318,912	$1,054,700	$4,264,212	$0	$4,264,212
2033-2034	$474,640,628	$100,000,000	$1.0547	$5,006,035	$1,054,700	$3,951,335	$0	$3,951,335
2034-2035	$444,975,590	$100,000,000	$1.0547	$4,693,158	$1,054,700	$3,638,458	$0	$3,638,458
2035-2036	$415,310,551	$415,310,551	$1.0547	$4,380,280	$4,380,280	$0	$0	$0
2036-2037	$385,645,513	$385,645,513	$1.0547	$4,067,403	$4,067,403	$0	$0	$0
2037-2038	$355,980,474	$355,980,474	$1.0547	$3,754,526	$3,754,526	$0	$0	$0
2038-2039	$326,315,435	$326,315,435	$1.0547	$3,441,649	$3,441,649	$0	$0	$0
2039-2040	$296,650,397	$296,650,397	$1.0547	$3,128,772	$3,128,772	$0	$0	$0
			Totals	**$87,605,607**	**$37,141,559**	**$50,464,048**	**-$7,255,369**	**$43,208,679**

Supplemental Payment

The two parties are able to negotiate a supplemental payment, which allows for a partial sharing of the Applicant's tax savings with the school district. Under Texas Tax Code 313.027(i), these payments may not exceed $100 per average daily attendance (ADA) and may only occur from the first year of the qualifying time period through the third year after the value limitation expires. In the case of school districts with an ADA below 500, the tax code allows for a maximum annual payment of $50,000. The exact terms of the supplemental payment are set in the final Ch. 313 Agreement.

Facilities Impact

The project remains fully taxable for I&S tax purposes over the course of the taxable life of the project and should have significant positive impact on ECISD's debt service. The Applicant intends to invest a total of $670 million resulting in a peak taxable value of $741 million in the 2024-2025 school year. If applied to ECISD's 2020 tax base, this taxable value would increase the district's I&S tax base by roughly 4.7%.

After this estimated taxable value is observed in the 2024-2025 school year, the project's taxable value is assumed to depreciate with an average annual reduction in value of $29.67 million through the value limitation period. Although this represents a significant annual reduction, the project's taxable value is estimated to be $415 million in the 2035-2036 school year, the first year the project is fully taxable for M&O tax purposes. This addition of long-term value combined with the overall increase to the tax base should provide ECISD the ability to service existing debt through a reduced I&S tax rate and offer a more diverse tax base for future debt issuances.

Conclusion

The total estimated ECISD revenue losses of $7,255,369 and Applicant tax savings of $43,208,679 are based on the assumptions used in this report. The terms of these calculations are set in the Ch. 313 Agreement and will require the use of the concurrent year's school finance system, assessed taxable value of the project, school district level taxable values and tax rates, and school district student population data. Changes to any of these factors may result in revenue losses and company tax savings in different amounts than estimated in this report.

The Ch. 313 Agreement prepared by the Underwood Law Firm P.C. ensures that ECISD is protected against any loss in revenue and defines the supplemental payment allowing the district to share in the applicant's long-term tax savings. With the Ch. 313 Agreement in place, the proposed project is financially beneficial for both the Ector County Independent School District and the applicant 1PointFive P1 LLC.

Estimated Effects of the Ch. 313 Application from 1PointFive P1 LLC Project upon the Finances of the Ector County Independent School District

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
	School Year	Tax Year	Project Full Taxable Value (I&S Value)*	Project Limited Tax Value (M&O Value)	M&O Tax Rate#	M&O Taxes Paid Before Limitation	M&O Taxes Paid After Limitation	Tax Savings Before District Calculations	School District Revenue Loss	Net Tax Benefit	Supplemental Payment$	Total Company Tax Savings
Qualifying Year 1	2022-2023	2022	$236,484,995	$236,484,995	$1.0517	$2,487,113	$2,487,113	$0	$0	$0	$0	$0
Qualifying Year 2	2023-2024	2023	$595,351,446	$595,351,446	$1.0517	$6,261,311	$6,261,311	$0	$0	$0	$0	$0
Gap Year	2024-2025	2024	$741,625,975	$741,625,975	$1.0517	$7,799,680	$7,799,680	$0	$0	$0	$0	$0
Value Limitation Period	2025-2026	2025	$711,960,937	$100,000,000	$1.0517	$7,487,693	$1,051,700	$6,435,993	-$7,233,442	-$797,449	$0	-$797,449
	2026-2027	2026	$682,295,898	$100,000,000	$1.0517	$7,175,706	$1,051,700	$6,124,006	$0	$6,124,006	$1,531,001	$4,593,004
	2027-2028	2027	$652,630,859	$100,000,000	$1.0517	$6,863,719	$1,051,700	$5,812,019	$0	$5,812,019	$1,453,005	$4,359,014
	2028-2029	2028	$622,965,821	$100,000,000	$1.0517	$6,551,732	$1,051,700	$5,500,032	$0	$5,500,032	$1,375,008	$4,125,024
	2029-2030	2029	$593,300,782	$100,000,000	$1.0517	$6,239,744	$1,051,700	$5,188,044	$0	$5,188,044	$1,297,011	$3,891,033
	2030-2031	2030	$563,635,744	$100,000,000	$1.0517	$5,927,757	$1,051,700	$4,876,057	$0	$4,876,057	$1,219,014	$3,657,043
	2031-2032	2031	$533,970,705	$100,000,000	$1.0517	$5,615,770	$1,051,700	$4,564,070	$0	$4,564,070	$1,141,017	$3,423,052
	2032-2033	2032	$504,305,667	$100,000,000	$1.0517	$5,303,783	$1,051,700	$4,252,083	$0	$4,252,083	$1,063,021	$3,189,062
	2033-2034	2033	$474,640,628	$100,000,000	$1.0517	$4,991,795	$1,051,700	$3,940,095	$0	$3,940,095	$985,024	$2,955,072
	2034-2035	2034	$444,975,590	$100,000,000	$1.0517	$4,679,808	$1,051,700	$3,628,108	$0	$3,628,108	$907,027	$2,721,081
Maintain Viable Presence	2035-2036	2035	$415,310,551	$415,310,551	$1.0517	$4,367,821	$4,367,821	$0	$0	$0	$0	$0
	2036-2037	2036	$385,645,513	$385,645,513	$1.0517	$4,055,834	$4,055,834	$0	$0	$0	$0	$0
	2037-2038	2037	$355,980,474	$355,980,474	$1.0517	$3,743,847	$3,743,847	$0	$0	$0	$0	$0
	2038-2039	2038	$326,315,435	$326,315,435	$1.0517	$3,431,859	$3,431,859	$0	$0	$0	$0	$0
	2039-2040	2039	$296,650,397	$296,650,397	$1.0517	$3,119,872	$3,119,872	$0	$0	$0	$0	$0
					Totals	**$96,104,845**	**$45,784,337**	**$50,320,507**	**-$7,233,442**	**$43,087,065**	**$10,971,129**	**$32,115,937**

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NOTE: The terms of these calculations are set in the Ch. 313 Agreement; however, each year's calculation during the limitation period requires the use of the concurrent year's school finance system, assessed taxable value of the project, school district level taxable values and tax rates, school district student population data and other relevant data. These calculations are based upon the current school finance system as of the date of preparation below. Changes to any of these factors may result in revenue losses and company tax savings in different amounts than estimated in this document.

*****The project taxable values utilized here are based on those provided in the application submitted by the Applicant. Calculations made for active agreements during the value limitation period will be based upon the assessed value as determined by the county central appraisal district.

#The M&O tax rate used is based on the district's assumed 2021-2022 M&O tax rate. All future calculations will use the corresponding year's adopted M&O tax rate.

$Per the Ch. 313 Agreement, the supplemental payment shown represents 25% of the Net Tax Benefit.

Summary of Estimated Financial Impact

Total Estimated School District Revenue Loss	Total Supplemental Payments	Total Company Tax Savings
$7,233,442	$10,971,129	$32,115,937

Culwell Consulting

9/9/21

Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

IMPORTANT: Please keep this letter with your district's records. It must be accessible to the law firm working on the value limitation agreement.

April 12, 2021

Delma Abalos, President
Board of Trustees
Ector County Independent School District
P O BOX 3912
Odessa, Texas 79760-3912

Dear President Abalos:

As required by the Tax Code, §313.025 (b-1), the Texas Education Agency (TEA) has evaluated the impact of the 1PointFive P1, LLC, project #1570 on the number and size of school facilities in Ector County Independent School District (ECISD). Based on the email communication with the ECISD superintendent, Scott R Muri, the TEA has determined that the 1PointFive P1, LLC, project should not have a significant impact on the number or size of school facilities in ECISD.

Please feel free to contact me by phone at (512) 463-8732 or by email at amy.copeland@tea.texas.gov if you have any questions.

Sincerely,

Amy Copeland
Director of State Funding

Cc: Scott R Muri, Superintendent

COMPTROLLER.TEXAS.GOV

Glenn Hegar
Texas Comptroller of Public Accounts

% Taxes
Property Tax Assistance

2020 ISD Summary Worksheet

068-Ector

068-901/Ector County ISD

Category	Local Tax Roll Value	2020 WTD Mean Ratio	2020 PTAD Value Estimate	2020 Value Assigned
A - SINGLE-FAMILY	7,099,373,352	0.9590	7,402,891,921	7,099,373,352
B - MULTIFAMILY	712,079,510	0.9121	780,703,333	712,079,510
C1 - VACANT LOTS	199,037,068	N/A	199,037,068	199,037,068
C2 - COLONIA LOTS	0	N/A	0	0
D1 ACRES - QUALIFIED OPEN-SPACE LAND	3,187,791	0.5562	5,731,251	3,187,791
D2 - FARM & RANCH IMP	8,460,319	N/A	8,460,319	8,460,319
E - NON-AG LAND AND IMPROVEMENTS	81,355,719	N/A	81,355,719	81,355,719
F1 - COMMERCIAL REAL	2,526,550,223	0.8937	2,827,067,498	2,526,550,223
F2 - INDUSTRIAL REAL	658,569,269	N/A	658,569,269	658,569,269
G - ALL MINERALS	1,442,600,517	1.0089	1,429,874,633	1,442,600,517
J - ALL UTILITIES	518,864,830	0.7968	651,185,781	518,864,830

L1 - COMMERCIAL PERSONAL	3,262,161,645	1.0140	3,217,121,938	3,262,161,645
L2 - INDUSTRIAL PERSONAL	138,326,247	N/A	138,326,247	138,326,247
M1 - MOBILE HOMES	480,906,911	N/A	480,906,911	480,906,911
N - INTANGIBLE PERSONAL PROPERTY	0	N/A	0	0
O - RESIDENTIAL INVENTORY	5,315,854	N/A	5,315,854	5,315,854
S - SPECIAL INVENTORY	105,009,538	N/A	105,009,538	105,009,538
Subtotal	17,241,798,793	0	17,991,557,280	17,241,798,793
Less Total Deductions	1,811,545,221	0	1,872,432,595	1,811,545,221
Total Taxable Value	15,430,253,572	0	16,119,124,685	15,430,253,572

The taxable values shown here will not match the values reported by your appraisal district

See the ISD DEDUCTION Report for a breakdown of deduction values

Government code subsections 403.302(J) AND(K) require the Comptroller to certify alternative measures of school district wealth.These measures are reported for taxable values for maintenance and operation(M & O) tax purposes and for interest and sinking fund(I & S) tax purposes.For districts that have not entered into value limitation agreements, T1 through T4 will be the same as T7 through T10.

Value Taxable For M & O Purposes

T1	T2	T3	T4
15,691,223,115	15,430,253,572	15,199,514,638	14,938,545,095

Loss To the Additional $10,000 Homestead Exemption	50% of the loss to the Local Optional Percentage Homestead Exemption
260,969,543	491,708,477

T1 = School district taxable value for M & O purposes before the loss to the additional $10,000 homestead exemption

T2 = School district taxable value for M & O purposes after the loss to the additional $10,000 homestead exemption and the tax ceiling reduction

T3 = T1 minus 50% of the loss to the local optional percentage homestead exemption

T4 = T2 minus 50% of the loss to the local optional percentage homestead exemption

Value Taxable For I & S Purposes

T7	T8	T9	T10
15,753,224,271	15,492,254,728	15,261,515,794	15,000,546,251

T7 = School district taxable value for I & S purposes before the loss to the additional $10, 000 homestead exemption

T8 = School district taxable value for I & S purposes after the loss to the additional $10, 000 homestead exemption and the tax
ceiling reduction

T9 = T7 minus 50 % of the loss to the local optional percentage homestead exemption

T10 = T8 minus 50 % of the loss to the local optional percentage homestead exemption

THE PVS FOUND YOUR LOCAL VALUE TO BE VALID, AND LOCAL VALUE WAS CERTIFIED

068-901-02/Ector County ISD

Category	Local Tax Roll Value	2020 WTD Mean Ratio	2020 PTAD Value Estimate	2020 Value Assigned
A - SINGLE-FAMILY	7,099,373,352	0.9590	7,402,891,921	7,099,373,352
B - MULTIFAMILY	712,079,510	0.9121	780,703,333	712,079,510
C1 - VACANT LOTS	199,037,068	N/A	199,037,068	199,037,068
C2 - COLONIA LOTS	0	N/A	0	0
D1 ACRES - QUALIFIED OPEN-SPACE LAND	3,187,791	0.5562	5,731,251	3,187,791
D2 - FARM & RANCH IMP	8,460,319	N/A	8,460,319	8,460,319
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N - INTANGIBLE PERSONAL PROPERTY	0	N/A	0	0

O - RESIDENTIAL INVENTORY	5,315,854	N/A	5,315,854	5,315,854
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ceiling reduction

T9 = T7 minus 50 % of the loss to the local optional percentage homestead exemption

T10 = T8 minus 50 % of the loss to the local optional percentage homestead exemption

AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES

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by and between

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

and

1POINTFIVE P1, LLC

(*Texas Taxpayer ID #32076631608)*

Comptroller Application #1570

Dated

September 21, 2021

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AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES

STATE OF TEXAS §

COUNTY OF ECTOR §

THIS AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES, hereinafter referred to as this "Agreement," is executed and delivered by and between the **ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**, hereinafter referred to as the "District," a lawfully created independent school district within the State of Texas operating under and subject to the TEXAS EDUCATION CODE, and **1POINTFIVE P1, LLC,** Texas Taxpayer Identification Number 32076631608 hereinafter referred to as the "Applicant." The Applicant and the District are hereinafter sometimes referred to individually as a "Party" and collectively as the "Parties."

RECITALS

WHEREAS, on February 16, 2021, the Superintendent of Schools of the Ector County Independent School District, acting as agent of the Board of Trustees of the District, received from the Applicant an Application for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the TEXAS TAX CODE;

WHEREAS, on February 16, 2021, the Board of Trustees has acknowledged receipt of the Application and along with the requisite application fee as established pursuant to Section 313.025(a) of the TEXAS TAX CODE and Local District Policy CCGB (LOCAL), and agreed to consider the Application;

WHEREAS, the Application was delivered to the Texas Comptroller's Office for review pursuant to Section 313.025 of the TEXAS TAX CODE;

WHEREAS, the District and the Texas Comptroller's Office have determined that the Application is complete and April 12, 2021 is the Application Review Start Date as that term is defined by 34 TEXAS ADMIN. CODE Section 9.1051;

WHEREAS, pursuant to 34 TEXAS ADMIN. CODE Section 9.1054, the Application was delivered to the Ector County Appraisal District established in Ector County, Texas (the "Appraisal District"), pursuant to Section 6.01 of the TEXAS TAX CODE;

WHEREAS, the Texas Comptroller's Office reviewed the Application pursuant to Section 313.025 of the TEXAS TAX CODE, conducted an economic impact evaluation pursuant to Section 313.026 of the TEXAS TAX CODE, and on June 21, 2021, issued a certificate for limitation on

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appraised value of the property described in the Application and provided the certificate to the District;

WHEREAS, the Board of Trustees, by resolution dated August 17, 2021, extended the statutory deadline by which the District must consider the Application until December 31, 2021, and the Comptroller was provided notice of such extension as set out under 34 Texas Admin. Code Section 9.1054(d);

WHEREAS, the Board of Trustees has reviewed and carefully considered the economic impact evaluation and certificate for limitation on appraised value submitted by the Texas Comptroller's Office pursuant to Section 313.025 of the TEXAS TAX CODE;

WHEREAS, on September 21, 2021, the Board of Trustees conducted a public hearing on the Application at which it solicited input into its deliberations on the Application from all interested parties within the District;

WHEREAS, on September 21, 2021, the Board of Trustees made factual findings pursuant to Section 313.025(f) of the TEXAS TAX CODE, including, but not limited to findings that: (i) the information in the Application is true and correct; (ii) the Applicant is eligible for the limitation on appraised value of the Applicant's Qualified Property; (iii) the project proposed by the Applicant is reasonably likely to generate tax revenue in an amount sufficient to offset the District's maintenance and operations ad valorem tax revenue lost as a result of the Agreement before the 25th anniversary of the beginning of the limitation period; (iv) the limitation on appraised value is a determining factor in the Applicant's decision to invest capital and construct the project in this State; and (v) this Agreement is in the best interest of the District and the State of Texas;

***WHEREAS*,** on August 30, 2021, the Texas Comptroller's Office approved the form of this Agreement for a Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes;

WHEREAS, on September 21, 2021, the Board of Trustees approved the form of this Agreement for a Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, and authorized the Board President and Secretary to execute and deliver such Agreement to the Applicant; and

***NOW, THEREFORE*,** for and in consideration of the premises and the mutual covenants and agreements herein contained, the Parties agree as follows:

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ARTICLE I
DEFINITIONS

Section 1.1 DEFINITIONS. Wherever used in this Agreement, the following terms shall have the following meanings, unless the context in which used clearly indicates another meaning. Words or terms defined in 34 TEXAS ADMIN. CODE Section 9.1051 and not defined in this Agreement shall have the meanings provided by 34 TEXAS ADMIN. CODE Section 9.1051.

"*Act*" means the Texas Economic Development Act set forth in Chapter 313 of the TEXAS TAX CODE, as amended.

"*Agreement*" means this Agreement, as the same may be modified, amended, restated, amended and restated, or supplemented as approved pursuant to Sections 10.2 and 10.3.

"*Applicant*" means **1POINTFIVE P1, LLC**, (Texas Taxpayer ID # 32076631608), the entity listed in the Preamble of this Agreement and that is listed as the Applicant on the Application as of the Application Approval Date. The term "Applicant" shall also include the Applicant's assigns and successors-in-interest as approved according to Sections 10.2 and 10.3 of this Agreement.

"Applicant's Qualified Investment" means the Qualified Investment of the Applicant during the Qualifying Time Period and as more fully described in **EXHIBIT 3** of this Agreement.

"*Applicant's Qualified Property*" means the Qualified Property of the Applicant to which the value limitation identified in the Agreement will apply and as more fully described in **EXHIBIT 4** of this Agreement.

"*Application*" means the Application for Appraised Value Limitation on Qualified Property (Chapter 313, Subchapter B or C of the TEXAS TAX CODE) filed with the District by the Applicant on February 16, 2021. The term includes all forms required by the Comptroller, the schedules attached thereto, and all other documentation submitted by the Applicant for the purpose of obtaining an Agreement with the District. The term also includes all amendments and supplements thereto submitted by the Applicant.

"*Application Approval Date*" means the date that the Application is approved by the Board of Trustees of the District and as further identified in Section 2.3.B of this Agreement.

"*Application Review Start Date*" means the later date of either the date on which the District issues its written notice that the Applicant has submitted a completed Application or the date on which the Comptroller issues its written notice that the Applicant has submitted a completed Application and as further identified in Section 2.3.A of this Agreement.

"*Appraised Value*" shall have the meaning assigned to such term in Section 1.04(8) of the TEXAS TAX CODE.

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"*Appraisal District*" means the Ector County Appraisal District.

"Board of Trustees" means the Board of Trustees of the Ector County Independent School District.

"*Commercial Operation*" means the date on which the project described in the Application becomes commercially operational and capable of being placed into service, such that such project has been constructed and is capable of producing industrial grade carbon dioxide gas (CO_2).

"Comptroller" means the Texas Comptroller of Public Accounts, or the designated representative of the Texas Comptroller of Public Accounts acting on behalf of the Comptroller.

"*Comptroller's Rules*" means the applicable rules and regulations of the Comptroller set forth in Chapter 34 TEXAS ADMIN. CODE Chapter 9, Subchapter F, together with any court or administrative decisions interpreting same.

"County" means Ector County, Texas.

"District" or "School District" means the Ector County Independent School District, being a duly authorized and operating school district in the State, having the power to levy, assess, and collect ad valorem taxes within its boundaries and to which Subchapter B of the Act applies. The term also includes any successor independent school district or other successor governmental authority having the power to levy and collect ad valorem taxes for school purposes on the Applicant's Qualified Property or the Applicant's Qualified Investment.

"Final Termination Date" means the last date of the final year in which the Applicant is required to Maintain Viable Presence and as further identified in Section 2.3.E of this Agreement.

"Force Majeure" means acts of God, war, fires, explosions, hurricanes, floods, pandemics, or other causes that are beyond the reasonable control of either party and that by exercise of due foresight such party could not reasonably have been expected to avoid, and which, by the exercise of all reasonable due diligence, such party is unable to overcome. Each Party must inform the other in writing with proof of receipt within 60 business days of the existence of such Force Majeure or otherwise waive this right as a defense.

"*Land*" means the real property described on **EXHIBIT 2**, which is attached hereto and incorporated herein by reference for all purposes.

"Maintain Viable Presence" means (i) the operation during the term of this Agreement of the facility or facilities for which the tax limitation is granted; and (ii) the Applicant's maintenance of jobs and wages as required by the Act and as set forth in its Application.

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"*Market Value*" shall have the meaning assigned to such term in Section 1.04(7) of the TEXAS TAX CODE.

"New Qualifying Jobs" means the total number of jobs to be created by the Applicant after the Application Approval Date in connection with the project that is the subject of its Application that meet the criteria of Qualifying Job as defined in Section 313.021(3) of the TEXAS TAX CODE and the Comptroller's Rules.

"*New Non-Qualifying Jobs*" means the number of Non-Qualifying Jobs, as defined in 34 TEXAS ADMIN. CODE Section 9.1051(14), to be created by the Applicant after the Application Approval Date in connection with the project which is the subject of its Application.

"*Qualified Investment*" has the meaning set forth in Section 313.021(1) of the TEXAS TAX CODE, as interpreted by the Comptroller's Rules.

"*Qualified Property*" has the meaning set forth in Section 313.021(2) of the TEXAS TAX CODE and as interpreted by the Comptroller's Rules and the Texas Attorney General, as these provisions existed on the Application Review Start Date.

"Qualifying Time Period" means the period defined in Section 2.3.C, during which the Applicant shall make investment on the Land where the Qualified Property is located in the amount required by the Act, the Comptroller's Rules, and this Agreement.

"State" means the State of Texas.

"*Supplemental Payment*" means any payments or transfers of things of value made to the District or to any person or persons in any form if such payment or transfer of thing of value being provided is in recognition of, anticipation of, or consideration for the Agreement and that is not authorized pursuant to Sections 313.027(f)(1) or (2) of the TEXAS TAX CODE, and specifically includes any payments required pursuant to Article VI of this Agreement.

"*Tax Limitation Amount*" means the maximum amount which may be placed as the Appraised Value on the Applicant's Qualified Property for maintenance and operations tax assessment in each Tax Year of the Tax Limitation Period of this Agreement pursuant to Section 313.027 of the TEXAS TAX CODE.

"*Tax Limitation Period*" means the Tax Years for which the Applicant's Qualified Property is subject to the Tax Limitation Amount and as further identified in Section 2.3.D of this Agreement.

"*Tax Year*" shall have the meaning assigned to such term in Section 1.04(13) of the TEXAS TAX CODE (*i.e.*, the calendar year).

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"*Taxable Value*" shall have the meaning assigned to such term in Section 1.04(10) of the TEXAS TAX CODE.

Section 1.2 NEGOTIATED DEFINITIONS. Wherever used in Articles IV, V, and VI, the following terms shall have the following meanings, unless the context in which used clearly indicates another meaning or otherwise; provided however, if there is a conflict between a term defined in this section and a term defined in the Act, the Comptroller's Rules, or Section 1.1 of this Agreement, the conflict shall be resolved by reference to Section 10.9.C.

"*Additional Loss*" shall have the same meaning as assigned to such term in Section 4.4 of this Agreement.

"*Aggregate Limit*" means for any Tax Year during the term of this Agreement, the cumulative total of the Annual Limit amount for such Tax Year and all previous Tax Years during the term of this Agreement, less all amounts paid by the Applicant to or on behalf of the District under Article VI for all Tax Years during the term of this Agreement that are prior to such Tax Year.

"*Annual Limit*" means the maximum annual benefit which can be paid directly to the District as a Supplemental Payment under the provisions of Section 313.027(i) of the TEXAS TAX CODE. For purposes of this Agreement, and as further provided in Article VI herein, the amount of the Annual Limit shall be equal to the greater of $50,000 or an amount calculated for each calendar year by multiplying the District's Average Daily Attendance, as calculated pursuant to Section 48.005 of the TEXAS EDUCATION CODE based upon the District's Average Daily Attendance for the 2019-20 school year certified by the Texas Comptroller (which the Parties agree is 29,754, rounded to the nearest whole number), times $100. The Annual Limit shall first be computed for the first Tax Year (including any partial Tax Year) of the Qualifying Time Period, which commences under this Agreement as provided in Section 2.3.C.i.

"*Applicable School Finance Law*" means Chapters 48 and 49 of the TEXAS EDUCATION CODE, and other applicable provisions of the TEXAS EDUCATION CODE, the Texas Economic Development Act (Chapter 313 of the TEXAS TAX CODE); Chapter 403, Subchapter M, of the TEXAS GOVERNMENT CODE applicable to the District; and, the Constitution and general laws of the State applicable to the school districts of the State, including specifically, the applicable rules, regulations and interpretations of the agencies of the State having jurisdiction over any matters relating to the public school systems and school districts of the State; and judicial decisions construing or interpreting any of the above. The term also includes any amendments or successor statutes that may be adopted in the future which impact or alter the calculation of the Applicant's ad valorem tax obligation or the M&O Amount in Section 4.2 of this Agreement to the District, either with or without the limitation of property values made pursuant to this Agreement.

"*Applicant's Stipulated Supplemental Payment Amount*" means, for purposes of Article VI, for any Tax Year during the term of this Agreement, an amount equal to twenty-five percent (25%) of the "Net Tax Benefit," as such term is defined in this Section 1.2, for such Tax Year.

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"*Cumulative Payments*" means, for any Tax Year during the term of this Agreement, the total of all payments, calculated under Article IV, V and VI of this Agreement, for such Tax Year which are paid by or owed by the Applicant to the District, plus all payments, calculated under Article IV, V and VI of this Agreement, paid by or owed by the Applicant for all previous Tax Years during the term of this Agreement.

"*Cumulative Unadjusted Tax Benefit*" means, for any Tax Year during the term of this Agreement, the Unadjusted Tax Benefit for such Tax Year added to the Unadjusted Tax Benefit for all previous Tax Years during the term of this Agreement.

"*M&O Amount"* means the revenue protection payment required as part of this Agreement as set out in TEXAS EDUCATION CODE Section 48.256(d) and shall have the meaning assigned to such term in Section 4.2 of the Agreement.

"*Maintenance and Operations Revenue*" or "*M&O Revenue*" means (i) those revenues which the District receives from the levy of its annual ad valorem maintenance and operations tax pursuant to Section 45.002 of the TEXAS EDUCATION CODE, or other lawful authority, and Article VII § 3 of the TEXAS CONSTITUTION, plus (ii) all State revenues to which the District is or may be entitled under the applicable provisions of the TEXAS EDUCATION CODE or any other statutory provision as well as any amendment or successor statute to these provisions, as applicable, less (iii) any amounts necessary to reimburse the State of Texas or another school district for the education of additional students pursuant to Chapter 49 of the TEXAS EDUCATION CODE or any other statutory provision as well as any amendment or successor statute to these provisions, as applicable.

"*Net Tax Benefit*" means, for purposes of Article VI, for any Tax Year during the term of this Agreement, an amount equal to (but not less than zero): (i) the amount of maintenance and operations ad valorem taxes which the Applicant would have paid to the District for such Tax Year if this Agreement had not been entered into by the Parties; minus (ii) an amount equal to the sum of (A) all maintenance and operations ad valorem school taxes actually due to the District or any other governmental entity, including the State of Texas, for such Tax Year , plus (B) any payments due to the District under Articles IV and V of this Agreement for such Tax Year.

"*New M&O Revenue*" shall have the same meaning as assigned to such term in Section 4.2.A.ii of this Agreement.

"*Original M&O Revenue*" shall have the same meaning as assigned to such term in Section 4.2.A.i of this Agreement.

"*Third Party Consultant*" shall have the same meaning as assigned to such term in Section 4.5 of this Agreement.

"*Unadjusted Tax Benefit*" means, for any Tax Year during the term of this Agreement, the

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total of all gross tax savings calculated for such Tax Year by multiplying the amount equal to (a) the Taxable Value of the Applicant's Qualified Property used for the District's debt service (interest and sinking fund) property tax purposes for such Tax Year, minus (b) the Taxable Value of the Applicant's Qualified Property used for the District's maintenance and operations ad valorem tax purposes for such Tax Year, by the District's maintenance and operations tax rate for such Tax Year.

ARTICLE II
AUTHORITY, PURPOSE AND LIMITATION AMOUNTS

Section 2.1. AUTHORITY. This Agreement is executed by the District as its written agreement with the Applicant pursuant to the provisions and authority granted to the District in Section 313.027 of the TEXAS TAX CODE.

Section 2.2. PURPOSE. In consideration of the execution and subsequent performance of the terms and obligations by the Applicant pursuant to this Agreement, identified in Sections 2.5 and 2.6 and as more fully specified in this Agreement, the value of the Applicant's Qualified Property listed and assessed by the County Appraiser for the District's maintenance and operation ad valorem property tax shall be the Tax Limitation Amount as set forth in Section 2.4 of this Agreement during the Tax Limitation Period.

Section 2.3. TERM OF THE AGREEMENT.

A. The Application Review Start Date for this Agreement is April 12, 2021, which will be used to determine the eligibility of the Applicant's Qualified Property and all applicable wage standards.

B. The Application Approval Date for this Agreement is September 21, 2021.

C. The Qualifying Time Period for this Agreement:
   i. Starts on January 1, 2022, a date not later than January 1 of the fourth Tax Year following the Application Approval Date for deferrals, as authorized by §313.027(h) of the TEXAS TAX CODE; and
   ii. Ends on December 31, 2023, the last day of the second complete Tax Year following the Qualifying Time Period start date.

D. The Tax Limitation Period for this Agreement:
   i. Starts on January 1, 2025, the first complete Tax Year that begins after the date of commencement of Commercial Operation; and,
   ii. Ends on December 31, 2034.

E. The Final Termination Date for this Agreement is December 31, 2039.

F. This Agreement, and the obligations and responsibilities created by this Agreement, shall be and become effective on the Application Approval Date identified in Section 2.3.B. This

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Agreement, and the obligations and responsibilities created by this Agreement, terminate on the Final Termination Date identified in Section 2.3.E, unless extended by the express terms of this Agreement.

Section 2.4. TAX LIMITATION. So long as the Applicant makes the Qualified Investment as required by Section 2.5, during the Qualifying Time Period, and unless this Agreement has been terminated as provided herein before such Tax Year, on January 1 of each Tax Year of the Tax Limitation Period, the Appraised Value of the Applicant's Qualified Property for the District's maintenance and operations ad valorem tax purposes shall not exceed the lesser of:

A. the Market Value of the Applicant's Qualified Property; or

B. One Hundred Million Dollars ($100,000,000).

This Tax Limitation Amount is based on the limitation amount for the category that applies to the District on the Application Approval Date, as set out by Section 313.022(b) of the TEXAS TAX CODE.

Section 2.5. TAX LIMITATION ELIGIBILITY. In order to be eligible and entitled to receive the value limitation identified in Section 2.4 for the Qualified Property identified in Article III, the Applicant shall:

A. have completed the Applicant's Qualified Investment in the amount of $100,000,000 during the Qualifying Time Period;

B. have created and maintained, subject to the provisions of Section 313.0276 of the TEXAS TAX CODE, New Qualifying Jobs as required by the Act; and

C. pay an average weekly wage of at least $1,188.75 for all New Non-Qualifying Jobs created by the Applicant.

Section 2.6. TAX LIMITATION OBLIGATIONS. In order to receive and maintain the limitation authorized by Section 2.4, Applicant shall:

A. provide payments to District sufficient to protect future District revenues through payment of revenue offsets and other mechanisms as more fully described in Article IV;

B. provide payments to the District that protect the District from the payment of extraordinary education related expenses related to the project, as more fully specified in Article V;

C. provide such Supplemental Payments as more fully specified in Article VI;

D. create and Maintain Viable Presence on or with the Qualified Property and perform additional obligations as more fully specified in Article VIII of this Agreement; and

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E. no additional conditions are identified in the certificate for a limitation on appraised value by the Comptroller for this project.

ARTICLE III
QUALIFIED PROPERTY

Section 3.1. LOCATION WITHIN ENTERPRISE OR REINVESTMENT ZONE. At the time of the Application Approval Date, the Land is within an area designated either as an enterprise zone, pursuant to Chapter 2303 of the TEXAS GOVERNMENT CODE, or a reinvestment zone, pursuant to Chapter 311 or 312 of the TEXAS TAX CODE. The legal description, and information concerning the designation, of such zone is attached to this Agreement as **EXHIBIT 1** and is incorporated herein by reference for all purposes.

Section 3.2. LOCATION OF QUALIFIED PROPERTY AND INVESTMENT. The Land on which the Qualified Property shall be located and on which the Qualified Investment shall be made is described in **EXHIBIT 2**, which is attached hereto and incorporated herein by reference for all purposes. The Parties expressly agree that the boundaries of the Land may not be materially changed from its configuration described in **EXHIBIT 2** unless amended pursuant to the provisions of Section 10.2 of this Agreement.

Section 3.3. DESCRIPTION OF QUALIFIED PROPERTY. The Qualified Property that is subject to the Tax Limitation Amount is described in **EXHIBIT 4**, which is attached hereto and incorporated herein by reference for all purposes. Property which is not specifically described in **EXHIBIT 4** shall not be considered by the District or the Appraisal District to be part of the Applicant's Qualified Property for purposes of this Agreement, unless by official action the Board of Trustees provides that such other property is a part of the Applicant's Qualified Property for purposes of this Agreement in compliance with Section 313.027(e) of the TEXAS TAX CODE, the Comptroller's Rules, and Section 10.2 of this Agreement.

Section 3.4. CURRENT INVENTORY OF QUALIFIED PROPERTY. In addition to the requirements of Section 10.2 of this Agreement, if there is a material change in the Qualified Property described in **EXHIBIT 4**, then within 60 days from the date Commercial Operation begins, the Applicant shall provide to the District, the Comptroller, the Appraisal District or the State Auditor's Office a specific and detailed description of the tangible personal property, buildings, and/or permanent, nonremovable building components (including any affixed to or incorporated into real property) on the Land to which the value limitation applies including maps or surveys of sufficient detail and description to locate all such described property on the Land.

Section 3.5. QUALIFYING USE. The Applicant's Qualified Property described in Section 3.3 qualifies for a tax limitation agreement under Section 313.024(b)(1) of the TEXAS TAX CODE as a manufacturing facility.

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ARTICLE IV
PROTECTION AGAINST LOSS OF FUTURE DISTRICT REVENUES

Section 4.1. INTENT OF THE PARTIES. Subject to the limitations contained in this Agreement (including Sections 4.11 and 6.3), it is the intent of the Parties that the District shall, in accordance with the provisions of Section 313.027(f)(1) of the TEXAS TAX CODE and Section 48.256(d) of the TEXAS EDUCATION CODE, be compensated by Applicant for any loss that District incurs in its Maintenance and Operations Revenue resulting, at least in part, because or on account of entering into this Agreement and application of the Tax Limitation set out in Section 2.4 to Applicant's Qualified Property. Payments for such loss shall be independent of, and in addition to such other payments as set forth in Articles V and VI in this Agreement. Subject to the limitations contained in this Agreement, IT IS THE INTENT OF THE PARTIES THAT THE RISK OF ANY NEGATIVE FINANCIAL CONSEQUENCES TO DISTRICT IN MAKING THE DECISION TO ENTER INTO THIS AGREEMENT WILL BE BORNE SOLELY BY APPLICANT AND NOT BY DISTRICT. Applicant recognizes and acknowledges the calculations relating to the District's loss of Maintenance and Operations Revenue under this Agreement will be affected by changes to the timing of construction of the Project and any change to the Qualified Property. As such, Applicant acknowledges that it will bear any and all losses of Maintenance and Operations Revenue suffered by the District as a result of this Agreement, including without limitation any increase in the M&O Amount calculated under Section 4.2 to be paid to the District for losses in Maintenance and Operations Revenue resulting from any change in the timing of construction and/or any change to the Qualified Property.

The Parties expressly understand and agree that for all Tax Years to which the Tax Limitation amount set out in Section 2.4 is applied to Applicant's Qualified Property that is the subject of this Agreement, the calculation of negative financial consequences will be defined for each applicable Tax Year in accordance with the Applicable School Finance Law, as defined in Section 1.2 above, and that such definition specifically contemplates that calculations made under this Agreement may periodically change in accordance with changes in Applicable School Finance Law. The Parties further agree that printouts and projections produced during the negotiations and approval of this Agreement are: (i) for illustrative purposes only, are not intended to be relied upon, and have not been relied upon by the Parties as a prediction of future consequences to either Party; (ii) based upon current Applicable School Finance Law which is subject to change by statute, by administrative regulation (or interpretation thereof), or by judicial decision at any time; and (iii) may change in future years to reflect changes in Applicable School Finance Law.

Section 4.2. CALCULATING THE AMOUNT OF LOSS OF REVENUES BY THE DISTRICT. Subject to the provisions of Sections 4.11 and 6.3, the amount to be paid by Applicant to compensate District for loss of Maintenance and Operations Revenue resulting from, or on account of, this Agreement for each year starting in the year of the Application Approval Date and ending on the Final Termination Date (as set out in **EXHIBIT 5**), the "M&O Amount," shall be determined in compliance with Applicable School Finance Law in effect for such year and according to the following formula:

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A. The M&O Amount owed by Applicant to District (also known as the revenue protection payment as set out in TEXAS EDUCATION CODE Section 48.256(d)) means the Original M&O Revenue *minus* the New M&O Revenue; based on the following definitions:

i. "Original M&O Revenue" means the total State and local Maintenance and Operations Revenue that the District would have received for such school year, calculated in accordance with TEXAS EDUCATION CODE Section 48.256(d), had this Agreement not been entered into by the Parties and the Applicant's Qualified Property had been subject to the District's ad valorem maintenance and operations tax without any limitation on value at the rate applicable for such Tax Year. For purposes of this calculation, the Third Party Consultant (as defined in Section 4.5) will base its calculations upon (1) the total Taxable Values for each applicable Tax Year as certified by the Appraisal District for all taxable accounts in the District for the District's maintenance and operations ad valorem tax purposes, save and except for the Applicant's Qualified Property subject to this Agreement, plus (2) the total Taxable Values for such applicable Tax Year as certified by the Appraisal District for the Applicant's Qualified Property subject to this Agreement for the District's debt service (interest and sinking fund) ad valorem tax purposes (which total Taxable Values for the Applicant's Qualified Property subject to this Agreement shall be used in lieu of the total Taxable Values for such applicable Tax Year as certified by the Appraisal District for the Applicant's Qualified Property subject to this Agreement for the District's maintenance and operations ad valorem tax purposes).

ii. "New M&O Revenue" means the total State and local Maintenance and Operations Revenue that the District would have received for such school year, calculated in accordance with TEXAS EDUCATION CODE Section 48.256(d), with the Limitation Amount specified in Section 2.4 applied to Applicant's Qualified Property.

B. In making the calculations for the M&O Amount required by this Section 4.2 of this Agreement:

i. The Taxable Value of property for each school year will be determined under Applicable School Finance Law.

ii. For purposes of this calculation, the tax collection rate on the Applicant's Qualified Property will be presumed to be one hundred percent (100%).

iii. If, for any year of this Agreement, the difference between the Original M&O Revenue and the New M&O Revenue as calculated under this Section 4.2 results in a negative number, the negative number will be considered to be zero.

iv. For all calculations made for any year during the Tax Limitation Period under this Section 4.2, the New M&O Revenue will reflect the Tax Limitation Amount stated in Section 2.4 for such year.

v. As applicable, the methodology for the calculations made under this Section 4.2 shall include the limited values as set forth in other existing limitation agreements, if any.

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Section 4.3. STATUTORY CHANGES AFFECTING M&O REVENUE. Notwithstanding any other provision in this Agreement, but subject to the limitations contained in Sections 4.11 and 6.3 of this Agreement, in the event that, by virtue of statutory changes to the Applicable School Finance Law, administrative interpretations by Comptroller, Commissioner of Education, or the Texas Education Agency, or for any other reason attributable to statutory change, the District will receive less Maintenance and Operations Revenue, or, if applicable, will be required to increase its payment of funds to the State or another school district, pursuant to Chapter 49 of the TEXAS EDUCATION CODE or any other statutory provision as well as any amendment or successor statute to these provisions, as applicable, because of the District's participation in this Agreement, Applicant shall make payments to District, up to the M&O Amount limit set forth in this Agreement that are necessary to offset any negative impact on the District as a result of its participation in this Agreement.

Section 4.4. COMPENSATION FOR LOSS OF OTHER REVENUES. To the extent not included in the amounts calculated pursuant to Section 4.2 above, Applicant shall also pay to or on behalf of the District on an annual basis all M&O Revenue losses, and other costs as they are incurred by the District that arise from entering this Agreement (the "Additional Loss"), including without limitation to: (a) any loss incurred by the District resulting from a judicial challenge to this Agreement; (b) any reasonable attorneys' fees or other costs incurred by the District due to any amendment, audit, legal defense or enforcement of this Agreement brought by or against either party or person or entity, irrespective of whether or not this Agreement or any interpretation thereof by the District is ultimately determined to be valid; and (c) any non-reimbursed reasonable costs or fees incurred by the District and reasonably necessary to administer or maintain this Agreement, either directly or indirectly, including costs paid to the Appraisal District based on the values of the Qualified Property used for the District's debt service (interest and sinking fund) that exceeds the Tax Limitation Amount provided in Section 2.4 herein. Notwithstanding anything to the contrary in Section 4.8, payment for such Additional Loss shall be made by Applicant no later than 30 days following written notice that such Additional Loss is due and owing, together with supporting calculations by the Third Party Consultant and copies of invoices (redacted as needed) for any such non-reimbursed costs and fees paid.

Section 4.5. CALCULATIONS TO BE MADE BY THIRD PARTY CONSULTANT. All calculations under this Agreement shall be made annually by an independent third party consultant (the "Third Party Consultant") selected and appointed each year by the District.

Section 4.6. DATA FOR CALCULATIONS. The calculations for payments under this Agreement shall be initially based upon the valuations placed upon all taxable property in the District, including the Applicant's Qualified Property by the Ector County Appraisal District in its annual certified appraisal roll submitted to the District pursuant to TEXAS TAX CODE § 26.01 on or about July 25 of each year of this Agreement. Immediately upon receipt of the valuation information by the District, the District shall submit the valuation information to the Third Party Consultant selected under Section 4.5. The certified appraisal roll data shall form the basis of the calculation of any and all amounts due under this Agreement. All other data utilized by the Third Party Consultant to make the calculations contemplated by this Agreement shall be based upon the best

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available current estimates. The data utilized by the Third Party Consultant shall be adjusted from time-to-time by the Third Party Consultant to reflect actual amounts, subsequent adjustments by the Ector County Appraisal District to the District's certified appraisal roll, or any other changes in student counts, tax collections, or other applicable data.

Section 4.7. DELIVERY OF CALCULATIONS. On or before November 1 of each year for which this Agreement is effective, the Third Party Consultant appointed pursuant to Section 4.5 shall forward to the Parties a certification containing the calculations required under Articles IV, V and VI of this Agreement in sufficient detail to allow the Parties to understand the manner in which the calculations were made. The Third Party Consultant shall simultaneously submit his, her or its invoice for fees for services rendered to the Parties, if any fees are being claimed. Upon reasonable prior notice, the employees and agents of the Applicant shall have access, at all reasonable times, to the Third Party Consultant's offices, personnel, books, records, and correspondence pertaining to the calculation and fee for the purpose of verification. The Third Party Consultant shall maintain supporting data consistent with generally accepted accounting practices, and the employees and agents of the Applicant shall have the right to reproduce and retain for purpose of audit, any of these documents. The Third Party Consultant shall preserve all documents pertaining to the calculation and fee for a period of four (4) years after payment. The Applicant shall not be liable for any of Third Party Consultant's costs resulting from a review or audit of the Third Party Consultant's books, records, correspondence, or work papers pertaining to the calculations contemplated by this Agreement or the fee paid by the Applicant to the Third Party Consultant pursuant to Section 4.8, if such fee is timely paid.

Section 4.8. PAYMENT BY APPLICANT. The Applicant shall pay any amount determined by the Third Party Consultant to be due and owing to the District under this Agreement on or before the January 31 next following the tax levy for each year for which this Agreement is effective. By such date, the Applicant shall also pay any amount billed by the Third Party Consultant for all calculations under this Agreement under Section 4.7, above, plus any unpaid amount due and owing under Section 4.4, or incurred by the District to its attorneys, auditors or financial consultants for the preparation and filing of any financial reports, disclosures, or tax credit or other reimbursement application filed with or sent to the State of Texas which are, or may be, required under the terms or because of the execution of this Agreement. Notwithstanding the foregoing, for no Tax Year during the term of this Agreement shall the Applicant be responsible for the payment of an aggregate amount of fees and expenses to the Third Party Consultant under this Section 4.8 and Section 4.7, above, in excess of Fifteen Thousand Dollars ($15,000.00). Payment for all amounts due and owing not made on or before the January 31 or any amount invoiced by or on behalf of the District and not paid within 30 days from the due date shall be considered delinquent. For delinquent payments, the Applicant shall be subject to penalty and interest in accordance with the methodology set forth in Chapter 33 of the TEXAS TAX CODE. Penalties on said amounts shall be calculated in accordance with Section 33.01(a) of the Texas Tax Code, or its successor statute. Interest on said amounts shall be calculated in accordance with the methodology set forth in Section 33.01(c) of the Texas Tax Code, or its successor statute.

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Section 4.9. RESOLUTION OF DISPUTES. Should the Applicant disagree with the certification containing the calculations prepared and delivered pursuant to Section 4.7, the Applicant may appeal the findings, in writing, to the Third Party Consultant within fifteen (15) District business days following the later of (i) receipt of the certification, or (ii) the date the Applicant is granted access to the books, records, and other information in accordance with Section 4.7 for purposes of auditing or reviewing the information in connection with the certification. Within ten (10) District business days of receipt of the Applicant's appeal, the Third Party Consultant will issue, in writing, a final determination of the certification containing the calculations. Thereafter, the Applicant may appeal the final determination of the certification containing the calculations to the District's Board of Trustees. Any such appeal by the Applicant of the final determination of the Third Party Consultant may be made, in writing, to the District's Board of Trustees within fifteen (15) District business days of the Applicant's receipt of the Third Party Consultant's final determination of the certification containing the calculations in accordance with District Policy GF (LOCAL). Applicant shall timely make all payments as required by this Agreement. Applicant's obligation under Section 4.8 to make any payments to the District pursuant to Consultant's final determination shall not abate during any appeal of Consultant's final determination under this Section 4.9.

Section 4.10. EFFECT OF PROPERTY VALUE APPEAL OR OTHER ADJUSTMENT. If at the time the Third Party Consultant selected and appointed under Section 4.5 makes its calculations under this Agreement, the Applicant has appealed any matter relating to the valuations placed by the Appraisal District on the Applicant's Qualified Property, and such appeal remains unresolved, the Third Party Consultant shall base its calculations upon the values placed upon the Applicant's Qualified Property by the Appraisal District. If as a result of an appeal or for any other reason the Taxable Value of the Applicant's Qualified Property is changed, once the determination of the new Taxable Value becomes final, the Parties shall immediately notify the Third Party Consultant who shall immediately issue new calculations required by this Agreement for the applicable year or years using the new Taxable Value. Upon completion of the new calculations, the Third Party Consultant shall transmit the new calculations to the Parties. In the event the new calculations result in a change of any amount paid or payable by the Applicant under this Agreement, the Party owing funds to the other Party shall pay any amounts owed within thirty (30) days of receipt of the new calculations from the Third Party Consultant.

Section 4.11. CUMULATIVE PAYMENT LIMITATION. Notwithstanding anything contained in this Agreement to the contrary, in no event shall the Cumulative Payments calculated for a Tax Year of this Agreement during the period from the second Tax Year of the Tax Limitation Period (Tax Year 2026) and ending with and including the Tax Year 2035, which is the first Tax Year following the end of the Tax Limitation Period, exceed an amount equal to One Hundred Percent (100%) of the Applicant's Cumulative Unadjusted Tax Benefit for such Tax Year. For each Tax Year of this Agreement, amounts otherwise due and owing by the Applicant to the District which, by virtue of the application of the payment limitation set forth in this Section 4.11, are not payable to the District for such Tax Year, shall be carried forward from year-to-year into subsequent Tax Years during the term of this Agreement, but shall be subject, in each subsequent Tax Year, to the limit set forth in this Section 4.11. Any of the Cumulative Payments which cannot be paid to the District

prior to the end of the third Tax Year following the end of the Tax Limitation Period (*i.e.,* the Tax Year 2035) because such payment would exceed the Applicant's Cumulative Unadjusted Tax Benefit under this Agreement will be deemed to have been cancelled by operation of law, and the Applicant shall have no further obligation with respect thereto.

ARTICLE V
PAYMENT OF EXTRAORDINARY EDUCATION RELATED EXPENSES

Section 5.1. EXTRAORDINARY EXPENSES. In addition to the amounts determined pursuant to Article IV or Article VI of this Agreement, Applicant on an annual basis shall also indemnify and reimburse District for the following:

> All non-reimbursed costs, certified by District's external auditor to have been incurred by District for extraordinary education-related expenses related to the project proposed by the Applicant that are not directly funded in state aid formulas, including, without limitation, expenses for the purchase or lease of portable classrooms and the hiring of additional personnel to accommodate a temporary increase in student enrollment attributable to the Project.

Section 5.2. PAYMENTS. Payments of amounts due under this Article shall be made as set forth in Section 4.8 above.

ARTICLE VI
SUPPLEMENTAL PAYMENTS

Section 6.1. SUPPLEMENTAL PAYMENTS. Applicant shall make Supplemental Payments to the District, as set out in this Article VI. The Supplemental Payments made to the District are in addition to any payments the District is entitled to receive under Articles IV and V. The Supplemental Payments to the District shall not exceed the Supplemental Payment Limitation set out in Section 6.2 below, starting with the first complete or partial year of the Qualifying Time Period, and continuing through the 3rd year following the end of the Tax Limitation Period.

Section 6.1(a) ANNUAL CALCULATION OF APPLICANT'S STIPULATED SUPPLEMENTAL PAYMENT AMOUNT—SUBJECT TO AGGREGATE LIMIT. For any Tax Year during the term of this Agreement, the District shall be entitled to receive Supplemental Payments that do not exceed the lesser of:

A. the "Applicant's Stipulated Supplemental Payment Amount," as such term is defined in Section 1.2. for such Tax Year; or,

B. the "Aggregate Limit," as such term is defined in Section 1.2, for such Tax Year.

Section 6.1(b) ANNUAL CALCULATION OF APPLICANT'S STIPULATED SUPPLEMENTAL PAYMENT AMOUNT. The Parties agree that for each Tax Year of this Agreement, beginning with

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the first complete or partial year of the Qualifying Time Period, which commences under this Agreement as provided in Section 2.3.C.i, the Applicant's Stipulated Supplemental Payment Amount, described in Section 6.1(b), will annually be calculated based upon the then most current estimate of tax savings to the Applicant, which will be made, based upon assumptions of student counts, tax collections, and other applicable data, in accordance with the following formula:

Taxable Value of the Applicant's Qualified Property for such Tax Year had this Agreement not been entered into by the Parties (i.e., the Taxable Value of the Applicant's Qualified Property-used for the District's interest and sinking fund tax purposes for such Tax Year, or school taxes due to any other governmental entity, including the State of Texas, for such Tax Year);

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The Taxable Value of the Applicant's Qualified Property for such Tax Year after giving effect to this Agreement (i.e., the Taxable Value of the Applicant's Qualified Property used for the District's maintenance and operations tax purposes for such Tax Year, or school taxes due to any other governmental entity, including the State of Texas, for such Tax Year);

Multiplied by

The District's maintenance and operations tax rate for such Tax Year, or the applicable school tax rate of any other governmental entity, including the State of Texas, for such Tax Year;

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Any amounts previously paid to the District under Articles IV and V with respect to such Tax Year:

Multiplied by

The number 0.25;

Minus

Any amounts previously paid to the District under this Article VI with respect to such Tax Year.

In the event that there are changes in the data upon which the calculations set forth herein are made, the Third-Party Consultant described in Section 4.5, above shall adjust the Applicant's Stipulated Supplemental Payment Amount calculation to reflect such changes in the data.

Section 6.1(c) CALCULATION OF ANNUAL SUPPLEMENTAL PAYMENTS TO THE DISTRICT AND APPLICATION OF AGGREGATE LIMIT. For each Tax Year of this Agreement beginning with the first complete or partial year of Tax Year that includes the date on which the Qualifying Time

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Period commences under this Agreement as provided in Section 2.3.C.i, and ending on December 31st of the third Tax Year following the end of the Tax Limitation Period, the District shall not be entitled to receive Supplemental Payments, computed under Sections 6.1 and 6.2, that exceed the Aggregate Limit.

If, for any Tax Year during the term of this Agreement, the amount of the Applicant's Stipulated Supplemental Payment Amount, calculated under Sections 6.1 and 6.2 for such Tax Year exceeds the Aggregate Limit for such Tax Year, the difference between the Applicant's Stipulated Supplemental Payment Amount so calculated and the Aggregate Limit for such Tax Year shall be carried forward from year-to-year into subsequent Tax Years during the term of this Agreement, and to the extent not limited by the Aggregate Limit in any subsequent Tax Year during the term of this Agreement, shall be paid to the District. If there are changes in Chapter 313 of the Texas Tax Code that increase or decrease the limit on the amount of the Supplemental Payments that may be made to or on behalf of the District by the Applicant under this Article VI, any higher or lower amount of Supplemental Payments that first became due hereunder prior to the effective date of any such statutory change will not be adjusted.

Any of the Applicant's Stipulated Supplemental Payment Amounts which cannot be paid to the District prior to the end of the third Tax Year following the end of the Tax Limitation Period because such payment would exceed the Aggregate Limit, will be deemed to have been cancelled by operation of law, and the Applicant shall have no further obligation with respect thereto.

Section 6.1(d) CALCULATION OF SUPPLEMENTAL PAYMENTS TO THE DISTRICT.

A. All calculations required by this Article VI, including but not limited to: (i) the calculation of the Applicant's Stipulated Supplemental Payment Amount; (ii) the determination of both the Annual Limit and the Aggregate Limit; (iii) the effect, if any, of the Aggregate Limit upon the actual amount of Supplemental Payments eligible to be paid to the District by the Applicant, and (iv) the carry forward and accumulation of any of the Applicant's Stipulated Supplemental Payment Amounts unpaid by the Applicant due to the Aggregate Limit in previous years, shall be calculated by the Third Party Consultant selected and appointed pursuant to Section 4.5.

B. The calculations made by the Third-Party Consultant shall be made at the same time and on the same schedule as the calculations made pursuant to Section 4.7.

C. The payment of all amounts due under this Article VI shall be made as set forth in Section 4.8.

Section 6.2. SUPPLEMENTAL PAYMENT LIMITATION. Notwithstanding the foregoing:

A. The total of the Supplemental Payments made pursuant to this Article shall not exceed for any calendar year of this Agreement an amount equal to the greater of One Hundred Dollars ($100.00) per student per year in Average Daily Attendance, as defined by Section 48.005 of the TEXAS EDUCATION CODE, or Fifty Thousand Dollars ($50,000.00) per year times the number of

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years beginning with the first complete or partial year of the Qualifying Time Period identified in Section 2.3.C.i. and ending with the year for which the Supplemental Payment is being calculated minus all Supplemental Payments previously made by the Applicant.

B. Supplemental Payments may only be made during the period starting with the first year of the Qualifying Time Period and ending December 31 of the third year following the end of the Tax Limitation Period.

C. The limitation in Section 6.2.A does not apply to amounts described by Section 313.027(f)(1)–(2) of the TEXAS TAX CODE as implemented in Articles IV and V of this Agreement.

D. For purposes of this Agreement, the calculation of the limit of the annual Supplemental Payment shall be the greater of (i) $50,000 or (ii) $100 multiplied by the District's Average Daily Attendance as calculated pursuant to Section 48.005 of the TEXAS EDUCATION CODE, based upon the District's 2019-20 Average Daily Attendance of 29,754, rounded to the whole number.

Section 6.3. ANNUAL LIMITATION. Notwithstanding anything contained in this Agreement to the contrary, and with respect to each Tax Year of the Tax Limitation Period beginning with the second Tax Year of the Tax Limitation Period, in no event shall (i) the sum of the maintenance and operations ad valorem taxes paid by the Applicant to the District for such Tax Year, plus the sum of all payments otherwise due from the Applicant to the District under Articles IV, V, and VI of this Agreement with respect to such Tax Year, exceed (ii) the amount of the maintenance and operations ad valorem taxes that the Applicant would have paid to the District for such Tax Year (determined by using the District's actual maintenance and operations tax rate for such Tax Year) if the Parties had not entered into this Agreement. The calculation and comparison of the amounts described in clauses (i) and (ii) of the preceding sentence shall be included in all calculations made pursuant to Article IV of this Agreement, and in the event the sum of the amounts described in said clause (i) exceeds the amount described in said clause (ii), then such excess amount of payments otherwise due from the Applicant to the District under Articles IV, V, and VI shall be deferred and carried forward from year to year, and to the extent not limited by this Sections 4.11 and 6.3 in any subsequent Tax Year during the term of this Agreement, shall be paid to the District. Subject to the requirements of Section 7.1, any such deferred and carried forward excess which cannot be paid to the District on or before the Final Termination Date of this Agreement will be deemed to have been cancelled by operation of law, and the Applicant shall have no further obligation with respect thereto.

Section 6.4. OPTION TO TERMINATE AGREEMENT. In the event any payment otherwise due from the Applicant to the District under Article IV, Article V, or Article VI of this Agreement with respect to a Tax Year is subject to a deferral in accordance with the provisions of Section 6.3, then the Applicant shall have the option to terminate this Agreement. The Applicant may exercise such option to terminate this Agreement by notifying the District of its election in writing not later than the July 31 of the year following the Tax Year with respect to which a deferral under Section 6.3 is applicable. Any termination of this Agreement under the foregoing provisions of this Section 6.4 shall be effective immediately prior to the second Tax Year next following the Tax Year in

which the deferral giving rise to the option occurred. Additionally, in the event that prior to the beginning of the Tax Limitation Period, the Applicant determines that it will not commence or complete construction of the Applicant's Qualified Investment, the Applicant shall have the option, prior to the beginning of the Tax Limitation Period, to terminate this Agreement by notifying the District in writing of its exercise of such option. Any termination of this Agreement under the immediately preceding sentence shall be effective immediately upon giving such written notice to the District.

ARTICLE VII
ANNUAL LIMITATION OF PAYMENTS BY APPLICANT

Section 7.1. EFFECT OF OPTIONAL TERMINATION. Upon the exercise of the option to terminate, pursuant to Section 6.3 regarding the annual limitation of payments and Section 6.4 regarding the option to terminate, this Agreement shall terminate and be of no further force or effect; provided, however, that:

A. the Parties respective rights and obligations under this Agreement with respect to the Tax Year or Tax Years (as the case may be) through and including the Tax Year during which such notification is delivered to the District, shall not be impaired or modified as a result of such termination and shall survive such termination unless and until satisfied and discharged; and

B. the provisions of this Agreement regarding payments (including liquidated damages and tax payments), records and dispute resolution shall survive the termination or expiration of this Agreement.

ARTICLE VIII
ADDITIONAL OBLIGATIONS OF APPLICANT

Section 8.1. APPLICANT'S OBLIGATION TO MAINTAIN VIABLE PRESENCE. In order to receive and maintain the limitation authorized by Section 2.4 in addition to the other obligations required by this Agreement, the Applicant shall Maintain Viable Presence in the District commencing at the start of the Tax Limitation Period through the Final Termination Date of this Agreement. Notwithstanding anything contained in this Agreement to the contrary, the Applicant shall not be in breach of, and shall not be subject to any liability for failure to Maintain Viable Presence to the extent such failure is caused by Force Majeure, provided the Applicant makes commercially reasonable efforts to remedy the cause of such Force Majeure.

Section 8.2. REPORTS. In order to receive and maintain the limitation authorized by Section 2.4 in addition to the other obligations required by this Agreement, the Applicant shall submit all reports required from time to time by the Comptroller, listed in 34 TEXAS ADMIN. CODE Section 9.1052 and as currently located on the Comptroller's website, including all data elements required by such form to the satisfaction of the Comptroller on the dates indicated on the form or the Comptroller's website and starting on the first such due date after the Application Approval Date.

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Section 8.3. COMPTROLLER'S REPORT ON CHAPTER 313 AGREEMENTS. During the term of this Agreement, both Parties shall provide the Comptroller with all information reasonably necessary for the Comptroller to assess performance under this Agreement for the purpose of issuing the Comptroller's report, as required by Section 313.032 of the TEXAS TAX CODE.

Section 8.4. DATA REQUESTS. Upon the written request of the District, the State Auditor's Office, the Appraisal District, or the Comptroller during the term of this Agreement, the Applicant, the District or any other entity on behalf of the District shall provide the requesting party with all information reasonably necessary for the requesting party to determine whether the Applicant is in compliance with its rights, obligations, or responsibilities, including, but not limited to, any employment obligations which may arise under this Agreement.

Section 8.5. SITE VISITS AND RECORD REVIEW. The Applicant shall allow authorized employees of the District, the Comptroller, the Appraisal District, and the State Auditor's Office to have reasonable access to the Applicant's Qualified Property and business records from the Application Review Start Date through the Final Termination Date, in order to inspect the project to determine compliance with the terms hereof or as necessary to properly appraise the Taxable Value of the Applicant's Qualified Property.

A. All inspections will be made at a mutually agreeable time after the giving of not less than ninety-six (96) hours prior written notice, and will be conducted in such a manner so as not to unreasonably interfere with either the construction or operation of the Applicant's Qualified Property.

B. All inspections may be accompanied by one or more representatives of the Applicant, and shall be conducted in accordance with the Applicant's safety, security, and operational standards. Notwithstanding the foregoing, nothing contained in this Agreement shall require the Applicant to provide the District, the Comptroller, or the Appraisal District with any technical or business information that is proprietary, a trade secret, or is subject to a confidentiality agreement with any third party.

Section 8.6. RIGHT TO AUDIT; SUPPORTING DOCUMENTS; AUTHORITY OF STATE AUDITOR. By executing this Agreement, implementing the authority of, and accepting the benefits provided by Chapter 313 of the TEXAS TAX CODE, the Parties agree that this Agreement and their performance pursuant to its terms are subject to review and audit by the State Auditor as if they are parties to a State contract and subject to the provisions of Section 2262.154 of the TEXAS GOVERNMENT CODE and Section 313.010(a) of the TEXAS TAX CODE. The Parties further agree to comply with the following requirements:

A. The District and the Applicant shall maintain and retain supporting documents adequate to ensure that claims for the Tax Limitation Amount are in accordance with applicable Comptroller and State of Texas requirements. The Applicant and the District shall maintain all such documents and other records relating to this Agreement and the State's property for a period of four (4) years after the latest occurring date of:

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i. date of submission of the final payment;
ii. Final Termination Date; or
iii. date of resolution of all disputes or payment.

B. During the time period defined under Section 8.6.A, the District and the Applicant shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all information related to this Agreement; the Applicant's Application; and the Applicant's Qualified Property, Qualified Investment, New Qualifying Jobs, and wages paid for New Non-Qualifying Jobs such as work papers, reports, books, data, files, software, records, calculations, spreadsheets and other supporting documents pertaining to this Agreement, for purposes of inspecting, monitoring, auditing, or evaluating by the Comptroller, State Auditor's Office, State of Texas or their authorized representatives. The Applicant and the District shall cooperate with auditors and other authorized Comptroller and State of Texas representatives and shall provide them with prompt access to all of such property as requested by the Comptroller or the State of Texas. By example and not as an exclusion to other breaches or failures, the Applicant's or the District's failure to comply with this Section shall constitute a Material Breach of this Agreement.

C. In addition to and without limitation on the other audit provisions of this Agreement, the acceptance of tax benefits or funds by the Applicant or the District or any other entity or person directly under this Agreement acts as acceptance of the authority of the State Auditor, under the direction of the legislative audit committee, to conduct an audit or investigation in connection with those funds. Under the direction of the legislative audit committee, the Applicant or the District or other entity that is the subject of an audit or investigation by the State Auditor must provide the State Auditor with access to any information the State Auditor considers relevant to the investigation or audit. The Parties agree that this Agreement shall for its duration be subject to all rules and procedures of the State Auditor acting under the direction of the legislative audit committee.

D. The Applicant shall include the requirements of this Section 8.6 in its subcontract with any entity whose employees or subcontractors are subject to wage requirements under the Act, the Comptroller's Rules, or this Agreement, or any entity whose employees or subcontractors are included in the Applicant's compliance with job creation or wage standard requirement of the Act, the Comptroller's Rules, or this Agreement.

Section 8.7. FALSE STATEMENTS; BREACH OF REPRESENTATIONS. The Parties acknowledge that this Agreement has been negotiated, and is being executed, in reliance upon the information contained in the Application, and any supplements or amendments thereto, without which the Comptroller would not have approved this Agreement and the District would not have executed this Agreement. By signature to this Agreement, the Applicant:

A. represents and warrants that all information, facts, and representations contained in the Application are true and correct to the best of its knowledge;

B. agrees and acknowledges that the Application and all related attachments and schedules

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are included by reference in this Agreement as if fully set forth herein; and

C. acknowledges that if the Applicant submitted its Application with a false statement, signs this Agreement with a false statement, or submits a report with a false statement, or it is subsequently determined that the Applicant has violated any of the representations, warranties, guarantees, certifications, or affirmations included in the Application or this Agreement, the Applicant shall have materially breached this Agreement and the Agreement shall be invalid and void except for the enforcement of the provisions required by Section 9.2 of this Agreement.

ARTICLE IX
MATERIAL BREACH OR EARLY TERMINATION

Section 9.1. EVENTS CONSTITUTING MATERIAL BREACH OF AGREEMENT. The Applicant shall be in Material Breach of this Agreement if it commits one or more of the following acts or omissions (each a "Material Breach"):

A. The Application, any Application Supplement, or any Application Amendment on which this Agreement is approved is determined to be inaccurate as to any material representation, information, or fact or is not complete as to any material fact or representation or such application;

B. The Applicant failed to complete Qualified Investment as required by Section 2.5.A. of this Agreement during the Qualifying Time Period;

C. The Applicant failed to create and maintain the number of New Qualifying Jobs required by the Act;

D. The Applicant failed to create and maintain the number of New Qualifying Jobs specified in Schedule C of the Application;

E. The Applicant failed to pay at least the average weekly wage of all jobs in the county in which the jobs are located for all New Non-Qualifying Jobs created by the Applicant;

F. The Applicant failed to provide payments to the District sufficient to protect future District revenues through payment of revenue offsets and other mechanisms as more fully described in Article IV of this Agreement;

G. The Applicant failed to provide the payments to the District that protect the District from the payment of extraordinary education-related expenses related to the project to the extent and in the amounts that the Applicant agreed to provide such payments in Article V of this Agreement;

H. The Applicant failed to provide the Supplemental Payments to the extent and in the amounts that the Applicant agreed to provide such Supplemental Payments in Article VI of this Agreement;

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I. The Applicant failed to create and Maintain Viable Presence on or with the Qualified Property as more fully specified in Article VIII of this Agreement;

J. The Applicant failed to submit the reports required to be submitted by Section 8.2 to the satisfaction of the Comptroller;

K. The Applicant failed to provide the District or the Comptroller with all information reasonably necessary for the District or the Comptroller to determine whether the Applicant is in compliance with its obligations, including, but not limited to, any employment obligations which may arise under this Agreement;

L. The Applicant failed to allow authorized employees of the District, the Comptroller, the Appraisal District, or the State Auditor's Office to have access to the Applicant's Qualified Property or business records in order to inspect the project to determine compliance with the terms hereof or as necessary to properly appraise the Taxable Value of the Applicant's Qualified Property under Sections 8.5 and 8.6;

M. The Applicant failed to comply with a request by the State Auditor's office to review and audit the Applicant's compliance with this Agreement;

N. The Applicant has made any payments to the District or to any other person or persons in any form for the payment or transfer of money or any other thing of value in recognition of, anticipation of, or consideration for this Agreement for limitation on Appraised Value made pursuant to Chapter 313 of the TEXAS TAX CODE, in excess of the amounts set forth in Articles IV, V and VI of this Agreement;

O. The Applicant failed to comply with the conditions included in the certificate for limitation issued by the Comptroller.

Section 9.2. DETERMINATION OF BREACH AND TERMINATION OF AGREEMENT.

A. Prior to making a determination that the Applicant has failed to comply in any material respect with the terms of this Agreement or to meet any material obligation under this Agreement, the District shall provide the Applicant with a written notice of the facts which it believes have caused the breach of this Agreement, and if cure is possible, the cure proposed by the District. After receipt of the notice, the Applicant shall be given ninety (90) days to present any facts or arguments to the Board of Trustees showing that it is not in breach of its obligations under this Agreement, or that it has cured or undertaken to cure any such breach.

B. If the Board of Trustees is not satisfied with such response or that such breach has been cured, then the Board of Trustees shall, after reasonable notice to the Applicant, conduct a hearing called and held for the purpose of determining whether such breach has occurred and, if so, whether such breach has been cured. At any such hearing, the Applicant shall have the opportunity, together

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with their counsel, to be heard before the Board of Trustees. At the hearing, the Board of Trustees shall make findings as to:

i. whether or not a breach of this Agreement has occurred;
ii. whether or not such breach is a Material Breach;
iii. the date such breach occurred, if any;
iv. whether or not any such breach has been cured; and,

C. In the event that the Board of Trustees determines that such a breach has occurred and has not been cured, it shall at that time determine:

i. the amount of recapture taxes under Section 9.4.C (net of all credits under Section 9.4.C);
ii. the amount of any penalty or interest under Section 9.4.E that are owed to the District; and
iii. in the event of a finding of a Material Breach, whether to terminate this Agreement.

D. After making its determination regarding any alleged breach, the Board of Trustees shall cause the Applicant to be notified in writing of its determination (a "Determination of Breach and Notice of Contract Termination") and provide a copy to the Comptroller.

Section 9.3. DISPUTE RESOLUTION.

A. After receipt of notice of the Board of Trustee's Determination of Breach and Notice of Contract Termination under Section 9.2, the Applicant shall have thirty (30) days in which either to tender payment or evidence of its efforts to cure, or to initiate mediation of the dispute by written notice to the District, in which case the District and the Applicant shall be required to make a good faith effort to resolve, without resort to litigation and within thirty (30) days after the Applicant initiates mediation, such dispute through mediation with a mutually agreeable mediator and at a mutually convenient time and place for the mediation. If the Parties are unable to agree on a mediator, a mediator shall be selected by the senior state district court judge then presiding in Ector County, Texas. The Parties agree to sign a document that provides the mediator and the mediation will be governed by the provisions of Chapter 154 of the TEXAS CIVIL PRACTICE AND REMEDIES CODE and such other rules as the mediator shall prescribe. With respect to such mediation, (i) the District shall bear one-half of such mediator's fees and expenses and the Applicant shall bear one-half of such mediator's fees and expenses, and (ii) otherwise each Party shall bear all of its costs and expenses (including attorneys' fees) incurred in connection with such mediation.

B. In the event that any mediation is not successful in resolving the dispute or that payment is not received within the time period described for mediation in Section 9.3.A, either the District or the Applicant may seek a judicial declaration of their respective rights and duties under this Agreement or otherwise, in a judicial proceeding in a state district court in Ector County, assert any rights or defenses, or seek any remedy in law or in equity, against the other Party with respect to any claim relating to any breach, default, or nonperformance of any contract, agreement or undertaking made by a Party pursuant to this Agreement.

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C. If payments become due under this Agreement and are not received before the expiration of the thirty (30) days provided for such payment in Section 9.3.A, and if the Applicant has not contested such payment calculations under the procedures set forth herein, including judicial proceedings, the District shall have the remedies for the collection of the amounts determined under Section 9.4 as are set forth in Chapter 33, Subchapters B and C, of the TEXAS TAX CODE for the collection of delinquent taxes. In the event that the District successfully prosecutes legal proceedings under this section, the Applicant shall also be responsible for the payment of attorney's fees to the attorneys representing the District pursuant to Section 6.30 of the TEXAS TAX CODE and a tax lien shall attach to the Applicant's Qualified Property and the Applicant's Qualified Investment pursuant to Section 33.07 of the TEXAS TAX CODE to secure payment of such fees.

Section 9.4. CONSEQUENCES OF EARLY TERMINATION OR OTHER BREACH BY APPLICANT.

A. In the event that the Applicant terminates this Agreement without the consent of the District, except as provided in Section 6.4 and 7.1 of this Agreement, the Applicant shall pay to the District liquidated damages for such failure within thirty (30) days after receipt of the notice of breach.

B. In the event that the District determines that the Applicant has failed to comply in any material respect with the terms of this Agreement or to meet any material obligation under this Agreement, the Applicant shall pay to the District liquidated damages, as calculated by Section 9.4.C, prior to, and the District may terminate the Agreement effective on the later of: (i) the expiration of the thirty (30) days provided for in Section 9.3.A, and (ii) thirty (30) days after any mediation and judicial proceedings initiated pursuant to Sections 9.3.A and 9.3.B are resolved in favor of the District.

C. The sum of liquidated damages due and payable shall be the sum total of the District ad valorem taxes for all of the Tax Years for which a tax limitation was granted pursuant to this Agreement prior to the year in which the default occurs that otherwise would have been due and payable by the Applicant to the District without the benefit of this Agreement, including penalty and interest, as calculated in accordance with Section 9.4.E. For purposes of this liquidated damages calculation, the Applicant shall be entitled to a credit for all payments made to the District pursuant to Articles IV, V, and VI. Upon payment of such liquidated damages, the Applicant's obligations under this Agreement shall be deemed fully satisfied, and such payment shall constitute the District's sole remedy.

D. In the event that the District determines that the Applicant has committed a Material Breach identified in Section 9.1, after the notice and mediation periods provided by Sections 9.2 and 9.3, then the District may, in addition to the payment of liquidated damages required pursuant to Section 9.4.C, terminate this Agreement.

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E. In determining the amount of penalty or interest, or both, due in the event of a breach of this Agreement, the District shall first determine the base amount of recaptured taxes less all credits under Section 9.4.C owed for each Tax Year during the Tax Limitation Period. The District shall calculate penalty or interest for each Tax Year during the Tax Limitation Period in accordance with the methodology set forth in Chapter 33 of the TEXAS TAX CODE, as if the base amount calculated for such Tax Year less all credits under Section 9.4.C had become due and payable on February 1 of the calendar year following such Tax Year. Penalties on said amounts shall be calculated in accordance with the methodology set forth in Section 33.01(a) of the TEXAS TAX CODE, or its successor statute. Interest on said amounts shall be calculated in accordance with the methodology set forth in Section 33.01(c) of the TEXAS TAX CODE, or its successor statute.

Section 9.5. LIMITATION OF OTHER DAMAGES. Notwithstanding anything contained in this Agreement to the contrary, in the event of default or breach of this Agreement by the Applicant, the District's damages for such a default shall under no circumstances exceed the amounts calculated under Section 9.4. In addition, the District's sole right of equitable relief under this Agreement shall be its right to terminate this Agreement. The Parties further agree that the limitation of damages and remedies set forth in this Section 9.5 shall be the sole and exclusive remedies available to the District, whether at law or under principles of equity.

Section 9.6. STATUTORY PENALTY FOR INADEQUATE QUALIFIED INVESTMENT. Pursuant to Section 313.0275 of the TEXAS TAX CODE, in the event that the Applicant fails to make $100,000,000 of Qualified Investment, in whole or in part, during the Qualifying Time Period, the Applicant is liable to the State for a penalty. The amount of the penalty is the amount determined by: (i) multiplying the maintenance and operations tax rate of the school district for that tax year that the penalty is due by (ii) the amount obtained after subtracting (a) the Tax Limitation Amount identified in Section 2.4.B from (b) the Market Value of the property identified on the Appraisal District's records for the Tax Year the penalty is due. This penalty shall be paid on or before February 1 of the year following the expiration of the Qualifying Time Period and is subject to the delinquent penalty provisions of Section 33.01 of the TEXAS TAX CODE. The Comptroller may grant a waiver of this penalty in the event of Force Majeure which prevents compliance with this provision.

Section 9.7. REMEDY FOR FAILURE TO CREATE AND MAINTAIN REQUIRED NEW QUALIFYING JOBS. Pursuant to Section 313.0276 of the TEXAS TAX CODE, for any full Tax Year that commences after the project has become operational, in the event that it has been determined that the Applicant has failed to meet the job creation or retention requirements defined in Sections 9.1.C, the Applicant shall not be deemed to be in Material Breach of this Agreement until such time as the Comptroller has made a determination to rescind this Agreement under Section 313.0276 of TEXAS TAX CODE, and that determination is final.

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Section 9.8. REMEDY FOR FAILURE TO CREATE AND MAINTAIN COMMITTED NEW QUALIFYING JOBS

A. In the event that the Applicant fails to create and maintain the number of New Qualifying Jobs specified in Schedule C of the Application, an event constituting a Material Breach as defined in Section 9.1.D, the Applicant and the District may elect to remedy the Material Breach through a penalty payment.

B. Following the notice and mediation periods provided by Sections 9.2 and 9.3, the District may request the Applicant to make a payment to the State in an amount equal to: (i) multiplying the maintenance and operations tax rate of the school district for that Tax Year that the Material Breach occurs by (ii) the amount obtained after subtracting (a) the Tax Limitation Amount identified in Section 2.4.B from (b) the Market Value of the property identified on the Appraisal District's records for each tax year the Material Breach occurs.

C. In the event that there is no tax limitation in place for the tax year that the Material Breach occurs, the payment to the State shall be in an amount equal to: (i) multiplying the maintenance and operations tax rate of the School District for each tax year that the Material Breach occurs by (ii) the amount obtained after subtracting (a) the Tax Limitation Amount identified in Section 2.4.B from (b) the Market Value of the property identified on the Appraisal District's records for the last Tax Year for which the Applicant received a tax limitation.

D. The penalty shall be paid no later than 30 days after the notice of breach and is subject to the delinquent penalty provisions of Section 33.01 of the TEXAS TAX CODE.

ARTICLE X.
MISCELLANEOUS PROVISIONS

Section 10.1. INFORMATION AND NOTICES.

A. Unless otherwise expressly provided in this Agreement, all notices required or permitted hereunder shall be in writing and deemed sufficiently given for all purposes hereof if (i) delivered in person, by courier (*e.g.*, by Federal Express) or by registered or certified United States Mail to the Party to be notified, with receipt obtained, or (ii) sent by facsimile or email transmission, with notice of receipt obtained, in each case to the appropriate address or number as set forth below. Each notice shall be deemed effective on receipt by the addressee as aforesaid; provided that, notice received by facsimile or email transmission after 5:00 p.m. at the location of the addressee of such notice shall be deemed received on the first business day following the date of such electronic receipt.

B. Notices to the District shall be addressed to the District's Authorized Representative as follows:

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To the District:
Ector County Independent School District
Attn: Dr. Scott Muri, Superintendent
(or the successor Superintendent)
802 N. Sam Houston
Odessa, TX 79760
Phone #: (432) 456-9879
Fax #: (432) 456-9878
Email: scott.muri@ectorcountyisd.org

With a copy to:
Underwood Law Firm, P.C.
Attn: Fred Stormer
500 South Taylor, LB 233, Suite 1200
Amarillo, TX 79101
Phone #: (806) 379-0306
Fax #: (806) 379-0316
Email: fred.stormer@uwlaw.com

And:
Culwell Consulting, LLC
Attn: Chris Grammer
1303 Darter Lane
Austin, Texas 78746
Phone #: (512) 914-1328
Email: chris@culwellconsulting.com

C. Notices to the Applicant shall be addressed to its Authorized Representative as follows:

To Applicant:
Derek Willis, Vice President and Secretary
1PointFive P1, LLC
5 Greenway Plaza, Suite 110
Houston, TX 77046
Phone: (713) 497-2556
Email: derek_willis@oxy.com

With a copy to:
Josh Barvin, Business Development Manager
1PointFive P1, LLC
5 Greenway Plaza, Suite 110
Houston, TX 77046
Phone: (713) 840-30007
Email: josh_barvin@oxy.com

or at such other address or to such other facsimile transmission number and to the attention of such other person as a Party may designate by written notice to the other.

D. A copy of any notice delivered to the Applicant shall also be delivered to any lender for which the Applicant has provided the District notice of collateral assignment information pursuant to Section 10.3.C, below.

Section 10.2. AMENDMENTS TO APPLICATION AND AGREEMENT; WAIVERS.

A. This Agreement may not be modified or amended except by an instrument or instruments in writing signed by all of the Parties and after completing the requirements of Section 10.2.B. Waiver of any term, condition, or provision of this Agreement by any Party shall only be effective if in writing and shall not be construed as a waiver of any subsequent breach of, or failure

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to comply with, the same term, condition, or provision, or a waiver of any other term, condition, or provision of this Agreement.

B. By official action of the District's Board of Trustees, the Application and this Agreement may only be amended according to the following:

i. The Applicant shall submit to the District and the Comptroller:
   a. a written request to amend the Application and this Agreement, which shall specify the changes the Applicant requests;
   b. any changes to the information that was provided in the Application that was approved by the District and considered by the Comptroller;
   c. and any additional information requested by the District or the Comptroller necessary to evaluate the amendment or modification;

ii. The Comptroller shall review the request and any additional information for compliance with the Act and the Comptroller's Rules and provide a revised Comptroller certificate for a limitation within 90 days of receiving the revised Application and, if the request to amend the Application has not been approved by the Comptroller by the end of the 90-day period, the request is denied; and

iii. If the Comptroller has not denied the request, the District's Board of Trustees shall approve or disapprove the request before the expiration of 150 days after the request is filed.

C. Any amendment of the Application and this Agreement adding additional or replacement Qualified Property pursuant to this Section 10.2 of this Agreement shall:

i. require that all property added by amendment be eligible property as defined by Section 313.024 of the TEXAS TAX CODE;

ii. clearly identify the property, investment, and employment information added by amendment from the property, investment, and employment information in the original Agreement; and

D. The Application and this Agreement may not be amended to extend the value limitation time period beyond its ten-year statutory term.

E. The Comptroller determination made under Section 313.026(c)(2) of the TEXAS TAX CODE in the original certificate for a limitation satisfies the requirement of the Comptroller to make the same determination for any amendment of the Application and this Agreement, provided that the facts upon which the original determination was made have not changed.

Section 10.3. ASSIGNMENT.

A. Any assignment of any rights, benefits, obligations, or interests of the Parties in this Agreement, other than a collateral assignment purely for the benefit of creditors of the project, is considered an amendment to the Agreement and such Party may only assign such rights, benefits, obligations, or interests of this Agreement after complying with the provisions of Section 10.2 regarding amendments to the Agreement. Other than a collateral assignment to a creditor, this

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Agreement may only be assigned to an entity that is eligible to apply for and execute an agreement for limitation on appraised value pursuant to the provisions of Chapter 313 of the TEXAS TAX CODE and the Comptroller's Rules.

B. In the event of a merger or consolidation of the District with another school district or other governmental authority, this Agreement shall be binding on the successor school district or other governmental authority.

C. In the event of an assignment to a creditor, the Applicant must notify the District and the Comptroller in writing no later than 30 days after the assignment. This Agreement shall be binding on the assignee.

Section 10.4. MERGER. This Agreement contains all of the terms and conditions of the understanding of the Parties relating to the subject matter hereof. All prior negotiations, discussions, correspondence, and preliminary understandings between the Parties and others relating hereto are superseded by this Agreement.

Section 10.5. GOVERNING LAW. This Agreement and the transactions contemplated hereby shall be governed by and interpreted in accordance with the laws of the State of Texas without giving effect to principles thereof relating to conflicts of law or rules that would direct the application of the laws of another jurisdiction. Venue in any legal proceeding shall be in a state district court in Ector County, Texas.

Section 10.6. AUTHORITY TO EXECUTE AGREEMENT. Each of the Parties represents and warrants that its undersigned representative has been expressly authorized to execute this Agreement for and on behalf of such Party.

Section 10.7. SEVERABILITY. If any term, provision or condition of this Agreement, or any application thereof, is held invalid, illegal, or unenforceable in any respect under any Law (as hereinafter defined), this Agreement shall be reformed to the extent necessary to conform, in each case consistent with the intention of the Parties, to such Law, and to the extent such term, provision, or condition cannot be so reformed, then such term, provision, or condition (or such invalid, illegal or unenforceable application thereof) shall be deemed deleted from (or prohibited under) this Agreement, as the case may be, and the validity, legality, and enforceability of the remaining terms, provisions, and conditions contained herein (and any other application such term, provision, or condition) shall not in any way be affected or impaired thereby. Upon such determination that any term or other provision is invalid, illegal, or incapable of being enforced, the Parties hereto shall negotiate in good faith to modify this Agreement in an acceptable manner so as to effect the original intent of the Parties as closely as possible so that the transactions contemplated hereby are fulfilled to the extent possible. As used in this Section 10.7, the term "Law" shall mean any applicable statute, law (including common law), ordinance, regulation, rule, ruling, order, writ, injunction, decree, or other official act of or by any federal, state or local government, governmental department, commission, board, bureau, agency, regulatory authority,

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instrumentality, or judicial or administrative body having jurisdiction over the matter or matters in question.

Section 10.8. PAYMENT OF EXPENSES. Except as otherwise expressly provided in this Agreement, or as covered by the application fee, each of the Parties shall pay its own costs and expenses relating to this Agreement, including, but not limited to, its costs and expenses of the negotiations leading up to this Agreement, and of its performance and compliance with this Agreement.

Section 10.9. INTERPRETATION.

A. When a reference is made in this Agreement to a Section, Article, or Exhibit, such reference shall be to a Section or Article of, or Exhibit to, this Agreement unless otherwise indicated. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

B. The words "include," "includes," and "including" when used in this Agreement shall be deemed in such case to be followed by the phrase ", but not limited to,". Words used in this Agreement, regardless of the number or gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context shall require.

C. The provisions of the Act and the Comptroller's Rules are incorporated by reference as if fully set forth in this Agreement. In the event of a conflict, the conflict will be resolved by reference to the following order of precedence:

i. The Act;
ii. The Comptroller's Rules as they exist at the time the Agreement is executed, except as allowed in the definition of Qualified Property in Section 1.1; and
iii. This Agreement and its Attachments including the Application as incorporated by reference.

Section 10.10. EXECUTION OF COUNTERPARTS. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute but one and the same instrument, which may be sufficiently evidenced by one counterpart.

Section 10.11. PUBLICATION OF DOCUMENTS. The Parties acknowledge that the District is required to publish the Application and its required schedules, or any amendment thereto; all economic analyses of the proposed project submitted to the District; and the approved and executed copy of this Agreement or any amendment thereto, as follows:

A. Within seven (7) days of receipt of such document, the District shall submit a copy to the Comptroller for publication on the Comptroller's Internet website;

Draft

B. The District shall provide on its website a link to the location of those documents posted on the Comptroller's website;

C. This Section does not require the publication of information that is confidential under Section 313.028 of the TEXAS TAX CODE.

Section 10.12. CONTROL; OWNERSHIP; LEGAL PROCEEDINGS. The Applicant shall immediately notify the District and the Comptroller's office in writing of any actual or anticipated change in the control or ownership of the Applicant and of any legal or administrative investigations or proceedings initiated against the Applicant related to the project regardless of the jurisdiction from which such proceedings originate.

Section 10.13. DUTY TO DISCLOSE. If circumstances change or additional information is obtained regarding any of the representations and warranties made by the Applicant in the Application or this Agreement, or any other disclosure requirements, subsequent to the date of this Agreement, the Applicant's duty to disclose continues throughout the term of this Agreement.

Section 10.14. CONFLICTS OF INTEREST.

A. The District represents that, after diligent inquiry, each local public official or local government officer, as those terms are defined in Chapters 171 and 176 of the TEXAS LOCAL GOVERNMENT CODE, has disclosed any conflicts of interest in obtaining or performing this Agreement and related activities, appropriately recused from any decisions relating to this Agreement when a disclosure has been made, and the performance of this Agreement will not create any appearance of impropriety. The District represents that it, the District's local public officials or local government officer, as those terms are defined in Chapters 171 and 176 of the TEXAS LOCAL GOVERNMENT CODE, have not given, nor intend to give, at any time hereafter, any future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant, employee, or representative of the other Party or the State of Texas in connection with this Agreement.

B. The Applicant represents that, after diligent inquiry, each of its agents, as defined in Chapter 176 of the TEXAS LOCAL GOVERNMENT CODE, involved in the representation of the Applicant with the District has complied with the provisions of Chapter 176 of the TEXAS LOCAL GOVERNMENT CODE. The Applicant represents that it and its agents, as defined in Chapter 176 of the TEXAS LOCAL GOVERNMENT CODE, have not given, nor intend to give, at any time hereafter, any future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant, employee, or representative of the other Party or the State of Texas in connection with this Agreement.

C. The District and the Applicant each separately agree to notify the other Party and the Comptroller immediately upon learning of any conflicts of interest.

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Section 10.15. PROVISIONS SURVIVING EXPIRATION OR TERMINATION. Notwithstanding the expiration or termination (by agreement, breach, or operation of time) of this Agreement, the provisions of this Agreement regarding payments (including liquidated damages and tax payments), reports, records, and dispute resolution of the Agreement shall survive the termination or expiration dates of this Agreement until the following occurs:

A. all payments, including liquidated damage and tax payments, have been made;

B. all reports have been submitted;

C. all records have been maintained in accordance with Section 8.6.A; and

D. all disputes in controversy have been resolved.

Section 10.16. FACSIMILE OR ELECTRONIC DELIVERY.

A. This Agreement may be duly executed and delivered in person, by mail, or by facsimile or other electronic format (including portable document format (pdf) transmitted by e-mail). The executing Party must promptly deliver a complete, executed original or counterpart of this Agreement to the other executing Parties. This Agreement shall be binding on and enforceable against the executing Party whether or not it delivers such original or counterpart.

B. Delivery is deemed complete as follows:
   i. When delivered if delivered personally or sent by express courier service;
   ii. Three (3) business days after the date of mailing if sent by registered or certified U.S. mail, postage prepaid, with return receipt requested;
   iii. When transmitted if sent by facsimile, provided a confirmation of transmission is produced by the sending machine; or
   iv. When the recipient, by an e-mail sent to the e-mail address for the executing Parties acknowledges having received that e-mail (an automatic "read receipt" does not constitute acknowledgment of an e-mail for delivery purposes).

[*signatures follow on next page*]

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IN WITNESS WHEREOF, this Agreement has been executed by the Parties in multiple originals on this _____ day of _____, 2021.

1POINTFIVE P1, LLC

BY:_____

NAME:_____

TITLE:_____

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BY:_____

NAME:_____

TITLE:_____

ATTEST:

BY:_____

NAME:_____

TITLE:_____

Draft

EXHIBIT 1

DESCRIPTION AND LOCATION OF ENTERPRISE OR REINVESTMENT ZONE

Ector County is a designated enterprise zone, based on poverty level. See link to Enterprise Zone Finder on this page https://gov.texas.gov/business/page/texas-enterprise-zone-program and map below.

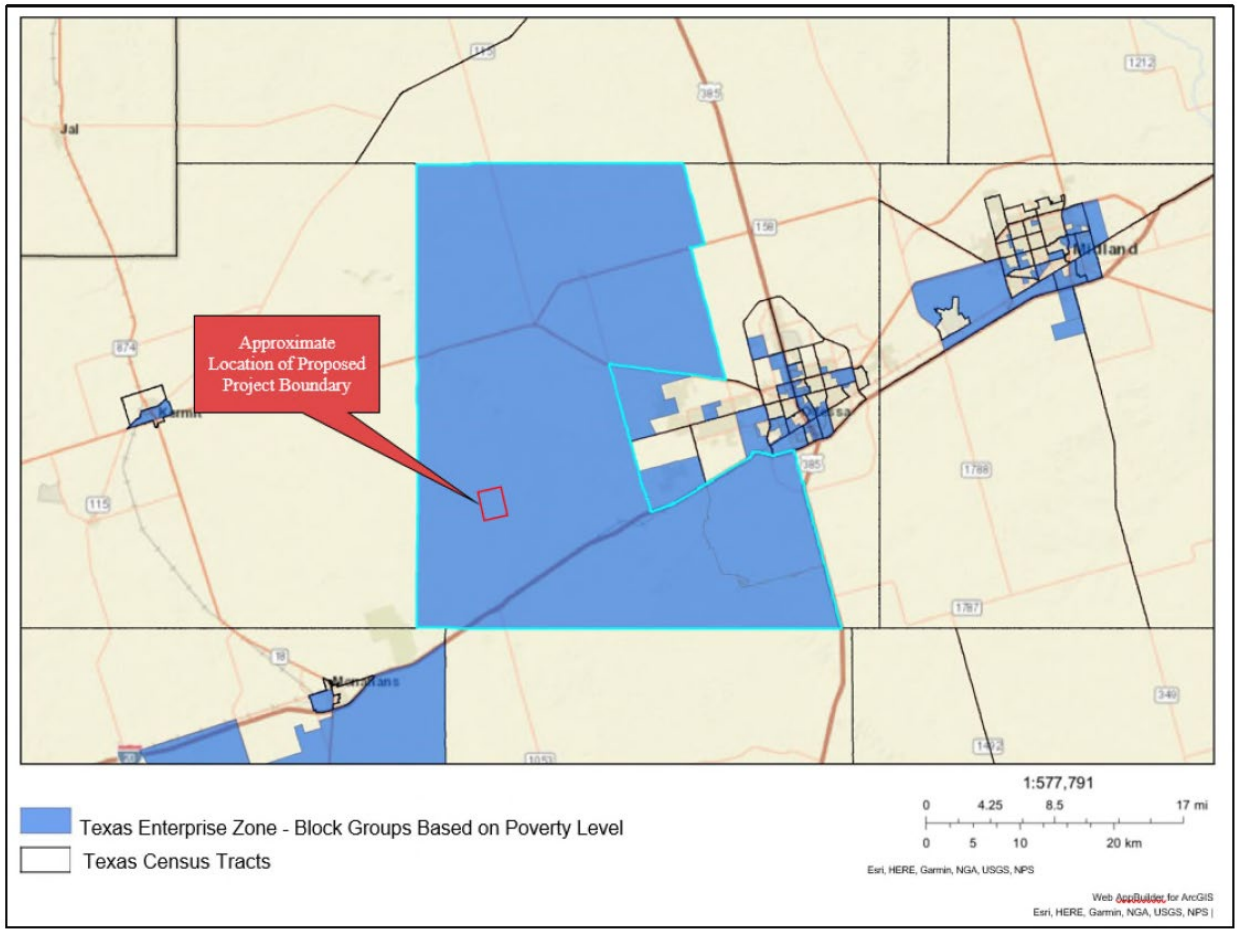


EXHIBIT 2

DESCRIPTION AND LOCATION OF LAND

All Qualified Property owned by the Applicant is located within the boundaries of the project area, Ector County Independent School District, Ector County and the Enterprise Zone, as depicted in **EXHIBITS 1, 3** and **4**.

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EXHIBIT 3

APPLICANT'S QUALIFIED INVESTMENT

1PointFive's DAC facility, the largest of its kind in the world, would be capable of removing approximately 500 kilotons of atmospheric CO_2 per year. The Project would be constructed on approximately 1,600 acres at a site known as the Shoe Bar Ranch in Ector County and would be located entirely within the boundaries of Ector County Independent School District.

There are four major process components associated with the Project:

- Air Contactor
- Pellet Reactor
- Pellet Calciner
- Slaker/Hydrator

Eligible ancillary and necessary equipment would include the following:

- Pellet Separator and Washing
- Pellet Dryer
- CO2 Purifier and Compressor
- Cooling System
- Compressors
- Evaporators
- Pumps
- Electrical and Instrumentation Controls
- New Piping
- Water Treatment Facility
- Operations, Maintenance, Measurement, and Monitoring Buildings

Additional equipment and components would be defined during detail design and procured by the EPCM contractor.

The construction of the plant would include site preparation and earthworks, installation of foundations and supports, fabrication of major equipment and transportation to site, integration of modules and interconnecting works (i.e. piping, electrical, controls), erection of buildings and support infrastructure, utility interconnections, commissioning and start-up, production ramp-up, and handover to operations.

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MAP OF QUALIFIED INVESTMENT

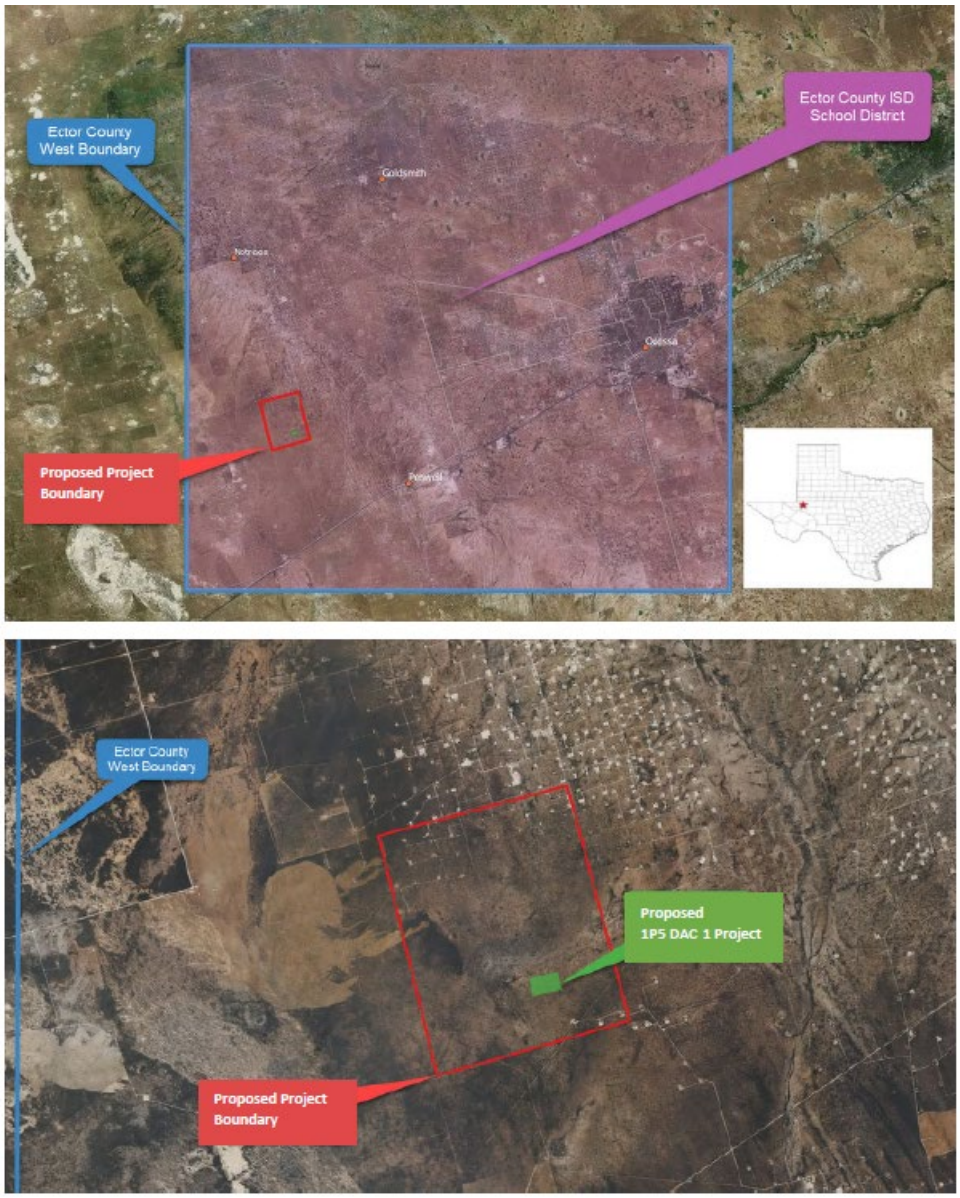


EXHIBIT 4

DESCRIPTION AND LOCATION OF QUALIFIED PROPERTY

1PointFive's DAC facility, the largest of its kind in the world, would be capable of removing approximately 500 kilotons of atmospheric CO_2 per year. The Project would be constructed on approximately 1,600 acres at a site known as the Shoe Bar Ranch in Ector County and would be located entirely within the boundaries of Ector County Independent School District.

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- Pellet Calciner
- Slaker/Hydrator

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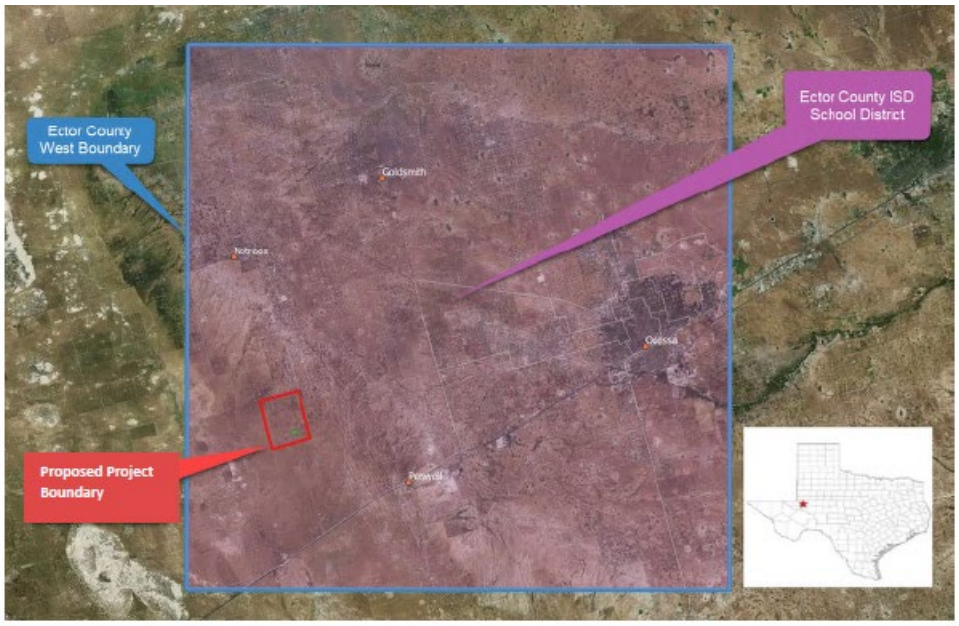
- Pellet Separator and Washing
- Pellet Dryer
- CO2 Purifier and Compressor
- Cooling System
- Compressors
- Evaporators
- Pumps
- Electrical and Instrumentation Controls
- New Piping
- Water Treatment Facility
- Operations, Maintenance, Measurement, and Monitoring Buildings

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MAP OF QUALIFIED PROPERTY



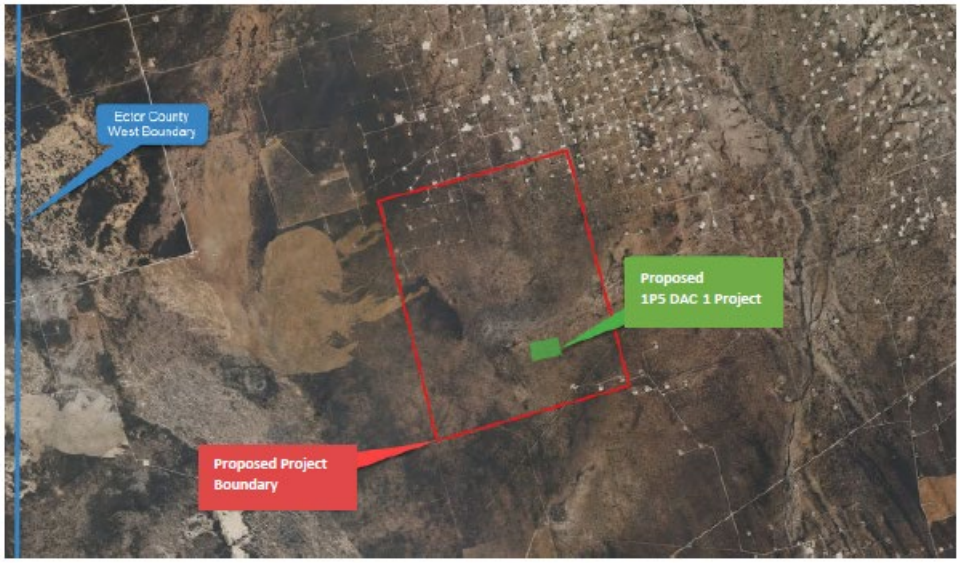


EXHIBIT 5
AGREEMENT SCHEDULE

	Year of Agreement	Date of Appraisal	School Year	Tax Year	Summary Description
Limitation Pre-Years	0	January 1, 2021	2021-22	2021	QTP Pre Year
	QTP 1	January 1, 2022	2022-23	2022	QTP year 1, begins January 1, 2022
	QTP 2	January 1, 2023	2023-24	2023	QTP year 2, ends December 31, 2023
	Gap Year	January 1, 2024	2024-25	2024	No appraisal limitation
Limitation Period (10 Years)	1	January 1, 2025	2025-26	2025	$100 million appraisal limitation
	2	January 1, 2026	2026-27	2026	$100 million appraisal limitation
	3	January 1, 2027	2027-28	2027	$100 million appraisal limitation
	4	January 1, 2028	2028-29	2028	$100 million appraisal limitation
	5	January 1, 2029	2029-30	2029	$100 million appraisal limitation
	6	January 1, 2030	2030-31	2030	$100 million appraisal limitation
	7	January 1, 2031	2031-32	2031	$100 million appraisal limitation
	8	January 1, 2032	2032-33	2032	$100 million appraisal limitation
	9	January 1, 2033	2033-34	2033	$100 million appraisal limitation
	10	January 1, 2034	2034-35	2034	$100 million appraisal limitation
Maintain a Viable Presence (5 Years)	11	January 1, 2035	2035-36	2035	No appraisal limitation; must maintain a viable presence
	12	January 1, 2036	2036-37	2036	No appraisal limitation; must maintain a viable presence
	13	January 1, 2037	2037-38	2037	No appraisal limitation; must maintain a viable presence
	14	January 1, 2038	2038-39	2038	No appraisal limitation; must maintain a viable presence
	15	January 1, 2039	2039-40	2039	No appraisal limitation; must maintain a viable presence

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GLENN HEGAR TEXAS COMPTROLLER OF PUBLIC ACCOUNTS

P.O. Box 13528 • Austin, TX 78711-3528

August 30, 2021

Scott Muri
Superintendent
Ector County Independent School District
P.O. Box 3912
Odessa, TX 79760

Re: Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations taxes by and between Ector County Independent School District and 1PointFive P1, LLC, Application 1570

Dear Superintendent Muri:

This office has been provided with the Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations taxes by and between Ector County Independent School District and 1PointFive P1, LLC (Agreement). As requested, the Agreement has been reviewed pursuant to 34 TAC 9.1055(e)(1).

Based on our review, this office concludes that the Agreement complies with the provisions of Tax Code, Chapter 313 and 34 TAC Chapter 9, Subchapter F.

Should you have any questions, please contact Tabita Collazo with our office. She can be reached by email at tabita.collazo@cpa.texas.gov or by phone at 1-800-531-5441, ext. 5-5626, or at 512-475-5626.

Sincerely,

DocuSigned by:
8FDFC70F5753487...
Will Counihan
Director
Data Analysis & Transparency Division

cc: Fred Stormer, Underwood Law Firm, P.C.
Derek Willis, 1PointFive P1, LLC
Josh Barvin, Oxy Low Carbon Ventures, LLC
Michael Lateur, Duff & Phelps

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
1921 - 2021

Scott Muri, Ed. D.
Superintendent of Schools
432-456-9879
802 N. Sam Houston, Odessa, TX 79761
Superintendent@ectorcountyisd.org

August 18, 2021

1PointFive P1, LLC
c/o Stephen Kuntz
Norton Rose Fulbright US LLP
1301 McKinney, Suite 5100
Houston, TX 77010

via email: stephen.kuntz@nortonrosefulbright.com

Re: Request for Extension on Application of 1Pointfive P1, LLC
For an Appraised Value Limitation Agreement
Comptroller App. No. 1570

Dear Mr. Kuntz:

Please be advised that at a properly called meeting of the Ector County Independent School District Board of Trustees on August 17, 2021, the Board took action on the request for an extension to consider the application of 1Pointfive P1, LLC for an Appraised Value Limitation Agreement with Ector County ISD. The District approved the request and has granted the extension on the application until December 31, 2021. Enclosed is copy of the Resolution granting the extension. The Board's action will be reflected in the Minutes of this meeting.

If you have any questions concerning your extension, please do not hesitate to contact Fred Stormer at the Underwood Law Firm. Thank you for your cooperation in this matter.

Sincerely,

Scott Muri, Ed.D., Superintendent

RESOLUTION OF THE BOARD OF TRUSTEES OF
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

The Board of Trustees of Ector County Independent School District ("the District") does hereby make the following resolution regarding a pending application by 1PointFive P1, LLC ("1P51") for an appraised value limitation agreement under Texas Tax Code, Chapter 313:

WHEREAS, on or about February 16, 2021, 1P51 submitted to the District an application under Texas Tax Code, Chapter 313 (the "Application") for an appraised value limitation agreement ("Agreement") and the application was deemed complete by the District on March 4, 2021;

WHEREAS, on or about March 4, 2021, the Application was received by the Texas Comptroller of Public Accounts (the "Texas Comptroller") and the Texas Comptroller issued a letter deeming the Application complete, dated April 12, 2021, advising that it would move forward with its economic impact evaluation, and triggering the Application Review Start Date;

WHEREAS, Texas Tax Code §313.025(b) requires that the Board approve or disapprove an application before the 151st day after the date the application is deemed complete by the Texas Comptroller (the "Deadline"), unless the Texas Comptroller's economic impact evaluation has not been received or an extension is agreed to by the Board and 1P51;

WHEREAS, due to ongoing negotiations between the District and 1P51, it is likely that the Agreement will not be approved by the Comptroller in time for the Board to issue its Findings of Fact and approve the Application and an Agreement before the Deadline; and

WHEREAS, on or about July 26, 2021, 1P51 submitted a request to the District to extend the Deadline in order to continue negotiations, a copy of which is attached here to as Exhibit "A."

NOW BE IT THEREFORE RESOLVED, that the statements contained in the preamble of this Resolution are true and correct and adopted as findings of fact and operative provisions hereof, and that it is in the District's best interest to extend the Deadline as requested;

BE IT FURTHER RESOLVED, that Board of Trustees finds that it is in the best interest of the District to grant 1P51's request, and extend the Deadline until December 31, 2021; and

BE IT FURTHER RESOLVED, the Superintendent, or his designee, is directed to provide notice to 1P51 and the Comptroller's Office of the Board's decision to grant 1P51's request, and extend the Deadline until December 31, 2021.

Passed and approved by the Ector County Independent School District Board of Trustees on this 17th day of August, 2021.

Ector County Independent School District

By: President of the Board of Trustees

By: Secretary of the Board of Trustees

EXHIBIT A

NORTON ROSE FULBRIGHT

Norton Rose Fulbright US LLP
1301 McKinney, Suite 5100
Houston, Texas 77010-3095
United States

Stephen A. Kuntz
Partner
Direct line +1 713 651 5241
stephen.kuntz@nortonrosefulbright.com

Tel +1 713 651 5151
Fax +1 713 651 5246
nortonrosefulbright.com

VIA E-MAIL TO: *Fred.Stormer@uwlaw.com*
James.Wester@uwlaw.com

July 26, 2021

Dr. Scott Muri
Superintendent
Ector County Independent School District
802 N. Sam Houston
Odessa, Texas 79761

Re: Ector County ISD Chapter 313 Application No. (the "Application")
Applicant: 1PointFive P1, LLC

Request for Extension of Time until December 31, 2021, for Required Action on the Application

Dear Dr. Muri:

By letter dated April 12, 2021 (the "Completeness Letter"), the Texas Comptroller of Public Accounts (the "Comptroller") determined that the Application was complete, and on June 21, 2021, the Comptroller issued a certificate for limitation on appraised value of the property described in the Application and provided the certificate to Ector County ISD.

The remaining steps to be completed are for Ector County ISD and 1PointFive P1, LLC to prepare and negotiate the Chapter 313 agreement and submit it to the Comptroller for review and approval, and then the Application and Comptroller-approved agreement can be placed on a meeting agenda of the Ector County ISD Board of Trustees for approval or disapproval.

As the Comptroller issued the Completeness Letter with respect to the Application on April 12, 2021, the last day of the 151-day period for the Ector County ISD Board of Trustees to approve or disapprove the Application and the agreement is Friday, September 10, 2021.

We believe it is prudent for Ector County ISD and 1PointFive P1, LLC to extend the 151-day period until December 31, 2021, to allow sufficient time for the remaining steps to be completed.

Norton Rose Fulbright US LLP is a limited liability partnership registered under the laws of Texas. 82642440 1/10008205425

Norton Rose Fulbright US LLP, Norton Rose Fulbright LLP, Norton Rose Fulbright Australia, Norton Rose Fulbright Canada LLP, Norton Rose Fulbright South Africa (incorporated as Deneys Reitz, Inc.), each of which is a separate legal entity, are members of Norton Rose Fulbright Verein, a Swiss Verein. Details of each entity, with certain regulatory information, are at nortonrosefulbright.com. Norton Rose Fulbright Verein helps coordinate the activities of the members but does not itself provide legal services to clients.

Accordingly, and pursuant to Section 313.025(b) of the Texas Tax Code and Comptroller Rule §9.1054(d), 1PointFive P1, LLC respectfully requests that Ector County ISD approve an extension of the 151-day period for approving or disapproving the Application until Friday, December 31, 2021, such extension to be by agreement between Ector County ISD and 1PointFive P1, LLC.

If you have any questions, please do not hesitate to call me at (713) 651-5241.

Thank you for your consideration and assistance.

Very truly yours,

Stephen A. Kuntz

cc: Mr. Fred Stormer
Via e-mail to: *Fred.Stormer@uwlaw.com*

Mr. James Wester
Via e-mail to: *James.Wester@uwlaw.com*

Mr. Michael R. Horne
Via e-mail to: *Michael_Horne@oxy.com*

Mr. Kevin Buffington
Via e-mail to: *Kevin.Buffington@duffandphelps.com*

Mr. Michael Lateur
Via e-mail to: *Michael.Lateur@duffandphelps.com*

Mr. Doug Heinz
Via e-mail to: *Doug.Heinz@duffandphelps.com*

Mr. Anthony Schum
Via e-mail to: *Anthony.Schum@duffandphelps.com*

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1 LLC**

DATE: September 21, 2021

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the findings and agreement.

****

Motion Language:

I move that the Board approve the Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes, pursuant to Chapter 313 of the Texas Tax Code, with 1PointFive P1 1 LLC and authorize the Board President to execute the Agreement on the District's behalf, and direct the Superintendent to take such other action as may be required under Chapter 313 of the Texas Tax Code or the Comptroller's related rules.

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GLENN HEGAR TEXAS COMPTROLLER OF PUBLIC ACCOUNTS

P.O. Box 13528 • Austin, TX 78711-3528

August 30, 2021

Scott Muri
Superintendent
Ector County Independent School District
P.O. Box 3912
Odessa, TX 79760

Re: Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations taxes by and between Ector County Independent School District and 1PointFive P1, LLC, Application 1570

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Based on our review, this office concludes that the Agreement complies with the provisions of Tax Code, Chapter 313 and 34 TAC Chapter 9, Subchapter F.

Should you have any questions, please contact Tabita Collazo with our office. She can be reached by email at tabita.collazo@cpa.texas.gov or by phone at 1-800-531-5441, ext. 5-5626, or at 512-475-5626.

Sincerely,

DocuSigned by:
8FDFC70F5753487...
Will Counihan
Director
Data Analysis & Transparency Division

cc: Fred Stormer, Underwood Law Firm, P.C.
Derek Willis, 1PointFive P1, LLC
Josh Barvin, Oxy Low Carbon Ventures, LLC
Michael Lateur, Duff & Phelps

AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES

---

by and between

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

and

1POINTFIVE P1, LLC

(*Texas Taxpayer ID #32076631608)*

Comptroller Application #1570

Dated

September 21, 2021

AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES

STATE OF TEXAS §

COUNTY OF ECTOR §

THIS AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES, hereinafter referred to as this "Agreement," is executed and delivered by and between the **ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**, hereinafter referred to as the "District," a lawfully created independent school district within the State of Texas operating under and subject to the TEXAS EDUCATION CODE, and **1POINTFIVE P1, LLC,** Texas Taxpayer Identification Number 32076631608 hereinafter referred to as the "Applicant." The Applicant and the District are hereinafter sometimes referred to individually as a "Party" and collectively as the "Parties."

RECITALS

WHEREAS, on February 16, 2021, the Superintendent of Schools of the Ector County Independent School District, acting as agent of the Board of Trustees of the District, received from the Applicant an Application for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the TEXAS TAX CODE;

WHEREAS, on February 16, 2021, the Board of Trustees has acknowledged receipt of the Application and along with the requisite application fee as established pursuant to Section 313.025(a) of the TEXAS TAX CODE and Local District Policy CCGB (LOCAL), and agreed to consider the Application;

WHEREAS, the Application was delivered to the Texas Comptroller's Office for review pursuant to Section 313.025 of the TEXAS TAX CODE;

WHEREAS, the District and the Texas Comptroller's Office have determined that the Application is complete and April 12, 2021 is the Application Review Start Date as that term is defined by 34 TEXAS ADMIN. CODE Section 9.1051;

WHEREAS, pursuant to 34 TEXAS ADMIN. CODE Section 9.1054, the Application was delivered to the Ector County Appraisal District established in Ector County, Texas (the "Appraisal District"), pursuant to Section 6.01 of the TEXAS TAX CODE;

WHEREAS, the Texas Comptroller's Office reviewed the Application pursuant to Section 313.025 of the TEXAS TAX CODE, conducted an economic impact evaluation pursuant to Section 313.026 of the TEXAS TAX CODE, and on June 21, 2021, issued a certificate for limitation on

appraised value of the property described in the Application and provided the certificate to the District;

WHEREAS, the Board of Trustees, by resolution dated August 17, 2021, extended the statutory deadline by which the District must consider the Application until December 31, 2021, and the Comptroller was provided notice of such extension as set out under 34 Texas Admin. Code Section 9.1054(d);

WHEREAS, the Board of Trustees has reviewed and carefully considered the economic impact evaluation and certificate for limitation on appraised value submitted by the Texas Comptroller's Office pursuant to Section 313.025 of the TEXAS TAX CODE;

WHEREAS, on September 21, 2021, the Board of Trustees conducted a public hearing on the Application at which it solicited input into its deliberations on the Application from all interested parties within the District;

WHEREAS, on September 21, 2021, the Board of Trustees made factual findings pursuant to Section 313.025(f) of the TEXAS TAX CODE, including, but not limited to findings that: (i) the information in the Application is true and correct; (ii) the Applicant is eligible for the limitation on appraised value of the Applicant's Qualified Property; (iii) the project proposed by the Applicant is reasonably likely to generate tax revenue in an amount sufficient to offset the District's maintenance and operations ad valorem tax revenue lost as a result of the Agreement before the 25th anniversary of the beginning of the limitation period; (iv) the limitation on appraised value is a determining factor in the Applicant's decision to invest capital and construct the project in this State; and (v) this Agreement is in the best interest of the District and the State of Texas;

***WHEREAS*,** on August 30, 2021, the Texas Comptroller's Office approved the form of this Agreement for a Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes;

WHEREAS, on September 21, 2021, the Board of Trustees approved the form of this Agreement for a Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, and authorized the Board President and Secretary to execute and deliver such Agreement to the Applicant; and

***NOW, THEREFORE*,** for and in consideration of the premises and the mutual covenants and agreements herein contained, the Parties agree as follows:

ARTICLE I
DEFINITIONS

Section 1.1 DEFINITIONS. Wherever used in this Agreement, the following terms shall have the following meanings, unless the context in which used clearly indicates another meaning. Words or terms defined in 34 TEXAS ADMIN. CODE Section 9.1051 and not defined in this Agreement shall have the meanings provided by 34 TEXAS ADMIN. CODE Section 9.1051.

"*Act*" means the Texas Economic Development Act set forth in Chapter 313 of the TEXAS TAX CODE, as amended.

"*Agreement*" means this Agreement, as the same may be modified, amended, restated, amended and restated, or supplemented as approved pursuant to Sections 10.2 and 10.3.

"*Applicant*" means **1POINTFIVE P1, LLC**, (Texas Taxpayer ID # 32076631608), the entity listed in the Preamble of this Agreement and that is listed as the Applicant on the Application as of the Application Approval Date. The term "Applicant" shall also include the Applicant's assigns and successors-in-interest as approved according to Sections 10.2 and 10.3 of this Agreement.

"Applicant's Qualified Investment" means the Qualified Investment of the Applicant during the Qualifying Time Period and as more fully described in **EXHIBIT 3** of this Agreement.

"*Applicant's Qualified Property*" means the Qualified Property of the Applicant to which the value limitation identified in the Agreement will apply and as more fully described in **EXHIBIT 4** of this Agreement.

"*Application*" means the Application for Appraised Value Limitation on Qualified Property (Chapter 313, Subchapter B or C of the TEXAS TAX CODE) filed with the District by the Applicant on February 16, 2021. The term includes all forms required by the Comptroller, the schedules attached thereto, and all other documentation submitted by the Applicant for the purpose of obtaining an Agreement with the District. The term also includes all amendments and supplements thereto submitted by the Applicant.

"*Application Approval Date*" means the date that the Application is approved by the Board of Trustees of the District and as further identified in Section 2.3.B of this Agreement.

"*Application Review Start Date*" means the later date of either the date on which the District issues its written notice that the Applicant has submitted a completed Application or the date on which the Comptroller issues its written notice that the Applicant has submitted a completed Application and as further identified in Section 2.3.A of this Agreement.

"*Appraised Value*" shall have the meaning assigned to such term in Section 1.04(8) of the TEXAS TAX CODE.

"*Appraisal District*" means the Ector County Appraisal District.

"Board of Trustees" means the Board of Trustees of the Ector County Independent School District.

"*Commercial Operation*" means the date on which the project described in the Application becomes commercially operational and capable of being placed into service, such that such project has been constructed and is capable of producing industrial grade carbon dioxide gas (CO_2).

"Comptroller" means the Texas Comptroller of Public Accounts, or the designated representative of the Texas Comptroller of Public Accounts acting on behalf of the Comptroller.

"*Comptroller's Rules*" means the applicable rules and regulations of the Comptroller set forth in Chapter 34 TEXAS ADMIN. CODE Chapter 9, Subchapter F, together with any court or administrative decisions interpreting same.

"County" means Ector County, Texas.

"District" or "School District" means the Ector County Independent School District, being a duly authorized and operating school district in the State, having the power to levy, assess, and collect ad valorem taxes within its boundaries and to which Subchapter B of the Act applies. The term also includes any successor independent school district or other successor governmental authority having the power to levy and collect ad valorem taxes for school purposes on the Applicant's Qualified Property or the Applicant's Qualified Investment.

"Final Termination Date" means the last date of the final year in which the Applicant is required to Maintain Viable Presence and as further identified in Section 2.3.E of this Agreement.

"Force Majeure" means acts of God, war, fires, explosions, hurricanes, floods, pandemics, or other causes that are beyond the reasonable control of either party and that by exercise of due foresight such party could not reasonably have been expected to avoid, and which, by the exercise of all reasonable due diligence, such party is unable to overcome. Each Party must inform the other in writing with proof of receipt within 60 business days of the existence of such Force Majeure or otherwise waive this right as a defense.

"*Land*" means the real property described on **EXHIBIT 2**, which is attached hereto and incorporated herein by reference for all purposes.

"Maintain Viable Presence" means (i) the operation during the term of this Agreement of the facility or facilities for which the tax limitation is granted; and (ii) the Applicant's maintenance of jobs and wages as required by the Act and as set forth in its Application.

"*Market Value*" shall have the meaning assigned to such term in Section 1.04(7) of the TEXAS TAX CODE.

"New Qualifying Jobs" means the total number of jobs to be created by the Applicant after the Application Approval Date in connection with the project that is the subject of its Application that meet the criteria of Qualifying Job as defined in Section 313.021(3) of the TEXAS TAX CODE and the Comptroller's Rules.

"*New Non-Qualifying Jobs*" means the number of Non-Qualifying Jobs, as defined in 34 TEXAS ADMIN. CODE Section 9.1051(14), to be created by the Applicant after the Application Approval Date in connection with the project which is the subject of its Application.

"*Qualified Investment*" has the meaning set forth in Section 313.021(1) of the TEXAS TAX CODE, as interpreted by the Comptroller's Rules.

"*Qualified Property*" has the meaning set forth in Section 313.021(2) of the TEXAS TAX CODE and as interpreted by the Comptroller's Rules and the Texas Attorney General, as these provisions existed on the Application Review Start Date.

"Qualifying Time Period" means the period defined in Section 2.3.C, during which the Applicant shall make investment on the Land where the Qualified Property is located in the amount required by the Act, the Comptroller's Rules, and this Agreement.

"State" means the State of Texas.

"*Supplemental Payment*" means any payments or transfers of things of value made to the District or to any person or persons in any form if such payment or transfer of thing of value being provided is in recognition of, anticipation of, or consideration for the Agreement and that is not authorized pursuant to Sections 313.027(f)(1) or (2) of the TEXAS TAX CODE, and specifically includes any payments required pursuant to Article VI of this Agreement.

"*Tax Limitation Amount*" means the maximum amount which may be placed as the Appraised Value on the Applicant's Qualified Property for maintenance and operations tax assessment in each Tax Year of the Tax Limitation Period of this Agreement pursuant to Section 313.027 of the TEXAS TAX CODE.

"*Tax Limitation Period*" means the Tax Years for which the Applicant's Qualified Property is subject to the Tax Limitation Amount and as further identified in Section 2.3.D of this Agreement.

"*Tax Year*" shall have the meaning assigned to such term in Section 1.04(13) of the TEXAS TAX CODE (*i.e.*, the calendar year).

"*Taxable Value*" shall have the meaning assigned to such term in Section 1.04(10) of the TEXAS TAX CODE.

Section 1.2 NEGOTIATED DEFINITIONS. Wherever used in Articles IV, V, and VI, the following terms shall have the following meanings, unless the context in which used clearly indicates another meaning or otherwise; provided however, if there is a conflict between a term defined in this section and a term defined in the Act, the Comptroller's Rules, or Section 1.1 of this Agreement, the conflict shall be resolved by reference to Section 10.9.C.

"*Additional Loss*" shall have the same meaning as assigned to such term in Section 4.4 of this Agreement.

"*Aggregate Limit*" means for any Tax Year during the term of this Agreement, the cumulative total of the Annual Limit amount for such Tax Year and all previous Tax Years during the term of this Agreement, less all amounts paid by the Applicant to or on behalf of the District under Article VI for all Tax Years during the term of this Agreement that are prior to such Tax Year.

"*Annual Limit*" means the maximum annual benefit which can be paid directly to the District as a Supplemental Payment under the provisions of Section 313.027(i) of the TEXAS TAX CODE. For purposes of this Agreement, and as further provided in Article VI herein, the amount of the Annual Limit shall be equal to the greater of $50,000 or an amount calculated for each calendar year by multiplying the District's Average Daily Attendance, as calculated pursuant to Section 48.005 of the TEXAS EDUCATION CODE based upon the District's Average Daily Attendance for the 2019-20 school year certified by the Texas Comptroller (which the Parties agree is 29,754, rounded to the nearest whole number), times $100. The Annual Limit shall first be computed for the first Tax Year (including any partial Tax Year) of the Qualifying Time Period, which commences under this Agreement as provided in Section 2.3.C.i.

"*Applicable School Finance Law*" means Chapters 48 and 49 of the TEXAS EDUCATION CODE, and other applicable provisions of the TEXAS EDUCATION CODE, the Texas Economic Development Act (Chapter 313 of the TEXAS TAX CODE); Chapter 403, Subchapter M, of the TEXAS GOVERNMENT CODE applicable to the District; and, the Constitution and general laws of the State applicable to the school districts of the State, including specifically, the applicable rules, regulations and interpretations of the agencies of the State having jurisdiction over any matters relating to the public school systems and school districts of the State; and judicial decisions construing or interpreting any of the above. The term also includes any amendments or successor statutes that may be adopted in the future which impact or alter the calculation of the Applicant's ad valorem tax obligation or the M&O Amount in Section 4.2 of this Agreement to the District, either with or without the limitation of property values made pursuant to this Agreement.

"*Applicant's Stipulated Supplemental Payment Amount*" means, for purposes of Article VI, for any Tax Year during the term of this Agreement, an amount equal to twenty-five percent (25%) of the "Net Tax Benefit," as such term is defined in this Section 1.2, for such Tax Year.

"*Cumulative Payments*" means, for any Tax Year during the term of this Agreement, the total of all payments, calculated under Article IV, V and VI of this Agreement, for such Tax Year which are paid by or owed by the Applicant to the District, plus all payments, calculated under Article IV, V and VI of this Agreement, paid by or owed by the Applicant for all previous Tax Years during the term of this Agreement.

"*Cumulative Unadjusted Tax Benefit*" means, for any Tax Year during the term of this Agreement, the Unadjusted Tax Benefit for such Tax Year added to the Unadjusted Tax Benefit for all previous Tax Years during the term of this Agreement.

"*M&O Amount"* means the revenue protection payment required as part of this Agreement as set out in TEXAS EDUCATION CODE Section 48.256(d) and shall have the meaning assigned to such term in Section 4.2 of the Agreement.

"*Maintenance and Operations Revenue*" or "*M&O Revenue*" means (i) those revenues which the District receives from the levy of its annual ad valorem maintenance and operations tax pursuant to Section 45.002 of the TEXAS EDUCATION CODE, or other lawful authority, and Article VII § 3 of the TEXAS CONSTITUTION, plus (ii) all State revenues to which the District is or may be entitled under the applicable provisions of the TEXAS EDUCATION CODE or any other statutory provision as well as any amendment or successor statute to these provisions, as applicable, less (iii) any amounts necessary to reimburse the State of Texas or another school district for the education of additional students pursuant to Chapter 49 of the TEXAS EDUCATION CODE or any other statutory provision as well as any amendment or successor statute to these provisions, as applicable.

"*Net Tax Benefit*" means, for purposes of Article VI, for any Tax Year during the term of this Agreement, an amount equal to (but not less than zero): (i) the amount of maintenance and operations ad valorem taxes which the Applicant would have paid to the District for such Tax Year if this Agreement had not been entered into by the Parties; minus (ii) an amount equal to the sum of (A) all maintenance and operations ad valorem school taxes actually due to the District or any other governmental entity, including the State of Texas, for such Tax Year , plus (B) any payments due to the District under Articles IV and V of this Agreement for such Tax Year.

"*New M&O Revenue*" shall have the same meaning as assigned to such term in Section 4.2.A.ii of this Agreement.

"*Original M&O Revenue*" shall have the same meaning as assigned to such term in Section 4.2.A.i of this Agreement.

"*Third Party Consultant*" shall have the same meaning as assigned to such term in Section 4.5 of this Agreement.

"*Unadjusted Tax Benefit*" means, for any Tax Year during the term of this Agreement, the

total of all gross tax savings calculated for such Tax Year by multiplying the amount equal to (a) the Taxable Value of the Applicant's Qualified Property used for the District's debt service (interest and sinking fund) property tax purposes for such Tax Year, minus (b) the Taxable Value of the Applicant's Qualified Property used for the District's maintenance and operations ad valorem tax purposes for such Tax Year, by the District's maintenance and operations tax rate for such Tax Year.

ARTICLE II
AUTHORITY, PURPOSE AND LIMITATION AMOUNTS

Section 2.1. AUTHORITY. This Agreement is executed by the District as its written agreement with the Applicant pursuant to the provisions and authority granted to the District in Section 313.027 of the TEXAS TAX CODE.

Section 2.2. PURPOSE. In consideration of the execution and subsequent performance of the terms and obligations by the Applicant pursuant to this Agreement, identified in Sections 2.5 and 2.6 and as more fully specified in this Agreement, the value of the Applicant's Qualified Property listed and assessed by the County Appraiser for the District's maintenance and operation ad valorem property tax shall be the Tax Limitation Amount as set forth in Section 2.4 of this Agreement during the Tax Limitation Period.

Section 2.3. TERM OF THE AGREEMENT.

A. The Application Review Start Date for this Agreement is April 12, 2021, which will be used to determine the eligibility of the Applicant's Qualified Property and all applicable wage standards.

B. The Application Approval Date for this Agreement is September 21, 2021.

C. The Qualifying Time Period for this Agreement:
   i. Starts on January 1, 2022, a date not later than January 1 of the fourth Tax Year following the Application Approval Date for deferrals, as authorized by §313.027(h) of the TEXAS TAX CODE; and
   ii. Ends on December 31, 2023, the last day of the second complete Tax Year following the Qualifying Time Period start date.

D. The Tax Limitation Period for this Agreement:
   i. Starts on January 1, 2025, the first complete Tax Year that begins after the date of commencement of Commercial Operation; and,
   ii. Ends on December 31, 2034.

E. The Final Termination Date for this Agreement is December 31, 2039.

F. This Agreement, and the obligations and responsibilities created by this Agreement, shall be and become effective on the Application Approval Date identified in Section 2.3.B. This

Agreement, and the obligations and responsibilities created by this Agreement, terminate on the Final Termination Date identified in Section 2.3.E, unless extended by the express terms of this Agreement.

Section 2.4. TAX LIMITATION. So long as the Applicant makes the Qualified Investment as required by Section 2.5, during the Qualifying Time Period, and unless this Agreement has been terminated as provided herein before such Tax Year, on January 1 of each Tax Year of the Tax Limitation Period, the Appraised Value of the Applicant's Qualified Property for the District's maintenance and operations ad valorem tax purposes shall not exceed the lesser of:

A. the Market Value of the Applicant's Qualified Property; or

B. One Hundred Million Dollars ($100,000,000).

This Tax Limitation Amount is based on the limitation amount for the category that applies to the District on the Application Approval Date, as set out by Section 313.022(b) of the TEXAS TAX CODE.

Section 2.5. TAX LIMITATION ELIGIBILITY. In order to be eligible and entitled to receive the value limitation identified in Section 2.4 for the Qualified Property identified in Article III, the Applicant shall:

A. have completed the Applicant's Qualified Investment in the amount of $100,000,000 during the Qualifying Time Period;

B. have created and maintained, subject to the provisions of Section 313.0276 of the TEXAS TAX CODE, New Qualifying Jobs as required by the Act; and

C. pay an average weekly wage of at least $1,188.75 for all New Non-Qualifying Jobs created by the Applicant.

Section 2.6. TAX LIMITATION OBLIGATIONS. In order to receive and maintain the limitation authorized by Section 2.4, Applicant shall:

A. provide payments to District sufficient to protect future District revenues through payment of revenue offsets and other mechanisms as more fully described in Article IV;

B. provide payments to the District that protect the District from the payment of extraordinary education related expenses related to the project, as more fully specified in Article V;

C. provide such Supplemental Payments as more fully specified in Article VI;

D. create and Maintain Viable Presence on or with the Qualified Property and perform additional obligations as more fully specified in Article VIII of this Agreement; and

E. no additional conditions are identified in the certificate for a limitation on appraised value by the Comptroller for this project.

ARTICLE III
QUALIFIED PROPERTY

Section 3.1. LOCATION WITHIN ENTERPRISE OR REINVESTMENT ZONE. At the time of the Application Approval Date, the Land is within an area designated either as an enterprise zone, pursuant to Chapter 2303 of the TEXAS GOVERNMENT CODE, or a reinvestment zone, pursuant to Chapter 311 or 312 of the TEXAS TAX CODE. The legal description, and information concerning the designation, of such zone is attached to this Agreement as **EXHIBIT 1** and is incorporated herein by reference for all purposes.

Section 3.2. LOCATION OF QUALIFIED PROPERTY AND INVESTMENT. The Land on which the Qualified Property shall be located and on which the Qualified Investment shall be made is described in **EXHIBIT 2**, which is attached hereto and incorporated herein by reference for all purposes. The Parties expressly agree that the boundaries of the Land may not be materially changed from its configuration described in **EXHIBIT 2** unless amended pursuant to the provisions of Section 10.2 of this Agreement.

Section 3.3. DESCRIPTION OF QUALIFIED PROPERTY. The Qualified Property that is subject to the Tax Limitation Amount is described in **EXHIBIT 4**, which is attached hereto and incorporated herein by reference for all purposes. Property which is not specifically described in **EXHIBIT 4** shall not be considered by the District or the Appraisal District to be part of the Applicant's Qualified Property for purposes of this Agreement, unless by official action the Board of Trustees provides that such other property is a part of the Applicant's Qualified Property for purposes of this Agreement in compliance with Section 313.027(e) of the TEXAS TAX CODE, the Comptroller's Rules, and Section 10.2 of this Agreement.

Section 3.4. CURRENT INVENTORY OF QUALIFIED PROPERTY. In addition to the requirements of Section 10.2 of this Agreement, if there is a material change in the Qualified Property described in **EXHIBIT 4**, then within 60 days from the date Commercial Operation begins, the Applicant shall provide to the District, the Comptroller, the Appraisal District or the State Auditor's Office a specific and detailed description of the tangible personal property, buildings, and/or permanent, nonremovable building components (including any affixed to or incorporated into real property) on the Land to which the value limitation applies including maps or surveys of sufficient detail and description to locate all such described property on the Land.

Section 3.5. QUALIFYING USE. The Applicant's Qualified Property described in Section 3.3 qualifies for a tax limitation agreement under Section 313.024(b)(1) of the TEXAS TAX CODE as a manufacturing facility.

ARTICLE IV
PROTECTION AGAINST LOSS OF FUTURE DISTRICT REVENUES

Section 4.1. INTENT OF THE PARTIES. Subject to the limitations contained in this Agreement (including Sections 4.11 and 6.3), it is the intent of the Parties that the District shall, in accordance with the provisions of Section 313.027(f)(1) of the TEXAS TAX CODE and Section 48.256(d) of the TEXAS EDUCATION CODE, be compensated by Applicant for any loss that District incurs in its Maintenance and Operations Revenue resulting, at least in part, because or on account of entering into this Agreement and application of the Tax Limitation set out in Section 2.4 to Applicant's Qualified Property. Payments for such loss shall be independent of, and in addition to such other payments as set forth in Articles V and VI in this Agreement. Subject to the limitations contained in this Agreement, IT IS THE INTENT OF THE PARTIES THAT THE RISK OF ANY NEGATIVE FINANCIAL CONSEQUENCES TO DISTRICT IN MAKING THE DECISION TO ENTER INTO THIS AGREEMENT WILL BE BORNE SOLELY BY APPLICANT AND NOT BY DISTRICT. Applicant recognizes and acknowledges the calculations relating to the District's loss of Maintenance and Operations Revenue under this Agreement will be affected by changes to the timing of construction of the Project and any change to the Qualified Property. As such, Applicant acknowledges that it will bear any and all losses of Maintenance and Operations Revenue suffered by the District as a result of this Agreement, including without limitation any increase in the M&O Amount calculated under Section 4.2 to be paid to the District for losses in Maintenance and Operations Revenue resulting from any change in the timing of construction and/or any change to the Qualified Property.

The Parties expressly understand and agree that for all Tax Years to which the Tax Limitation amount set out in Section 2.4 is applied to Applicant's Qualified Property that is the subject of this Agreement, the calculation of negative financial consequences will be defined for each applicable Tax Year in accordance with the Applicable School Finance Law, as defined in Section 1.2 above, and that such definition specifically contemplates that calculations made under this Agreement may periodically change in accordance with changes in Applicable School Finance Law. The Parties further agree that printouts and projections produced during the negotiations and approval of this Agreement are: (i) for illustrative purposes only, are not intended to be relied upon, and have not been relied upon by the Parties as a prediction of future consequences to either Party; (ii) based upon current Applicable School Finance Law which is subject to change by statute, by administrative regulation (or interpretation thereof), or by judicial decision at any time; and (iii) may change in future years to reflect changes in Applicable School Finance Law.

Section 4.2. CALCULATING THE AMOUNT OF LOSS OF REVENUES BY THE DISTRICT. Subject to the provisions of Sections 4.11 and 6.3, the amount to be paid by Applicant to compensate District for loss of Maintenance and Operations Revenue resulting from, or on account of, this Agreement for each year starting in the year of the Application Approval Date and ending on the Final Termination Date (as set out in **EXHIBIT 5**), the "M&O Amount," shall be determined in compliance with Applicable School Finance Law in effect for such year and according to the following formula:

A. The M&O Amount owed by Applicant to District (also known as the revenue protection payment as set out in TEXAS EDUCATION CODE Section 48.256(d)) means the Original M&O Revenue *minus* the New M&O Revenue; based on the following definitions:

i. "Original M&O Revenue" means the total State and local Maintenance and Operations Revenue that the District would have received for such school year, calculated in accordance with TEXAS EDUCATION CODE Section 48.256(d), had this Agreement not been entered into by the Parties and the Applicant's Qualified Property had been subject to the District's ad valorem maintenance and operations tax without any limitation on value at the rate applicable for such Tax Year. For purposes of this calculation, the Third Party Consultant (as defined in Section 4.5) will base its calculations upon (1) the total Taxable Values for each applicable Tax Year as certified by the Appraisal District for all taxable accounts in the District for the District's maintenance and operations ad valorem tax purposes, save and except for the Applicant's Qualified Property subject to this Agreement, plus (2) the total Taxable Values for such applicable Tax Year as certified by the Appraisal District for the Applicant's Qualified Property subject to this Agreement for the District's debt service (interest and sinking fund) ad valorem tax purposes (which total Taxable Values for the Applicant's Qualified Property subject to this Agreement shall be used in lieu of the total Taxable Values for such applicable Tax Year as certified by the Appraisal District for the Applicant's Qualified Property subject to this Agreement for the District's maintenance and operations ad valorem tax purposes).

ii. "New M&O Revenue" means the total State and local Maintenance and Operations Revenue that the District would have received for such school year, calculated in accordance with TEXAS EDUCATION CODE Section 48.256(d), with the Limitation Amount specified in Section 2.4 applied to Applicant's Qualified Property.

B. In making the calculations for the M&O Amount required by this Section 4.2 of this Agreement:

i. The Taxable Value of property for each school year will be determined under Applicable School Finance Law.

ii. For purposes of this calculation, the tax collection rate on the Applicant's Qualified Property will be presumed to be one hundred percent (100%).

iii. If, for any year of this Agreement, the difference between the Original M&O Revenue and the New M&O Revenue as calculated under this Section 4.2 results in a negative number, the negative number will be considered to be zero.

iv. For all calculations made for any year during the Tax Limitation Period under this Section 4.2, the New M&O Revenue will reflect the Tax Limitation Amount stated in Section 2.4 for such year.

v. As applicable, the methodology for the calculations made under this Section 4.2 shall include the limited values as set forth in other existing limitation agreements, if any.

Section 4.3. STATUTORY CHANGES AFFECTING M&O REVENUE. Notwithstanding any other provision in this Agreement, but subject to the limitations contained in Sections 4.11 and 6.3 of this Agreement, in the event that, by virtue of statutory changes to the Applicable School Finance Law, administrative interpretations by Comptroller, Commissioner of Education, or the Texas Education Agency, or for any other reason attributable to statutory change, the District will receive less Maintenance and Operations Revenue, or, if applicable, will be required to increase its payment of funds to the State or another school district, pursuant to Chapter 49 of the TEXAS EDUCATION CODE or any other statutory provision as well as any amendment or successor statute to these provisions, as applicable, because of the District's participation in this Agreement, Applicant shall make payments to District, up to the M&O Amount limit set forth in this Agreement that are necessary to offset any negative impact on the District as a result of its participation in this Agreement.

Section 4.4. COMPENSATION FOR LOSS OF OTHER REVENUES. To the extent not included in the amounts calculated pursuant to Section 4.2 above, Applicant shall also pay to or on behalf of the District on an annual basis all M&O Revenue losses, and other costs as they are incurred by the District that arise from entering this Agreement (the "Additional Loss"), including without limitation to: (a) any loss incurred by the District resulting from a judicial challenge to this Agreement; (b) any reasonable attorneys' fees or other costs incurred by the District due to any amendment, audit, legal defense or enforcement of this Agreement brought by or against either party or person or entity, irrespective of whether or not this Agreement or any interpretation thereof by the District is ultimately determined to be valid; and (c) any non-reimbursed reasonable costs or fees incurred by the District and reasonably necessary to administer or maintain this Agreement, either directly or indirectly, including costs paid to the Appraisal District based on the values of the Qualified Property used for the District's debt service (interest and sinking fund) that exceeds the Tax Limitation Amount provided in Section 2.4 herein. Notwithstanding anything to the contrary in Section 4.8, payment for such Additional Loss shall be made by Applicant no later than 30 days following written notice that such Additional Loss is due and owing, together with supporting calculations by the Third Party Consultant and copies of invoices (redacted as needed) for any such non-reimbursed costs and fees paid.

Section 4.5. CALCULATIONS TO BE MADE BY THIRD PARTY CONSULTANT. All calculations under this Agreement shall be made annually by an independent third party consultant (the "Third Party Consultant") selected and appointed each year by the District.

Section 4.6. DATA FOR CALCULATIONS. The calculations for payments under this Agreement shall be initially based upon the valuations placed upon all taxable property in the District, including the Applicant's Qualified Property by the Ector County Appraisal District in its annual certified appraisal roll submitted to the District pursuant to TEXAS TAX CODE § 26.01 on or about July 25 of each year of this Agreement. Immediately upon receipt of the valuation information by the District, the District shall submit the valuation information to the Third Party Consultant selected under Section 4.5. The certified appraisal roll data shall form the basis of the calculation of any and all amounts due under this Agreement. All other data utilized by the Third Party Consultant to make the calculations contemplated by this Agreement shall be based upon the best

available current estimates. The data utilized by the Third Party Consultant shall be adjusted from time-to-time by the Third Party Consultant to reflect actual amounts, subsequent adjustments by the Ector County Appraisal District to the District's certified appraisal roll, or any other changes in student counts, tax collections, or other applicable data.

Section 4.7. DELIVERY OF CALCULATIONS. On or before November 1 of each year for which this Agreement is effective, the Third Party Consultant appointed pursuant to Section 4.5 shall forward to the Parties a certification containing the calculations required under Articles IV, V and VI of this Agreement in sufficient detail to allow the Parties to understand the manner in which the calculations were made. The Third Party Consultant shall simultaneously submit his, her or its invoice for fees for services rendered to the Parties, if any fees are being claimed. Upon reasonable prior notice, the employees and agents of the Applicant shall have access, at all reasonable times, to the Third Party Consultant's offices, personnel, books, records, and correspondence pertaining to the calculation and fee for the purpose of verification. The Third Party Consultant shall maintain supporting data consistent with generally accepted accounting practices, and the employees and agents of the Applicant shall have the right to reproduce and retain for purpose of audit, any of these documents. The Third Party Consultant shall preserve all documents pertaining to the calculation and fee for a period of four (4) years after payment. The Applicant shall not be liable for any of Third Party Consultant's costs resulting from a review or audit of the Third Party Consultant's books, records, correspondence, or work papers pertaining to the calculations contemplated by this Agreement or the fee paid by the Applicant to the Third Party Consultant pursuant to Section 4.8, if such fee is timely paid.

Section 4.8. PAYMENT BY APPLICANT. The Applicant shall pay any amount determined by the Third Party Consultant to be due and owing to the District under this Agreement on or before the January 31 next following the tax levy for each year for which this Agreement is effective. By such date, the Applicant shall also pay any amount billed by the Third Party Consultant for all calculations under this Agreement under Section 4.7, above, plus any unpaid amount due and owing under Section 4.4, or incurred by the District to its attorneys, auditors or financial consultants for the preparation and filing of any financial reports, disclosures, or tax credit or other reimbursement application filed with or sent to the State of Texas which are, or may be, required under the terms or because of the execution of this Agreement. Notwithstanding the foregoing, for no Tax Year during the term of this Agreement shall the Applicant be responsible for the payment of an aggregate amount of fees and expenses to the Third Party Consultant under this Section 4.8 and Section 4.7, above, in excess of Fifteen Thousand Dollars ($15,000.00). Payment for all amounts due and owing not made on or before the January 31 or any amount invoiced by or on behalf of the District and not paid within 30 days from the due date shall be considered delinquent. For delinquent payments, the Applicant shall be subject to penalty and interest in accordance with the methodology set forth in Chapter 33 of the TEXAS TAX CODE. Penalties on said amounts shall be calculated in accordance with Section 33.01(a) of the Texas Tax Code, or its successor statute. Interest on said amounts shall be calculated in accordance with the methodology set forth in Section 33.01(c) of the Texas Tax Code, or its successor statute.

Section 4.9. RESOLUTION OF DISPUTES. Should the Applicant disagree with the certification containing the calculations prepared and delivered pursuant to Section 4.7, the Applicant may appeal the findings, in writing, to the Third Party Consultant within fifteen (15) District business days following the later of (i) receipt of the certification, or (ii) the date the Applicant is granted access to the books, records, and other information in accordance with Section 4.7 for purposes of auditing or reviewing the information in connection with the certification. Within ten (10) District business days of receipt of the Applicant's appeal, the Third Party Consultant will issue, in writing, a final determination of the certification containing the calculations. Thereafter, the Applicant may appeal the final determination of the certification containing the calculations to the District's Board of Trustees. Any such appeal by the Applicant of the final determination of the Third Party Consultant may be made, in writing, to the District's Board of Trustees within fifteen (15) District business days of the Applicant's receipt of the Third Party Consultant's final determination of the certification containing the calculations in accordance with District Policy GF (LOCAL). Applicant shall timely make all payments as required by this Agreement. Applicant's obligation under Section 4.8 to make any payments to the District pursuant to Consultant's final determination shall not abate during any appeal of Consultant's final determination under this Section 4.9.

Section 4.10. EFFECT OF PROPERTY VALUE APPEAL OR OTHER ADJUSTMENT. If at the time the Third Party Consultant selected and appointed under Section 4.5 makes its calculations under this Agreement, the Applicant has appealed any matter relating to the valuations placed by the Appraisal District on the Applicant's Qualified Property, and such appeal remains unresolved, the Third Party Consultant shall base its calculations upon the values placed upon the Applicant's Qualified Property by the Appraisal District. If as a result of an appeal or for any other reason the Taxable Value of the Applicant's Qualified Property is changed, once the determination of the new Taxable Value becomes final, the Parties shall immediately notify the Third Party Consultant who shall immediately issue new calculations required by this Agreement for the applicable year or years using the new Taxable Value. Upon completion of the new calculations, the Third Party Consultant shall transmit the new calculations to the Parties. In the event the new calculations result in a change of any amount paid or payable by the Applicant under this Agreement, the Party owing funds to the other Party shall pay any amounts owed within thirty (30) days of receipt of the new calculations from the Third Party Consultant.

Section 4.11. CUMULATIVE PAYMENT LIMITATION. Notwithstanding anything contained in this Agreement to the contrary, in no event shall the Cumulative Payments calculated for a Tax Year of this Agreement during the period from the second Tax Year of the Tax Limitation Period (Tax Year 2026) and ending with and including the Tax Year 2035, which is the first Tax Year following the end of the Tax Limitation Period, exceed an amount equal to One Hundred Percent (100%) of the Applicant's Cumulative Unadjusted Tax Benefit for such Tax Year. For each Tax Year of this Agreement, amounts otherwise due and owing by the Applicant to the District which, by virtue of the application of the payment limitation set forth in this Section 4.11, are not payable to the District for such Tax Year, shall be carried forward from year-to-year into subsequent Tax Years during the term of this Agreement, but shall be subject, in each subsequent Tax Year, to the limit set forth in this Section 4.11. Any of the Cumulative Payments which cannot be paid to the District

prior to the end of the third Tax Year following the end of the Tax Limitation Period (*i.e.,* the Tax Year 2035) because such payment would exceed the Applicant's Cumulative Unadjusted Tax Benefit under this Agreement will be deemed to have been cancelled by operation of law, and the Applicant shall have no further obligation with respect thereto.

ARTICLE V
PAYMENT OF EXTRAORDINARY EDUCATION RELATED EXPENSES

Section 5.1. EXTRAORDINARY EXPENSES. In addition to the amounts determined pursuant to Article IV or Article VI of this Agreement, Applicant on an annual basis shall also indemnify and reimburse District for the following:

> All non-reimbursed costs, certified by District's external auditor to have been incurred by District for extraordinary education-related expenses related to the project proposed by the Applicant that are not directly funded in state aid formulas, including, without limitation, expenses for the purchase or lease of portable classrooms and the hiring of additional personnel to accommodate a temporary increase in student enrollment attributable to the Project.

Section 5.2. PAYMENTS. Payments of amounts due under this Article shall be made as set forth in Section 4.8 above.

ARTICLE VI
SUPPLEMENTAL PAYMENTS

Section 6.1. SUPPLEMENTAL PAYMENTS. Applicant shall make Supplemental Payments to the District, as set out in this Article VI. The Supplemental Payments made to the District are in addition to any payments the District is entitled to receive under Articles IV and V. The Supplemental Payments to the District shall not exceed the Supplemental Payment Limitation set out in Section 6.2 below, starting with the first complete or partial year of the Qualifying Time Period, and continuing through the 3rd year following the end of the Tax Limitation Period.

Section 6.1(a) ANNUAL CALCULATION OF APPLICANT'S STIPULATED SUPPLEMENTAL PAYMENT AMOUNT—SUBJECT TO AGGREGATE LIMIT. For any Tax Year during the term of this Agreement, the District shall be entitled to receive Supplemental Payments that do not exceed the lesser of:

A. the "Applicant's Stipulated Supplemental Payment Amount," as such term is defined in Section 1.2. for such Tax Year; or,

B. the "Aggregate Limit," as such term is defined in Section 1.2, for such Tax Year.

Section 6.1(b) ANNUAL CALCULATION OF APPLICANT'S STIPULATED SUPPLEMENTAL PAYMENT AMOUNT. The Parties agree that for each Tax Year of this Agreement, beginning with

the first complete or partial year of the Qualifying Time Period, which commences under this Agreement as provided in Section 2.3.C.i, the Applicant's Stipulated Supplemental Payment Amount, described in Section 6.1(b), will annually be calculated based upon the then most current estimate of tax savings to the Applicant, which will be made, based upon assumptions of student counts, tax collections, and other applicable data, in accordance with the following formula:

Taxable Value of the Applicant's Qualified Property for such Tax Year had this Agreement not been entered into by the Parties (i.e., the Taxable Value of the Applicant's Qualified Property-used for the District's interest and sinking fund tax purposes for such Tax Year, or school taxes due to any other governmental entity, including the State of Texas, for such Tax Year);

Minus

The Taxable Value of the Applicant's Qualified Property for such Tax Year after giving effect to this Agreement (i.e., the Taxable Value of the Applicant's Qualified Property used for the District's maintenance and operations tax purposes for such Tax Year, or school taxes due to any other governmental entity, including the State of Texas, for such Tax Year);

Multiplied by

The District's maintenance and operations tax rate for such Tax Year, or the applicable school tax rate of any other governmental entity, including the State of Texas, for such Tax Year;

Minus

Any amounts previously paid to the District under Articles IV and V with respect to such Tax Year:

Multiplied by

The number 0.25;

Minus

Any amounts previously paid to the District under this Article VI with respect to such Tax Year.

In the event that there are changes in the data upon which the calculations set forth herein are made, the Third-Party Consultant described in Section 4.5, above shall adjust the Applicant's Stipulated Supplemental Payment Amount calculation to reflect such changes in the data.

Section 6.1(c) CALCULATION OF ANNUAL SUPPLEMENTAL PAYMENTS TO THE DISTRICT AND APPLICATION OF AGGREGATE LIMIT. For each Tax Year of this Agreement beginning with the first complete or partial year of Tax Year that includes the date on which the Qualifying Time

Period commences under this Agreement as provided in Section 2.3.C.i, and ending on December 31st of the third Tax Year following the end of the Tax Limitation Period, the District shall not be entitled to receive Supplemental Payments, computed under Sections 6.1 and 6.2, that exceed the Aggregate Limit.

If, for any Tax Year during the term of this Agreement, the amount of the Applicant's Stipulated Supplemental Payment Amount, calculated under Sections 6.1 and 6.2 for such Tax Year exceeds the Aggregate Limit for such Tax Year, the difference between the Applicant's Stipulated Supplemental Payment Amount so calculated and the Aggregate Limit for such Tax Year shall be carried forward from year-to-year into subsequent Tax Years during the term of this Agreement, and to the extent not limited by the Aggregate Limit in any subsequent Tax Year during the term of this Agreement, shall be paid to the District. If there are changes in Chapter 313 of the Texas Tax Code that increase or decrease the limit on the amount of the Supplemental Payments that may be made to or on behalf of the District by the Applicant under this Article VI, any higher or lower amount of Supplemental Payments that first became due hereunder prior to the effective date of any such statutory change will not be adjusted.

Any of the Applicant's Stipulated Supplemental Payment Amounts which cannot be paid to the District prior to the end of the third Tax Year following the end of the Tax Limitation Period because such payment would exceed the Aggregate Limit, will be deemed to have been cancelled by operation of law, and the Applicant shall have no further obligation with respect thereto.

Section 6.1(d) CALCULATION OF SUPPLEMENTAL PAYMENTS TO THE DISTRICT.

A. All calculations required by this Article VI, including but not limited to: (i) the calculation of the Applicant's Stipulated Supplemental Payment Amount; (ii) the determination of both the Annual Limit and the Aggregate Limit; (iii) the effect, if any, of the Aggregate Limit upon the actual amount of Supplemental Payments eligible to be paid to the District by the Applicant, and (iv) the carry forward and accumulation of any of the Applicant's Stipulated Supplemental Payment Amounts unpaid by the Applicant due to the Aggregate Limit in previous years, shall be calculated by the Third Party Consultant selected and appointed pursuant to Section 4.5.

B. The calculations made by the Third-Party Consultant shall be made at the same time and on the same schedule as the calculations made pursuant to Section 4.7.

C. The payment of all amounts due under this Article VI shall be made as set forth in Section 4.8.

Section 6.2. SUPPLEMENTAL PAYMENT LIMITATION. Notwithstanding the foregoing:

A. The total of the Supplemental Payments made pursuant to this Article shall not exceed for any calendar year of this Agreement an amount equal to the greater of One Hundred Dollars ($100.00) per student per year in Average Daily Attendance, as defined by Section 48.005 of the TEXAS EDUCATION CODE, or Fifty Thousand Dollars ($50,000.00) per year times the number of

years beginning with the first complete or partial year of the Qualifying Time Period identified in Section 2.3.C.i. and ending with the year for which the Supplemental Payment is being calculated minus all Supplemental Payments previously made by the Applicant.

B. Supplemental Payments may only be made during the period starting with the first year of the Qualifying Time Period and ending December 31 of the third year following the end of the Tax Limitation Period.

C. The limitation in Section 6.2.A does not apply to amounts described by Section 313.027(f)(1)–(2) of the TEXAS TAX CODE as implemented in Articles IV and V of this Agreement.

D. For purposes of this Agreement, the calculation of the limit of the annual Supplemental Payment shall be the greater of (i) $50,000 or (ii) $100 multiplied by the District's Average Daily Attendance as calculated pursuant to Section 48.005 of the TEXAS EDUCATION CODE, based upon the District's 2019-20 Average Daily Attendance of 29,754, rounded to the whole number.

Section 6.3. ANNUAL LIMITATION. Notwithstanding anything contained in this Agreement to the contrary, and with respect to each Tax Year of the Tax Limitation Period beginning with the second Tax Year of the Tax Limitation Period, in no event shall (i) the sum of the maintenance and operations ad valorem taxes paid by the Applicant to the District for such Tax Year, plus the sum of all payments otherwise due from the Applicant to the District under Articles IV, V, and VI of this Agreement with respect to such Tax Year, exceed (ii) the amount of the maintenance and operations ad valorem taxes that the Applicant would have paid to the District for such Tax Year (determined by using the District's actual maintenance and operations tax rate for such Tax Year) if the Parties had not entered into this Agreement. The calculation and comparison of the amounts described in clauses (i) and (ii) of the preceding sentence shall be included in all calculations made pursuant to Article IV of this Agreement, and in the event the sum of the amounts described in said clause (i) exceeds the amount described in said clause (ii), then such excess amount of payments otherwise due from the Applicant to the District under Articles IV, V, and VI shall be deferred and carried forward from year to year, and to the extent not limited by this Sections 4.11 and 6.3 in any subsequent Tax Year during the term of this Agreement, shall be paid to the District. Subject to the requirements of Section 7.1, any such deferred and carried forward excess which cannot be paid to the District on or before the Final Termination Date of this Agreement will be deemed to have been cancelled by operation of law, and the Applicant shall have no further obligation with respect thereto.

Section 6.4. OPTION TO TERMINATE AGREEMENT. In the event any payment otherwise due from the Applicant to the District under Article IV, Article V, or Article VI of this Agreement with respect to a Tax Year is subject to a deferral in accordance with the provisions of Section 6.3, then the Applicant shall have the option to terminate this Agreement. The Applicant may exercise such option to terminate this Agreement by notifying the District of its election in writing not later than the July 31 of the year following the Tax Year with respect to which a deferral under Section 6.3 is applicable. Any termination of this Agreement under the foregoing provisions of this Section 6.4 shall be effective immediately prior to the second Tax Year next following the Tax Year in

which the deferral giving rise to the option occurred. Additionally, in the event that prior to the beginning of the Tax Limitation Period, the Applicant determines that it will not commence or complete construction of the Applicant's Qualified Investment, the Applicant shall have the option, prior to the beginning of the Tax Limitation Period, to terminate this Agreement by notifying the District in writing of its exercise of such option. Any termination of this Agreement under the immediately preceding sentence shall be effective immediately upon giving such written notice to the District.

ARTICLE VII
ANNUAL LIMITATION OF PAYMENTS BY APPLICANT

Section 7.1. EFFECT OF OPTIONAL TERMINATION. Upon the exercise of the option to terminate, pursuant to Section 6.3 regarding the annual limitation of payments and Section 6.4 regarding the option to terminate, this Agreement shall terminate and be of no further force or effect; provided, however, that:

A. the Parties respective rights and obligations under this Agreement with respect to the Tax Year or Tax Years (as the case may be) through and including the Tax Year during which such notification is delivered to the District, shall not be impaired or modified as a result of such termination and shall survive such termination unless and until satisfied and discharged; and

B. the provisions of this Agreement regarding payments (including liquidated damages and tax payments), records and dispute resolution shall survive the termination or expiration of this Agreement.

ARTICLE VIII
ADDITIONAL OBLIGATIONS OF APPLICANT

Section 8.1. APPLICANT'S OBLIGATION TO MAINTAIN VIABLE PRESENCE. In order to receive and maintain the limitation authorized by Section 2.4 in addition to the other obligations required by this Agreement, the Applicant shall Maintain Viable Presence in the District commencing at the start of the Tax Limitation Period through the Final Termination Date of this Agreement. Notwithstanding anything contained in this Agreement to the contrary, the Applicant shall not be in breach of, and shall not be subject to any liability for failure to Maintain Viable Presence to the extent such failure is caused by Force Majeure, provided the Applicant makes commercially reasonable efforts to remedy the cause of such Force Majeure.

Section 8.2. REPORTS. In order to receive and maintain the limitation authorized by Section 2.4 in addition to the other obligations required by this Agreement, the Applicant shall submit all reports required from time to time by the Comptroller, listed in 34 TEXAS ADMIN. CODE Section 9.1052 and as currently located on the Comptroller's website, including all data elements required by such form to the satisfaction of the Comptroller on the dates indicated on the form or the Comptroller's website and starting on the first such due date after the Application Approval Date.

Section 8.3. COMPTROLLER'S REPORT ON CHAPTER 313 AGREEMENTS. During the term of this Agreement, both Parties shall provide the Comptroller with all information reasonably necessary for the Comptroller to assess performance under this Agreement for the purpose of issuing the Comptroller's report, as required by Section 313.032 of the TEXAS TAX CODE.

Section 8.4. DATA REQUESTS. Upon the written request of the District, the State Auditor's Office, the Appraisal District, or the Comptroller during the term of this Agreement, the Applicant, the District or any other entity on behalf of the District shall provide the requesting party with all information reasonably necessary for the requesting party to determine whether the Applicant is in compliance with its rights, obligations, or responsibilities, including, but not limited to, any employment obligations which may arise under this Agreement.

Section 8.5. SITE VISITS AND RECORD REVIEW. The Applicant shall allow authorized employees of the District, the Comptroller, the Appraisal District, and the State Auditor's Office to have reasonable access to the Applicant's Qualified Property and business records from the Application Review Start Date through the Final Termination Date, in order to inspect the project to determine compliance with the terms hereof or as necessary to properly appraise the Taxable Value of the Applicant's Qualified Property.

A. All inspections will be made at a mutually agreeable time after the giving of not less than ninety-six (96) hours prior written notice, and will be conducted in such a manner so as not to unreasonably interfere with either the construction or operation of the Applicant's Qualified Property.

B. All inspections may be accompanied by one or more representatives of the Applicant, and shall be conducted in accordance with the Applicant's safety, security, and operational standards. Notwithstanding the foregoing, nothing contained in this Agreement shall require the Applicant to provide the District, the Comptroller, or the Appraisal District with any technical or business information that is proprietary, a trade secret, or is subject to a confidentiality agreement with any third party.

Section 8.6. RIGHT TO AUDIT; SUPPORTING DOCUMENTS; AUTHORITY OF STATE AUDITOR. By executing this Agreement, implementing the authority of, and accepting the benefits provided by Chapter 313 of the TEXAS TAX CODE, the Parties agree that this Agreement and their performance pursuant to its terms are subject to review and audit by the State Auditor as if they are parties to a State contract and subject to the provisions of Section 2262.154 of the TEXAS GOVERNMENT CODE and Section 313.010(a) of the TEXAS TAX CODE. The Parties further agree to comply with the following requirements:

A. The District and the Applicant shall maintain and retain supporting documents adequate to ensure that claims for the Tax Limitation Amount are in accordance with applicable Comptroller and State of Texas requirements. The Applicant and the District shall maintain all such documents and other records relating to this Agreement and the State's property for a period of four (4) years after the latest occurring date of:

i. date of submission of the final payment;
ii. Final Termination Date; or
iii. date of resolution of all disputes or payment.

B. During the time period defined under Section 8.6.A, the District and the Applicant shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all information related to this Agreement; the Applicant's Application; and the Applicant's Qualified Property, Qualified Investment, New Qualifying Jobs, and wages paid for New Non-Qualifying Jobs such as work papers, reports, books, data, files, software, records, calculations, spreadsheets and other supporting documents pertaining to this Agreement, for purposes of inspecting, monitoring, auditing, or evaluating by the Comptroller, State Auditor's Office, State of Texas or their authorized representatives. The Applicant and the District shall cooperate with auditors and other authorized Comptroller and State of Texas representatives and shall provide them with prompt access to all of such property as requested by the Comptroller or the State of Texas. By example and not as an exclusion to other breaches or failures, the Applicant's or the District's failure to comply with this Section shall constitute a Material Breach of this Agreement.

C. In addition to and without limitation on the other audit provisions of this Agreement, the acceptance of tax benefits or funds by the Applicant or the District or any other entity or person directly under this Agreement acts as acceptance of the authority of the State Auditor, under the direction of the legislative audit committee, to conduct an audit or investigation in connection with those funds. Under the direction of the legislative audit committee, the Applicant or the District or other entity that is the subject of an audit or investigation by the State Auditor must provide the State Auditor with access to any information the State Auditor considers relevant to the investigation or audit. The Parties agree that this Agreement shall for its duration be subject to all rules and procedures of the State Auditor acting under the direction of the legislative audit committee.

D. The Applicant shall include the requirements of this Section 8.6 in its subcontract with any entity whose employees or subcontractors are subject to wage requirements under the Act, the Comptroller's Rules, or this Agreement, or any entity whose employees or subcontractors are included in the Applicant's compliance with job creation or wage standard requirement of the Act, the Comptroller's Rules, or this Agreement.

Section 8.7. FALSE STATEMENTS; BREACH OF REPRESENTATIONS. The Parties acknowledge that this Agreement has been negotiated, and is being executed, in reliance upon the information contained in the Application, and any supplements or amendments thereto, without which the Comptroller would not have approved this Agreement and the District would not have executed this Agreement. By signature to this Agreement, the Applicant:

A. represents and warrants that all information, facts, and representations contained in the Application are true and correct to the best of its knowledge;

B. agrees and acknowledges that the Application and all related attachments and schedules

are included by reference in this Agreement as if fully set forth herein; and

C. acknowledges that if the Applicant submitted its Application with a false statement, signs this Agreement with a false statement, or submits a report with a false statement, or it is subsequently determined that the Applicant has violated any of the representations, warranties, guarantees, certifications, or affirmations included in the Application or this Agreement, the Applicant shall have materially breached this Agreement and the Agreement shall be invalid and void except for the enforcement of the provisions required by Section 9.2 of this Agreement.

ARTICLE IX
MATERIAL BREACH OR EARLY TERMINATION

Section 9.1. EVENTS CONSTITUTING MATERIAL BREACH OF AGREEMENT. The Applicant shall be in Material Breach of this Agreement if it commits one or more of the following acts or omissions (each a "Material Breach"):

A. The Application, any Application Supplement, or any Application Amendment on which this Agreement is approved is determined to be inaccurate as to any material representation, information, or fact or is not complete as to any material fact or representation or such application;

B. The Applicant failed to complete Qualified Investment as required by Section 2.5.A. of this Agreement during the Qualifying Time Period;

C. The Applicant failed to create and maintain the number of New Qualifying Jobs required by the Act;

D. The Applicant failed to create and maintain the number of New Qualifying Jobs specified in Schedule C of the Application;

E. The Applicant failed to pay at least the average weekly wage of all jobs in the county in which the jobs are located for all New Non-Qualifying Jobs created by the Applicant;

F. The Applicant failed to provide payments to the District sufficient to protect future District revenues through payment of revenue offsets and other mechanisms as more fully described in Article IV of this Agreement;

G. The Applicant failed to provide the payments to the District that protect the District from the payment of extraordinary education-related expenses related to the project to the extent and in the amounts that the Applicant agreed to provide such payments in Article V of this Agreement;

H. The Applicant failed to provide the Supplemental Payments to the extent and in the amounts that the Applicant agreed to provide such Supplemental Payments in Article VI of this Agreement;

I. The Applicant failed to create and Maintain Viable Presence on or with the Qualified Property as more fully specified in Article VIII of this Agreement;

J. The Applicant failed to submit the reports required to be submitted by Section 8.2 to the satisfaction of the Comptroller;

K. The Applicant failed to provide the District or the Comptroller with all information reasonably necessary for the District or the Comptroller to determine whether the Applicant is in compliance with its obligations, including, but not limited to, any employment obligations which may arise under this Agreement;

L. The Applicant failed to allow authorized employees of the District, the Comptroller, the Appraisal District, or the State Auditor's Office to have access to the Applicant's Qualified Property or business records in order to inspect the project to determine compliance with the terms hereof or as necessary to properly appraise the Taxable Value of the Applicant's Qualified Property under Sections 8.5 and 8.6;

M. The Applicant failed to comply with a request by the State Auditor's office to review and audit the Applicant's compliance with this Agreement;

N. The Applicant has made any payments to the District or to any other person or persons in any form for the payment or transfer of money or any other thing of value in recognition of, anticipation of, or consideration for this Agreement for limitation on Appraised Value made pursuant to Chapter 313 of the TEXAS TAX CODE, in excess of the amounts set forth in Articles IV, V and VI of this Agreement;

O. The Applicant failed to comply with the conditions included in the certificate for limitation issued by the Comptroller.

Section 9.2. DETERMINATION OF BREACH AND TERMINATION OF AGREEMENT.

A. Prior to making a determination that the Applicant has failed to comply in any material respect with the terms of this Agreement or to meet any material obligation under this Agreement, the District shall provide the Applicant with a written notice of the facts which it believes have caused the breach of this Agreement, and if cure is possible, the cure proposed by the District. After receipt of the notice, the Applicant shall be given ninety (90) days to present any facts or arguments to the Board of Trustees showing that it is not in breach of its obligations under this Agreement, or that it has cured or undertaken to cure any such breach.

B. If the Board of Trustees is not satisfied with such response or that such breach has been cured, then the Board of Trustees shall, after reasonable notice to the Applicant, conduct a hearing called and held for the purpose of determining whether such breach has occurred and, if so, whether such breach has been cured. At any such hearing, the Applicant shall have the opportunity, together

with their counsel, to be heard before the Board of Trustees. At the hearing, the Board of Trustees shall make findings as to:

i. whether or not a breach of this Agreement has occurred;
ii. whether or not such breach is a Material Breach;
iii. the date such breach occurred, if any;
iv. whether or not any such breach has been cured; and,

C. In the event that the Board of Trustees determines that such a breach has occurred and has not been cured, it shall at that time determine:

i. the amount of recapture taxes under Section 9.4.C (net of all credits under Section 9.4.C);
ii. the amount of any penalty or interest under Section 9.4.E that are owed to the District; and
iii. in the event of a finding of a Material Breach, whether to terminate this Agreement.

D. After making its determination regarding any alleged breach, the Board of Trustees shall cause the Applicant to be notified in writing of its determination (a "Determination of Breach and Notice of Contract Termination") and provide a copy to the Comptroller.

Section 9.3. DISPUTE RESOLUTION.

A. After receipt of notice of the Board of Trustee's Determination of Breach and Notice of Contract Termination under Section 9.2, the Applicant shall have thirty (30) days in which either to tender payment or evidence of its efforts to cure, or to initiate mediation of the dispute by written notice to the District, in which case the District and the Applicant shall be required to make a good faith effort to resolve, without resort to litigation and within thirty (30) days after the Applicant initiates mediation, such dispute through mediation with a mutually agreeable mediator and at a mutually convenient time and place for the mediation. If the Parties are unable to agree on a mediator, a mediator shall be selected by the senior state district court judge then presiding in Ector County, Texas. The Parties agree to sign a document that provides the mediator and the mediation will be governed by the provisions of Chapter 154 of the TEXAS CIVIL PRACTICE AND REMEDIES CODE and such other rules as the mediator shall prescribe. With respect to such mediation, (i) the District shall bear one-half of such mediator's fees and expenses and the Applicant shall bear one-half of such mediator's fees and expenses, and (ii) otherwise each Party shall bear all of its costs and expenses (including attorneys' fees) incurred in connection with such mediation.

B. In the event that any mediation is not successful in resolving the dispute or that payment is not received within the time period described for mediation in Section 9.3.A, either the District or the Applicant may seek a judicial declaration of their respective rights and duties under this Agreement or otherwise, in a judicial proceeding in a state district court in Ector County, assert any rights or defenses, or seek any remedy in law or in equity, against the other Party with respect to any claim relating to any breach, default, or nonperformance of any contract, agreement or undertaking made by a Party pursuant to this Agreement.

C. If payments become due under this Agreement and are not received before the expiration of the thirty (30) days provided for such payment in Section 9.3.A, and if the Applicant has not contested such payment calculations under the procedures set forth herein, including judicial proceedings, the District shall have the remedies for the collection of the amounts determined under Section 9.4 as are set forth in Chapter 33, Subchapters B and C, of the TEXAS TAX CODE for the collection of delinquent taxes. In the event that the District successfully prosecutes legal proceedings under this section, the Applicant shall also be responsible for the payment of attorney's fees to the attorneys representing the District pursuant to Section 6.30 of the TEXAS TAX CODE and a tax lien shall attach to the Applicant's Qualified Property and the Applicant's Qualified Investment pursuant to Section 33.07 of the TEXAS TAX CODE to secure payment of such fees.

Section 9.4. CONSEQUENCES OF EARLY TERMINATION OR OTHER BREACH BY APPLICANT.

A. In the event that the Applicant terminates this Agreement without the consent of the District, except as provided in Section 6.4 and 7.1 of this Agreement, the Applicant shall pay to the District liquidated damages for such failure within thirty (30) days after receipt of the notice of breach.

B. In the event that the District determines that the Applicant has failed to comply in any material respect with the terms of this Agreement or to meet any material obligation under this Agreement, the Applicant shall pay to the District liquidated damages, as calculated by Section 9.4.C, prior to, and the District may terminate the Agreement effective on the later of: (i) the expiration of the thirty (30) days provided for in Section 9.3.A, and (ii) thirty (30) days after any mediation and judicial proceedings initiated pursuant to Sections 9.3.A and 9.3.B are resolved in favor of the District.

C. The sum of liquidated damages due and payable shall be the sum total of the District ad valorem taxes for all of the Tax Years for which a tax limitation was granted pursuant to this Agreement prior to the year in which the default occurs that otherwise would have been due and payable by the Applicant to the District without the benefit of this Agreement, including penalty and interest, as calculated in accordance with Section 9.4.E. For purposes of this liquidated damages calculation, the Applicant shall be entitled to a credit for all payments made to the District pursuant to Articles IV, V, and VI. Upon payment of such liquidated damages, the Applicant's obligations under this Agreement shall be deemed fully satisfied, and such payment shall constitute the District's sole remedy.

D. In the event that the District determines that the Applicant has committed a Material Breach identified in Section 9.1, after the notice and mediation periods provided by Sections 9.2 and 9.3, then the District may, in addition to the payment of liquidated damages required pursuant to Section 9.4.C, terminate this Agreement.

E. In determining the amount of penalty or interest, or both, due in the event of a breach of this Agreement, the District shall first determine the base amount of recaptured taxes less all credits under Section 9.4.C owed for each Tax Year during the Tax Limitation Period. The District shall calculate penalty or interest for each Tax Year during the Tax Limitation Period in accordance with the methodology set forth in Chapter 33 of the TEXAS TAX CODE, as if the base amount calculated for such Tax Year less all credits under Section 9.4.C had become due and payable on February 1 of the calendar year following such Tax Year. Penalties on said amounts shall be calculated in accordance with the methodology set forth in Section 33.01(a) of the TEXAS TAX CODE, or its successor statute. Interest on said amounts shall be calculated in accordance with the methodology set forth in Section 33.01(c) of the TEXAS TAX CODE, or its successor statute.

Section 9.5. LIMITATION OF OTHER DAMAGES. Notwithstanding anything contained in this Agreement to the contrary, in the event of default or breach of this Agreement by the Applicant, the District's damages for such a default shall under no circumstances exceed the amounts calculated under Section 9.4. In addition, the District's sole right of equitable relief under this Agreement shall be its right to terminate this Agreement. The Parties further agree that the limitation of damages and remedies set forth in this Section 9.5 shall be the sole and exclusive remedies available to the District, whether at law or under principles of equity.

Section 9.6. STATUTORY PENALTY FOR INADEQUATE QUALIFIED INVESTMENT. Pursuant to Section 313.0275 of the TEXAS TAX CODE, in the event that the Applicant fails to make $100,000,000 of Qualified Investment, in whole or in part, during the Qualifying Time Period, the Applicant is liable to the State for a penalty. The amount of the penalty is the amount determined by: (i) multiplying the maintenance and operations tax rate of the school district for that tax year that the penalty is due by (ii) the amount obtained after subtracting (a) the Tax Limitation Amount identified in Section 2.4.B from (b) the Market Value of the property identified on the Appraisal District's records for the Tax Year the penalty is due. This penalty shall be paid on or before February 1 of the year following the expiration of the Qualifying Time Period and is subject to the delinquent penalty provisions of Section 33.01 of the TEXAS TAX CODE. The Comptroller may grant a waiver of this penalty in the event of Force Majeure which prevents compliance with this provision.

Section 9.7. REMEDY FOR FAILURE TO CREATE AND MAINTAIN REQUIRED NEW QUALIFYING JOBS. Pursuant to Section 313.0276 of the TEXAS TAX CODE, for any full Tax Year that commences after the project has become operational, in the event that it has been determined that the Applicant has failed to meet the job creation or retention requirements defined in Sections 9.1.C, the Applicant shall not be deemed to be in Material Breach of this Agreement until such time as the Comptroller has made a determination to rescind this Agreement under Section 313.0276 of TEXAS TAX CODE, and that determination is final.

Section 9.8. REMEDY FOR FAILURE TO CREATE AND MAINTAIN COMMITTED NEW QUALIFYING JOBS

A. In the event that the Applicant fails to create and maintain the number of New Qualifying Jobs specified in Schedule C of the Application, an event constituting a Material Breach as defined in Section 9.1.D, the Applicant and the District may elect to remedy the Material Breach through a penalty payment.

B. Following the notice and mediation periods provided by Sections 9.2 and 9.3, the District may request the Applicant to make a payment to the State in an amount equal to: (i) multiplying the maintenance and operations tax rate of the school district for that Tax Year that the Material Breach occurs by (ii) the amount obtained after subtracting (a) the Tax Limitation Amount identified in Section 2.4.B from (b) the Market Value of the property identified on the Appraisal District's records for each tax year the Material Breach occurs.

C. In the event that there is no tax limitation in place for the tax year that the Material Breach occurs, the payment to the State shall be in an amount equal to: (i) multiplying the maintenance and operations tax rate of the School District for each tax year that the Material Breach occurs by (ii) the amount obtained after subtracting (a) the Tax Limitation Amount identified in Section 2.4.B from (b) the Market Value of the property identified on the Appraisal District's records for the last Tax Year for which the Applicant received a tax limitation.

D. The penalty shall be paid no later than 30 days after the notice of breach and is subject to the delinquent penalty provisions of Section 33.01 of the TEXAS TAX CODE.

ARTICLE X.
MISCELLANEOUS PROVISIONS

Section 10.1. INFORMATION AND NOTICES.

A. Unless otherwise expressly provided in this Agreement, all notices required or permitted hereunder shall be in writing and deemed sufficiently given for all purposes hereof if (i) delivered in person, by courier (*e.g.*, by Federal Express) or by registered or certified United States Mail to the Party to be notified, with receipt obtained, or (ii) sent by facsimile or email transmission, with notice of receipt obtained, in each case to the appropriate address or number as set forth below. Each notice shall be deemed effective on receipt by the addressee as aforesaid; provided that, notice received by facsimile or email transmission after 5:00 p.m. at the location of the addressee of such notice shall be deemed received on the first business day following the date of such electronic receipt.

B. Notices to the District shall be addressed to the District's Authorized Representative as follows:

To the District:
Ector County Independent School District
Attn: Dr. Scott Muri, Superintendent
(or the successor Superintendent)
802 N. Sam Houston
Odessa, TX 79760
Phone #: (432) 456-9879
Fax #: (432) 456-9878
Email: scott.muri@ectorcountyisd.org

With a copy to:
Underwood Law Firm, P.C.
Attn: Fred Stormer
500 South Taylor, LB 233, Suite 1200
Amarillo, TX 79101
Phone #: (806) 379-0306
Fax #: (806) 379-0316
Email: fred.stormer@uwlaw.com

And:
Culwell Consulting, LLC
Attn: Chris Grammer
1303 Darter Lane
Austin, Texas 78746
Phone #: (512) 914-1328
Email: chris@culwellconsulting.com

C. Notices to the Applicant shall be addressed to its Authorized Representative as follows:

To Applicant:
Derek Willis, Vice President and Secretary
1PointFive P1, LLC
5 Greenway Plaza, Suite 110
Houston, TX 77046
Phone: (713) 497-2556
Email: derek_willis@oxy.com

With a copy to:
Josh Barvin, Business Development Manager
1PointFive P1, LLC
5 Greenway Plaza, Suite 110
Houston, TX 77046
Phone: (713) 840-30007
Email: josh_barvin@oxy.com

or at such other address or to such other facsimile transmission number and to the attention of such other person as a Party may designate by written notice to the other.

D. A copy of any notice delivered to the Applicant shall also be delivered to any lender for which the Applicant has provided the District notice of collateral assignment information pursuant to Section 10.3.C, below.

Section 10.2. AMENDMENTS TO APPLICATION AND AGREEMENT; WAIVERS.

A. This Agreement may not be modified or amended except by an instrument or instruments in writing signed by all of the Parties and after completing the requirements of Section 10.2.B. Waiver of any term, condition, or provision of this Agreement by any Party shall only be effective if in writing and shall not be construed as a waiver of any subsequent breach of, or failure

to comply with, the same term, condition, or provision, or a waiver of any other term, condition, or provision of this Agreement.

B. By official action of the District's Board of Trustees, the Application and this Agreement may only be amended according to the following:

i. The Applicant shall submit to the District and the Comptroller:
   a. a written request to amend the Application and this Agreement, which shall specify the changes the Applicant requests;
   b. any changes to the information that was provided in the Application that was approved by the District and considered by the Comptroller;
   c. and any additional information requested by the District or the Comptroller necessary to evaluate the amendment or modification;

ii. The Comptroller shall review the request and any additional information for compliance with the Act and the Comptroller's Rules and provide a revised Comptroller certificate for a limitation within 90 days of receiving the revised Application and, if the request to amend the Application has not been approved by the Comptroller by the end of the 90-day period, the request is denied; and

iii. If the Comptroller has not denied the request, the District's Board of Trustees shall approve or disapprove the request before the expiration of 150 days after the request is filed.

C. Any amendment of the Application and this Agreement adding additional or replacement Qualified Property pursuant to this Section 10.2 of this Agreement shall:

i. require that all property added by amendment be eligible property as defined by Section 313.024 of the TEXAS TAX CODE;

ii. clearly identify the property, investment, and employment information added by amendment from the property, investment, and employment information in the original Agreement; and

D. The Application and this Agreement may not be amended to extend the value limitation time period beyond its ten-year statutory term.

E. The Comptroller determination made under Section 313.026(c)(2) of the TEXAS TAX CODE in the original certificate for a limitation satisfies the requirement of the Comptroller to make the same determination for any amendment of the Application and this Agreement, provided that the facts upon which the original determination was made have not changed.

Section 10.3. ASSIGNMENT.

A. Any assignment of any rights, benefits, obligations, or interests of the Parties in this Agreement, other than a collateral assignment purely for the benefit of creditors of the project, is considered an amendment to the Agreement and such Party may only assign such rights, benefits, obligations, or interests of this Agreement after complying with the provisions of Section 10.2 regarding amendments to the Agreement. Other than a collateral assignment to a creditor, this

Agreement may only be assigned to an entity that is eligible to apply for and execute an agreement for limitation on appraised value pursuant to the provisions of Chapter 313 of the TEXAS TAX CODE and the Comptroller's Rules.

B. In the event of a merger or consolidation of the District with another school district or other governmental authority, this Agreement shall be binding on the successor school district or other governmental authority.

C. In the event of an assignment to a creditor, the Applicant must notify the District and the Comptroller in writing no later than 30 days after the assignment. This Agreement shall be binding on the assignee.

Section 10.4. MERGER. This Agreement contains all of the terms and conditions of the understanding of the Parties relating to the subject matter hereof. All prior negotiations, discussions, correspondence, and preliminary understandings between the Parties and others relating hereto are superseded by this Agreement.

Section 10.5. GOVERNING LAW. This Agreement and the transactions contemplated hereby shall be governed by and interpreted in accordance with the laws of the State of Texas without giving effect to principles thereof relating to conflicts of law or rules that would direct the application of the laws of another jurisdiction. Venue in any legal proceeding shall be in a state district court in Ector County, Texas.

Section 10.6. AUTHORITY TO EXECUTE AGREEMENT. Each of the Parties represents and warrants that its undersigned representative has been expressly authorized to execute this Agreement for and on behalf of such Party.

Section 10.7. SEVERABILITY. If any term, provision or condition of this Agreement, or any application thereof, is held invalid, illegal, or unenforceable in any respect under any Law (as hereinafter defined), this Agreement shall be reformed to the extent necessary to conform, in each case consistent with the intention of the Parties, to such Law, and to the extent such term, provision, or condition cannot be so reformed, then such term, provision, or condition (or such invalid, illegal or unenforceable application thereof) shall be deemed deleted from (or prohibited under) this Agreement, as the case may be, and the validity, legality, and enforceability of the remaining terms, provisions, and conditions contained herein (and any other application such term, provision, or condition) shall not in any way be affected or impaired thereby. Upon such determination that any term or other provision is invalid, illegal, or incapable of being enforced, the Parties hereto shall negotiate in good faith to modify this Agreement in an acceptable manner so as to effect the original intent of the Parties as closely as possible so that the transactions contemplated hereby are fulfilled to the extent possible. As used in this Section 10.7, the term "Law" shall mean any applicable statute, law (including common law), ordinance, regulation, rule, ruling, order, writ, injunction, decree, or other official act of or by any federal, state or local government, governmental department, commission, board, bureau, agency, regulatory authority,

instrumentality, or judicial or administrative body having jurisdiction over the matter or matters in question.

Section 10.8. PAYMENT OF EXPENSES. Except as otherwise expressly provided in this Agreement, or as covered by the application fee, each of the Parties shall pay its own costs and expenses relating to this Agreement, including, but not limited to, its costs and expenses of the negotiations leading up to this Agreement, and of its performance and compliance with this Agreement.

Section 10.9. INTERPRETATION.

A. When a reference is made in this Agreement to a Section, Article, or Exhibit, such reference shall be to a Section or Article of, or Exhibit to, this Agreement unless otherwise indicated. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

B. The words "include," "includes," and "including" when used in this Agreement shall be deemed in such case to be followed by the phrase ", but not limited to,". Words used in this Agreement, regardless of the number or gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context shall require.

C. The provisions of the Act and the Comptroller's Rules are incorporated by reference as if fully set forth in this Agreement. In the event of a conflict, the conflict will be resolved by reference to the following order of precedence:

i. The Act;
ii. The Comptroller's Rules as they exist at the time the Agreement is executed, except as allowed in the definition of Qualified Property in Section 1.1; and
iii. This Agreement and its Attachments including the Application as incorporated by reference.

Section 10.10. EXECUTION OF COUNTERPARTS. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute but one and the same instrument, which may be sufficiently evidenced by one counterpart.

Section 10.11. PUBLICATION OF DOCUMENTS. The Parties acknowledge that the District is required to publish the Application and its required schedules, or any amendment thereto; all economic analyses of the proposed project submitted to the District; and the approved and executed copy of this Agreement or any amendment thereto, as follows:

A. Within seven (7) days of receipt of such document, the District shall submit a copy to the Comptroller for publication on the Comptroller's Internet website;

B. The District shall provide on its website a link to the location of those documents posted on the Comptroller's website;

C. This Section does not require the publication of information that is confidential under Section 313.028 of the TEXAS TAX CODE.

Section 10.12. CONTROL; OWNERSHIP; LEGAL PROCEEDINGS. The Applicant shall immediately notify the District and the Comptroller's office in writing of any actual or anticipated change in the control or ownership of the Applicant and of any legal or administrative investigations or proceedings initiated against the Applicant related to the project regardless of the jurisdiction from which such proceedings originate.

Section 10.13. DUTY TO DISCLOSE. If circumstances change or additional information is obtained regarding any of the representations and warranties made by the Applicant in the Application or this Agreement, or any other disclosure requirements, subsequent to the date of this Agreement, the Applicant's duty to disclose continues throughout the term of this Agreement.

Section 10.14. CONFLICTS OF INTEREST.

A. The District represents that, after diligent inquiry, each local public official or local government officer, as those terms are defined in Chapters 171 and 176 of the TEXAS LOCAL GOVERNMENT CODE, has disclosed any conflicts of interest in obtaining or performing this Agreement and related activities, appropriately recused from any decisions relating to this Agreement when a disclosure has been made, and the performance of this Agreement will not create any appearance of impropriety. The District represents that it, the District's local public officials or local government officer, as those terms are defined in Chapters 171 and 176 of the TEXAS LOCAL GOVERNMENT CODE, have not given, nor intend to give, at any time hereafter, any future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant, employee, or representative of the other Party or the State of Texas in connection with this Agreement.

B. The Applicant represents that, after diligent inquiry, each of its agents, as defined in Chapter 176 of the TEXAS LOCAL GOVERNMENT CODE, involved in the representation of the Applicant with the District has complied with the provisions of Chapter 176 of the TEXAS LOCAL GOVERNMENT CODE. The Applicant represents that it and its agents, as defined in Chapter 176 of the TEXAS LOCAL GOVERNMENT CODE, have not given, nor intend to give, at any time hereafter, any future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant, employee, or representative of the other Party or the State of Texas in connection with this Agreement.

C. The District and the Applicant each separately agree to notify the other Party and the Comptroller immediately upon learning of any conflicts of interest.

Section 10.15. PROVISIONS SURVIVING EXPIRATION OR TERMINATION. Notwithstanding the expiration or termination (by agreement, breach, or operation of time) of this Agreement, the provisions of this Agreement regarding payments (including liquidated damages and tax payments), reports, records, and dispute resolution of the Agreement shall survive the termination or expiration dates of this Agreement until the following occurs:

A. all payments, including liquidated damage and tax payments, have been made;

B. all reports have been submitted;

C. all records have been maintained in accordance with Section 8.6.A; and

D. all disputes in controversy have been resolved.

Section 10.16. FACSIMILE OR ELECTRONIC DELIVERY.

A. This Agreement may be duly executed and delivered in person, by mail, or by facsimile or other electronic format (including portable document format (pdf) transmitted by e-mail). The executing Party must promptly deliver a complete, executed original or counterpart of this Agreement to the other executing Parties. This Agreement shall be binding on and enforceable against the executing Party whether or not it delivers such original or counterpart.

B. Delivery is deemed complete as follows:
   i. When delivered if delivered personally or sent by express courier service;
   ii. Three (3) business days after the date of mailing if sent by registered or certified U.S. mail, postage prepaid, with return receipt requested;
   iii. When transmitted if sent by facsimile, provided a confirmation of transmission is produced by the sending machine; or
   iv. When the recipient, by an e-mail sent to the e-mail address for the executing Parties acknowledges having received that e-mail (an automatic "read receipt" does not constitute acknowledgment of an e-mail for delivery purposes).

[*signatures follow on next page*]

IN WITNESS WHEREOF, this Agreement has been executed by the Parties in multiple originals on this _____ day of _____, 2021.

1POINTFIVE P1, LLC

BY:_____

NAME:_____

TITLE:_____

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BY:_____

NAME:_____

TITLE:_____

ATTEST:

BY:_____

NAME:_____

TITLE:_____

EXHIBIT 1

DESCRIPTION AND LOCATION OF ENTERPRISE OR REINVESTMENT ZONE

Ector County is a designated enterprise zone, based on poverty level. See link to Enterprise Zone Finder on this page https://gov.texas.gov/business/page/texas-enterprise-zone-program and map below.

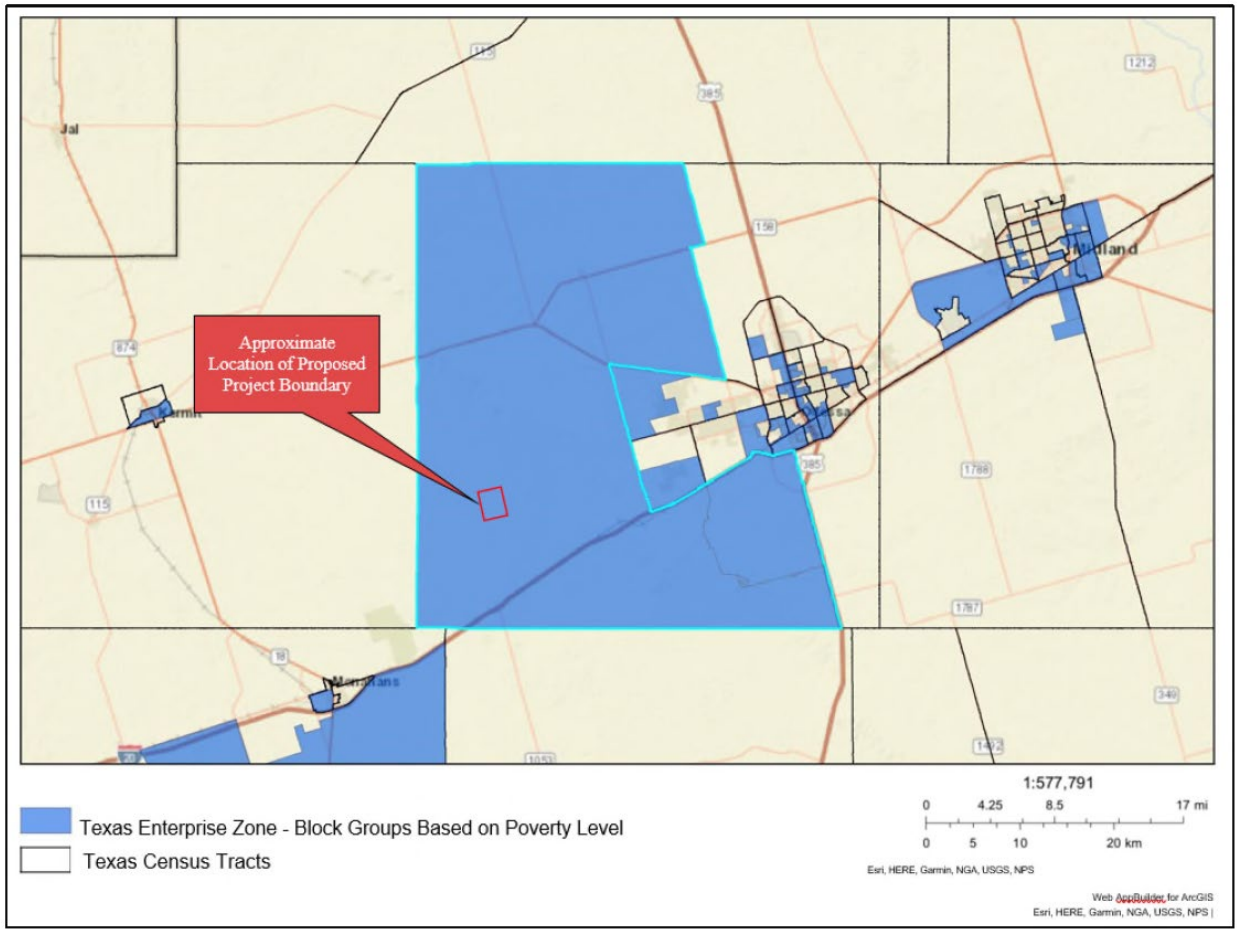


EXHIBIT 2

DESCRIPTION AND LOCATION OF LAND

All Qualified Property owned by the Applicant is located within the boundaries of the project area, Ector County Independent School District, Ector County and the Enterprise Zone, as depicted in **EXHIBITS 1, 3** and **4**.

EXHIBIT 3

APPLICANT'S QUALIFIED INVESTMENT

1PointFive's DAC facility, the largest of its kind in the world, would be capable of removing approximately 500 kilotons of atmospheric CO_2 per year. The Project would be constructed on approximately 1,600 acres at a site known as the Shoe Bar Ranch in Ector County and would be located entirely within the boundaries of Ector County Independent School District.

There are four major process components associated with the Project:

- Air Contactor
- Pellet Reactor
- Pellet Calciner
- Slaker/Hydrator

Eligible ancillary and necessary equipment would include the following:

- Pellet Separator and Washing
- Pellet Dryer
- CO2 Purifier and Compressor
- Cooling System
- Compressors
- Evaporators
- Pumps
- Electrical and Instrumentation Controls
- New Piping
- Water Treatment Facility
- Operations, Maintenance, Measurement, and Monitoring Buildings

Additional equipment and components would be defined during detail design and procured by the EPCM contractor.

The construction of the plant would include site preparation and earthworks, installation of foundations and supports, fabrication of major equipment and transportation to site, integration of modules and interconnecting works (i.e. piping, electrical, controls), erection of buildings and support infrastructure, utility interconnections, commissioning and start-up, production ramp-up, and handover to operations.

MAP OF QUALIFIED INVESTMENT

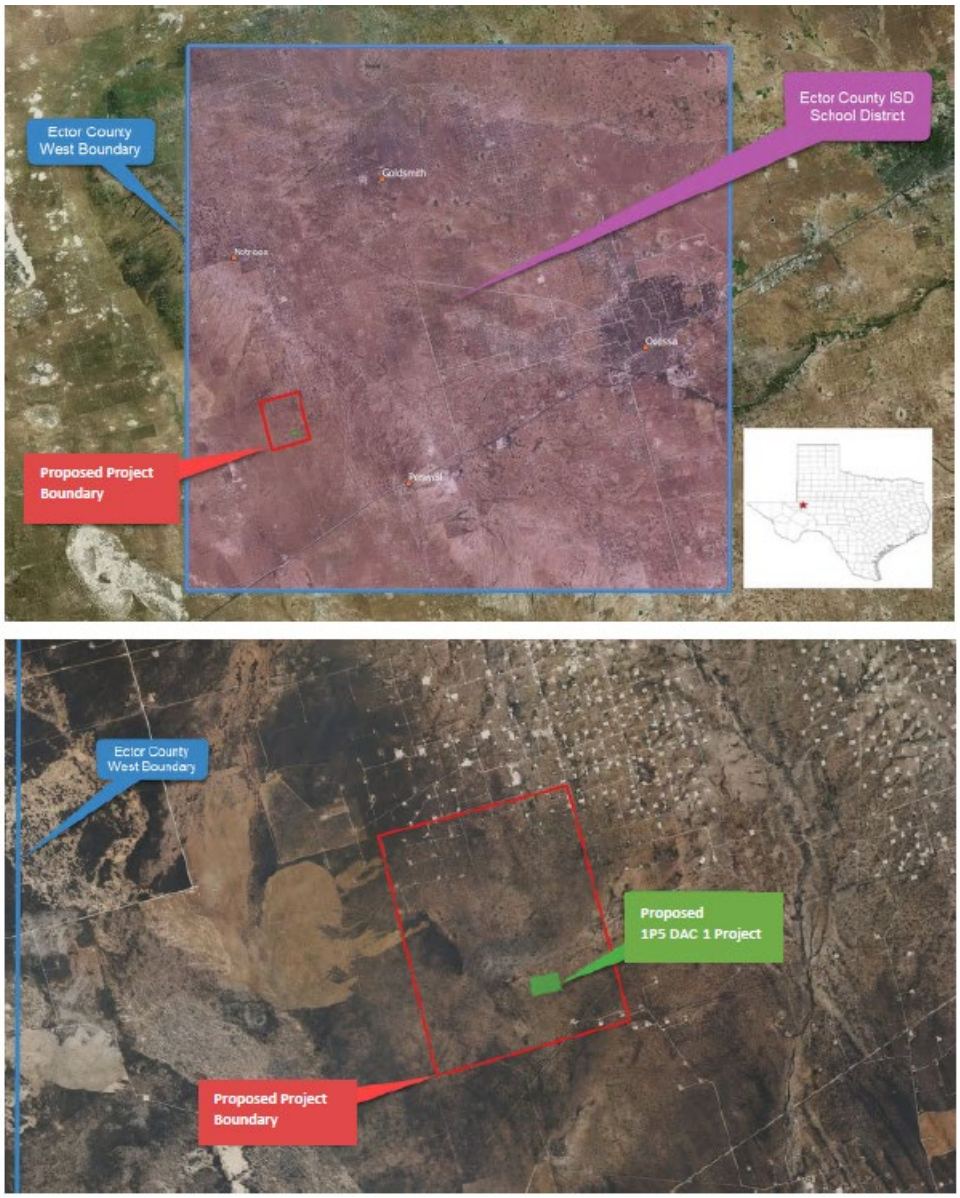


EXHIBIT 4

DESCRIPTION AND LOCATION OF QUALIFIED PROPERTY

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MAP OF QUALIFIED PROPERTY

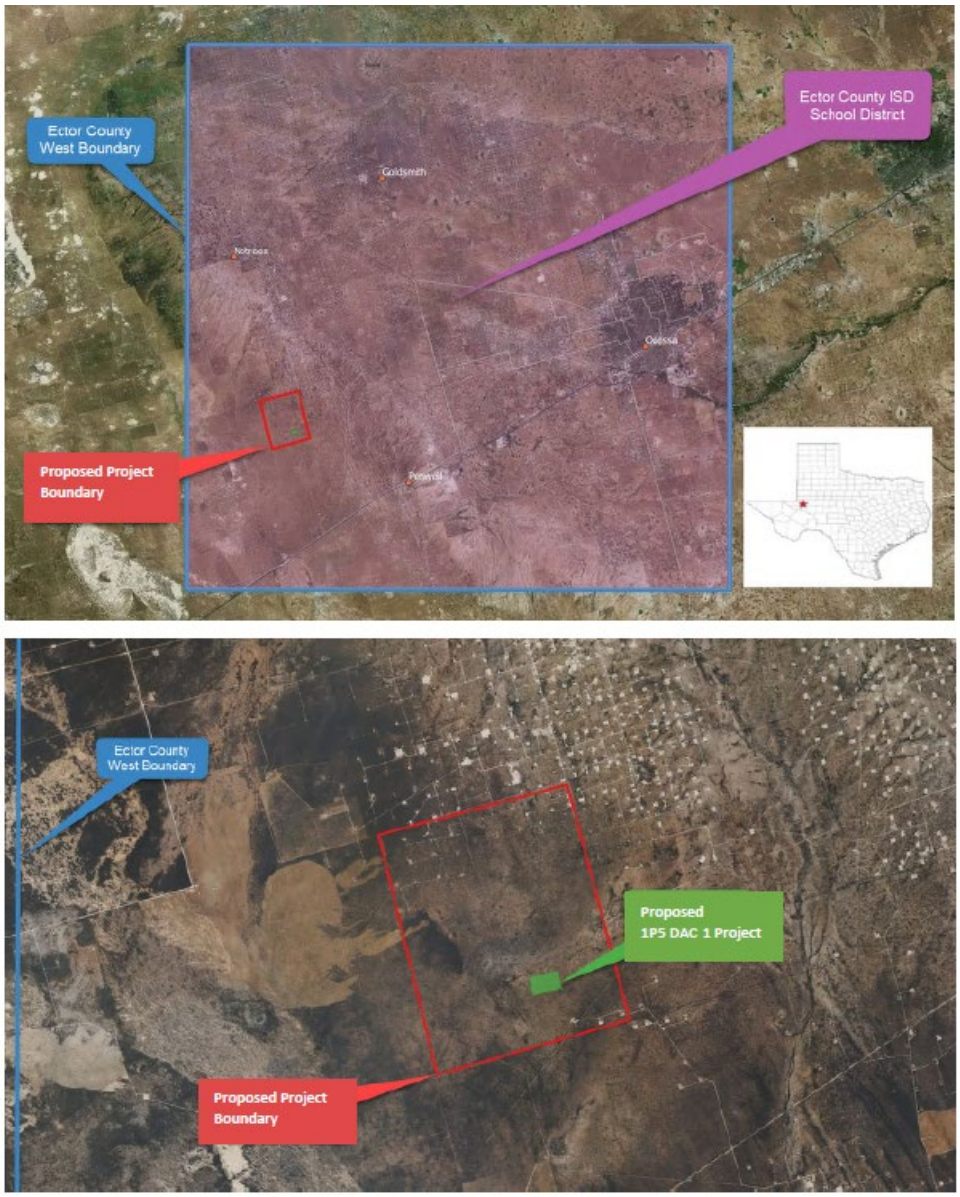


EXHIBIT 5
AGREEMENT SCHEDULE

	Year of Agreement	Date of Appraisal	School Year	Tax Year	Summary Description
Limitation Pre-Years	0	January 1, 2021	2021-22	2021	QTP Pre Year
	QTP 1	January 1, 2022	2022-23	2022	QTP year 1, begins January 1, 2022
	QTP 2	January 1, 2023	2023-24	2023	QTP year 2, ends December 31, 2023
	Gap Year	January 1, 2024	2024-25	2024	No appraisal limitation
Limitation Period (10 Years)	1	January 1, 2025	2025-26	2025	$100 million appraisal limitation
	2	January 1, 2026	2026-27	2026	$100 million appraisal limitation
	3	January 1, 2027	2027-28	2027	$100 million appraisal limitation
	4	January 1, 2028	2028-29	2028	$100 million appraisal limitation
	5	January 1, 2029	2029-30	2029	$100 million appraisal limitation
	6	January 1, 2030	2030-31	2030	$100 million appraisal limitation
	7	January 1, 2031	2031-32	2031	$100 million appraisal limitation
	8	January 1, 2032	2032-33	2032	$100 million appraisal limitation
	9	January 1, 2033	2033-34	2033	$100 million appraisal limitation
	10	January 1, 2034	2034-35	2034	$100 million appraisal limitation
Maintain a Viable Presence (5 Years)	11	January 1, 2035	2035-36	2035	No appraisal limitation; must maintain a viable presence
	12	January 1, 2036	2036-37	2036	No appraisal limitation; must maintain a viable presence
	13	January 1, 2037	2037-38	2037	No appraisal limitation; must maintain a viable presence
	14	January 1, 2038	2038-39	2038	No appraisal limitation; must maintain a viable presence
	15	January 1, 2039	2039-40	2039	No appraisal limitation; must maintain a viable presence

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION TO ACCEPT FOR CONSIDERATION AN APPLICATION FOR AN APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY FROM GCC PERMIAN, LLC, ASSESS A PROJECT APPLICATION FEE, AUTHORIZE THE SUPERINTENDENT TO REVIEW THE APPLICATION FOR COMPLETENESS, SUBMIT SUCH APPLICATION TO THE COMPTROLLER AND TAKE OTHER ACTION INCIDENT THERETO**

DATE: September 21, 2021

We are requesting consideration and acceptance of the Chapter 313 Property Tax Valuation Limitation application. Acceptance of the application does not bind the district into entering a contract with the applicant, but provides us the option to consider the application and potential future contract for a Chapter 313 agreement for property value limitation and revenue.

****

Administrative Recommendation:

Approval to accept an Application for an Appraised Value Limitation on Qualified Property from GCC Permian, LLC, assess a Project Application Fee, authorize the Superintendent to review the Application for completeness, submit such Application to the Comptroller and take other action incident thereto.

TAB 1

Pages 1 through 9 of application

Application for Appraised Value Limitation on Qualified Property

(Tax Code, Chapter 313, Subchapter B or C)

INSTRUCTIONS: This application must be completed and filed with the school district. In order for an application to be processed, the governing body (school board) must elect to consider an application, but — by Comptroller rule — the school board may elect to consider the application only after the school district has received a completed application. Texas Tax Code, Section 313.025 requires that any completed application and any supplemental materials received by the school district must be forwarded within seven days to the Texas Comptroller of Public Accounts.

If the school board elects to consider the application, the school district must:

- notify the Comptroller that the school board has elected to consider the application. This notice must include:
  - the date on which the school district received the application;
  - the date the school district determined that the application was complete;
  - the date the school board decided to consider the application; and
  - a request that the Comptroller prepare an economic impact analysis of the application;
- provide a copy of the notice to the appraisal district;
- must complete the sections of the application reserved for the school district and provide information required in the Comptroller rules located at 34 Texas Administrative Code (TAC) Section 9.1054; and
- forward the completed application to the Comptroller, separating each section of the documents. See 34 TAC Chapter 9, Subchapter F.

The governing body may, at its discretion, allow the applicant to supplement or amend the application after the filing date, subject to the restrictions in 34 TAC Chapter 9, Subchapter F.

When the Comptroller receives the notice and required information from the school district, and has determined that all assertions of confidentiality are appropriate, the Comptroller will publish all submitted non-confidential application materials on its website. The Comptroller is authorized to treat some application information as confidential and withhold it from publication on the Internet. To do so, however, the information must be segregated and comply with the other requirements set out in the Comptroller's rules. For more information, see guidelines on Comptroller's website.

The Comptroller will independently determine whether the application has been completed according to the Comptroller's rules (34 TAC Chapter 9, Subchapter F). If the Comptroller finds the application is not complete, the Comptroller will request additional materials from the school district. Pursuant to 9.1053(a)(1)(C), requested information shall be provided within 20 days of the date of the request. When the Comptroller determines that the application is complete, it will send the school district a notice indicating so. The Comptroller will determine the eligibility of the project and issue a certificate for a limitation on appraised value to the school board regarding the application by the 90th day after the Comptroller receives a complete application—as determined by the Comptroller.

The school board must approve or disapprove the application not later than the 150th day after the application review start date (the date the application is finally determined to be complete by the Comptroller), unless an extension is granted. The Comptroller and school district are authorized to request additional information from the applicant that is reasonably necessary to issue a certificate, complete the economic impact evaluation or consider the application at any time during the application review period.

Please visit the Comptroller's website to find out more about the program at comptroller.texas.gov/economy/local/ch313/. There are links to the Chapter 313 statute, rules, guidelines and forms. Information about minimum limitation values for particular districts and wage standards may also be found at that site.

SECTION 1: School District Information

1. Authorized School District Representative

September 21, 2021
Date Application Received by District

Dr. Scott
First Name

Muri
Last Name

Superintendent
Title

Ector County Independent School District
School District Name

802 North Sam Houston, Odessa, TX 79761
Street Address

P.O. Box 3912
Mailing Address

Odessa
City

TX
State

79760-3912
ZIP

432-456-0000
Phone Number

N/A
Fax Number

N/A
Mobile Number (optional)

Scott.Muri@ectorcountyisd.org
Email Address

2. Does the district authorize the consultant to provide and obtain information related to this application? . . . . . ☑ Yes ☐ No

SECTION 1: School District Information *(continued)*

3. Authorized School District Consultant *(If Applicable)*

First Name	Last Name
Fred	Stormer

Title: Shareholder

Firm Name: Underwood Law Firm, P.C.

Phone Number	Fax Number
806-379-0306	N/A

Mobile Number *(optional)*	Email Address
N/A	fred.stormer@uwlaw.com

4. On what date did the district determine this application complete? . . . . . _____

SECTION 2: Applicant Information

1. Authorized Company Representative *(Applicant)*

First Name	Last Name
Luis Carlos	Arias

Title	Organization
Chief Financial Officer	GCC Permian, LLC

Street Address: Calle Vicente Suarez y Sexta, Zona Industrial Nombre de Dios

Mailing Address: Calle Vicente Suarez y Sexta, Zona Industrial Nombre de Dios

City	State	ZIP
Chihuahua	Mexico	31105

Phone Number	Fax Number
52 (614) 442-3100	N/A

Mobile Number *(optional)*	Business Email Address
N/A	larias@gcc.com

2. Will a company official other than the authorized company representative be responsible for responding to future information requests? . . . . . ☑ Yes ☐ No

2a. If yes, please fill out contact information for that person.

First Name	Last Name
Carlos	Lopez

Title	Organization
Controller	GCC Permian, LLC

Street Address: 600 South Cherry Street, Suite 1000

Mailing Address: 600 South Cherry Street, Suite 1000

City	State	ZIP
Glendale	CO	80246

Phone Number	Fax Number
303-739-5981	N/A

Mobile Number *(optional)*	Business Email Address
N/A	clopezpe@gcc.com

3. Does the applicant authorize the consultant to provide and obtain information related to this application? . . . . . ☑ Yes ☐ No

SECTION 2: Applicant Information *(continued)*

4. Authorized Company Consultant *(If Applicable)*

Brandon
First Name

Westlake
Last Name

Partner
Title

Cummings Westlake LLC
Firm Name

713-266-4456
Phone Number

N/A
Fax Number

bwestlake@cwlp.net
Business Email Address

SECTION 3: Fees and Payments

1. Has an application fee been paid to the school district? ☑ Yes ☐ No

The total fee shall be paid at the same time the application is submitted to the school district. Any fees not accompanying the original application shall be considered supplemental payments.

1a. If yes, include all transaction information below. Include proof of application fee paid to the school district in **Tab 2**. Any confidential banking information provided will not be publicly posted.

$75,000
Payment Amount

Check
Transaction Type

GCC Permian, LLC
Payor

Ector County ISD
Payee

September 9, 2021
Date transaction was processed

For the purpose of questions 2 and 3, "payments to the school district" include any and all payments or transfers of things of value made to the school district or to any person or persons in any form if such payment or transfer of thing of value being provided is in recognition of, anticipation of, or consideration for the agreement for limitation on appraised value.

2. Will any "payments to the school district" that you may make in order to receive a property tax value limitation agreement result in payments that are not in compliance with Tax Code §313.027(i)? ☐ Yes ☑ No ☐ N/A

3. If "payments to the school district" will only be determined by a formula or methodology without a specific amount being specified, could such method result in "payments to the school district" that are not in compliance with Tax Code §313.027(i)? ☐ Yes ☑ No ☐ N/A

SECTION 4: Business Applicant Information

1. What is the legal name of the applicant under which this application is made? GCC Permian, LLC
2. Texas Taxpayer I.D. number of entity subject to Tax Code, Chapter 171 *(11 digits)* 32061586312
3. Parent Company Name GCC of America, Inc.
4. Parent Company Tax ID 18504299126
5. NAICS code 327300
6. Is the applicant a party to any other pending or active Chapter 313 agreements? ☐ Yes ☑ No

6a. If yes, please list application number, name of school district and year of agreement

SECTION 5: Applicant Business Structure

1. Business Organization of Applicant *(corporation, limited liability corporation, etc)* Limited Liability Company
2. Is applicant a combined group, or comprised of members of a combined group, as defined by Tax Code §171.0001(7)? ☐ Yes ☑ No

2a. If yes, attach in **Tab 3** a copy of the most recently submitted Texas Comptroller Franchise Tax Form No. 05-165, No. 05-166, or any other documentation from the Franchise Tax Division to demonstrate the applicant's combined group membership and contact information.

SECTION 5: Applicant Business Structure *(continued)*

2b. Texas Franchise Tax Reporting Entity Taxpayer Name

GCC Permian, LLC

2c. Reporting Entity Taxpayer Number

32061586312

3. Is the applicant current on all tax payments due to the State of Texas? ☑ Yes ☐ No

4. Are all applicant members of the combined group current on all tax payments due to the State of Texas? ☐ Yes ☐ No ☑ N/A

SECTION 6: Eligibility Under Tax Code Chapter 313.024

1. Are you an entity subject to the tax under Tax Code, Chapter 171? ☑ Yes ☐ No
2. The property will be used for one of the following activities:
   - (1) manufacturing ☑ Yes ☐ No
   - (2) research and development ☐ Yes ☑ No
   - (3) a clean coal project, as defined by Section 5.001, Water Code ☐ Yes ☑ No
   - (4) an advanced clean energy project, as defined by Section 382.003, Health and Safety Code ☐ Yes ☑ No
   - (5) renewable energy electric generation ☐ Yes ☑ No
   - (6) electric power generation using integrated gasification combined cycle technology ☐ Yes ☑ No
   - (7) nuclear electric power generation ☐ Yes ☑ No
   - (8) a computer center that is used as an integral part or as a necessary auxiliary part for the activity conducted by applicant in one or more activities described by Subdivisions (1) through (7) ☐ Yes ☑ No
   - (9) a Texas Priority Project, as defined by 313.024(e)(7) and TAC 9.1051* ☐ Yes ☑ No
3. Are you requesting that any of the land be classified as qualified investment? ☐ Yes ☑ No
4. Will any of the proposed qualified investment be leased under a capitalized lease? ☐ Yes ☑ No
5. Will any of the proposed qualified investment be leased under an operating lease? ☐ Yes ☑ No
6. Are you including property that is owned by a person other than the applicant? ☐ Yes ☑ No
7. Will any property be pooled or proposed to be pooled with property owned by the applicant in determining the amount of your qualified investment? ☐ Yes ☑ No

***Note**: Applicants requesting eligibility under this category should note that there are additional application and reporting data submission requirements.

SECTION 7: Project Description

1. In **Tab 4**, attach a detailed description of the scope of the proposed project, including, at a minimum, the type and planned use of real and tangible personal property, the nature of the business, a timeline for property construction or installation, and any other relevant information. If the project is an amendment or a reapplication please specify and provide details regarding the original project.
2. Check the project characteristics that apply to the proposed project:
   - ☐ Land has no existing improvements
   - ☑ Land has existing improvements *(complete Section 13)*
   - ☐ Expansion of existing operation on the land *(complete Section 13)*
   - ☐ Relocation within Texas

SECTION 8: Limitation as Determining Factor

1.	Does the applicant currently own the land on which the proposed project will occur?	☑ Yes	☐ No
2.	Has the applicant entered into any agreements, contracts or letters of intent related to the proposed project?	☐ Yes	☑ No
3.	Does the applicant have current business activities at the location where the proposed project will occur?	☑ Yes	☐ No
4.	Has the applicant made public statements in SEC filings or other documents regarding its intentions regarding the proposed project location?	☐ Yes	☑ No
5.	Has the applicant received any local or state permits for activities on the proposed project site?	☐ Yes	☑ No
6.	Has the applicant received commitments for state or local incentives for activities at the proposed project site?	☐ Yes	☑ No
7.	Is the applicant evaluating other locations not in Texas for the proposed project?	☑ Yes	☐ No
8.	Has the applicant provided capital investment or return on investment information for the proposed project in comparison with other alternative investment opportunities?	☐ Yes	☑ No
9.	Has the applicant provided information related to the applicant's inputs, transportation and markets for the proposed project?	☐ Yes	☑ No
10.	Are you submitting information to assist in the determination as to whether the limitation on appraised value is a determining factor in the applicant's decision to invest capital and construct the project in Texas?	☑ Yes	☐ No

Chapter 313.026(e) states "the applicant may submit information to the Comptroller that would provide a basis for an affirmative determination under Subsection (c)(2)." If you answered "yes" to any of the questions in Section 8, attach supporting information in Tab 5.

SECTION 9: Projected Timeline

NOTE: Only construction beginning after the application review start date (the date the Texas Comptroller of Public Accounts deems the application complete) can be considered qualified property and/or qualified investment.

1. Estimated school board ratification of final agreement: February 2022
2. Estimated commencement of construction: June 2022
3. Beginning of qualifying time period (MM/DD/YYYY): January 1, 2023
4. First year of limitation (YYYY): January 1, 2025

4a. For the beginning of the limitation period, notate which **one of the following** will apply according to provision of 313.027(a-1)(2):

☐ A. January 1 following the application date ☑ B. January 1 following the end of QTP

☐ C. January 1 following the commencement of commercial operations

5. Commencement of commercial operations: September 2024

SECTION 10: The Property

1. County or counties in which the proposed project will be located: Ector County
2. Central Appraisal District (CAD) that will be responsible for appraising the property: Ector CAD
3. Will this CAD be acting on behalf of another CAD to appraise this property? ☐ Yes ☑ No
4. List all taxing entities that have jurisdiction for the property, the portion of project within each entity and tax rates for each entity:

M&O (ISD):	Ector County ISD; 100%; $1.0547 *(Name, tax rate and percent of project)*	I&S (ISD):	Ector County ISD; 100%; $0.12322 *(Name, tax rate and percent of project)*
County:	Ector County; 100%; $0.3650 *(Name, tax rate and percent of project)*	City:	N/A *(Name, tax rate and percent of project)*
Hospital District:	Ector County Hosp. Dist; 100%; $0.1500 *(Name, tax rate and percent of project)*	Water District:	N/A *(Name, tax rate and percent of project)*
Other *(describe)*:	Odessa College; 100%; $0.1890 *(Name, tax rate and percent of project)*	Other *(describe)*:	N/A *(Name, tax rate and percent of project)*

SECTION 10: The Property *(continued)*

5. List all state and local incentives as an annual percentage. Include the estimated start and end year of the incentive:

County: N/A *(Incentive type, percentage, start and end year)*

City: N/A *(Incentive type, percentage, start and end year)*

Hospital District: N/A *(Incentive type, percentage, start and end year)*

Water District: N/A *(Incentive type, percentage, start and end yeart)*

Other *(describe)*: N/A *(Incentive type, percentage, start and end year)*

Other *(describe)*: N/A *(Incentive type, percentage, start and end year)*

6. Is the project located entirely within the ISD listed in Section 1? . . . . . ☑ Yes ☐ No

   6a. If no, attach in **Tab 6** maps of the entire project (depicting all other relevant school districts) and additional information on the project scope and size. Please note that only the qualified property within the ISD listed in Section 1 is eligible for the limitation from this application. Please verify that all information in **Tabs 7** and **8**, Section 11, 12 and 13, and map project boundaries pertain to only the property within the ISD listed in Section 1.

7. Did you receive a determination from the Texas Economic Development and Tourism Office that this proposed project and at least one other project seeking a limitation agreement constitute a single unified project (SUP), as allowed in §313.024(d-2)? . . . . . ☐ Yes ☑ No

   7a. If yes, attach in **Tab 6** supporting documentation from the Office of the Governor.

SECTION 11: Texas Tax Code 313.021(1) Qualified Investment

NOTE: The minimum amount of qualified investment required to qualify for an appraised value limitation and the minimum amount of appraised value limitation vary depending on whether the school district is classified as Subchapter B or Subchapter C, and the taxable value of the property within the school district. For assistance in determining estimates of these minimums, access the Comptroller's website at **comptroller.texas.gov/economy/local/ch313/**.

1. At the time of application, what is the estimated minimum qualified investment required for this school district? 100,000,000

2. What is the amount of appraised value limitation for which you are applying? 100,000,000

   Note: The property value limitation amount is based on property values available at the time of application and may change prior to the execution of any final agreement.

3. Does the qualified investment meet the requirements of Tax Code §313.021(1)? . . . . . ☑ Yes ☐ No

4. Attach a description of the qualified investment [See §313.021(1).] The description must include:
   a. a specific and detailed description of the qualified investment you propose to make within the project boundary for which you are requesting an appraised value limitation as defined by Tax Code §313.021 (**Tab 7**);
   b. a description of any new buildings, proposed new improvements or personal property which you intend to include as part of your minimum qualified investment (**Tab 7**); and
   c. a detailed map of the qualified investment showing location of tangible personal property to be placed in service during the qualifying time period and buildings to be constructed during the qualifying time period, with vicinity map (**Tab 11**).

5. Do you intend to make at least the minimum qualified investment required by Tax Code §313.023 (or §313.053 for Subchapter C school districts) for the relevant school district category during the qualifying time period? . . . . . ☑ Yes ☐ No

SECTION 12: Texas Tax Code 313.021(2) Qualified Property

1. Attach a detailed description of the qualified property. [See §313.021(2)] The description must include:
   1a. a specific and detailed description of the qualified property for which you are requesting an appraised value limitation as defined by Tax Code §313.021 (**Tab 8**);
   1b. a description of any new buildings, proposed new improvements or personal property which you intend to include as part of your qualified property (**Tab 8**);
   1c. a map or site plan of the proposed qualified property showing the location of the new buildings or new improvements inside the project area boundaries within a vicinity map that includes school district, county and reinvestment zone boundaries (**Tab 11**); and
   1d. Will any of the proposed qualified property be used to renovate, refurbish, upgrade, maintain, modify, improve, or functionally replace existing buildings or existing improvements inside or outside the project area? . . . . . ☐ Yes ☑ No

   Note: Property used to renovate, refurbish, upgrade, maintain, modify, improve, or functionally replace existing buildings or existing improvements inside or outside the project area cannot be considered qualified property and will not be eligible for a limitation. See TAC §9.1051(16).

SECTION 12: Texas Tax Code 313.021(2) Qualified Property *(continued)*

2. Is the land upon which the new buildings or new improvements will be built part of the qualified property described by §313.021(2)(A)? . . . . . ☐ Yes ☑ No

   2a. If yes, attach complete documentation including:
   - a. legal description of the land (**Tab 9**);
   - b. each existing appraisal parcel number of the land on which the new improvements will be constructed, regardless of whether or not all of the land described in the current parcel will become qualified property (**Tab 9**);
   - c. owner (**Tab 9**);
   - d. the current taxable value of the land, attach estimate if land is part of larger parcel (**Tab 9**); and
   - e. a detailed map showing the location of the land with vicinity map (**Tab 11**).

3. Is the land on which you propose new construction or new improvements currently located in an area designated as a reinvestment zone under Tax Code Chapter 311 or 312 or as an enterprise zone under Government Code Chapter 2303? . . . ☑ Yes ☐ No

   3a. If yes, attach the applicable supporting documentation:
   - a. evidence that the area qualifies as an enterprise zone as defined by the Governor's Office (**Tab 16**);
   - b. legal description of reinvestment zone (**Tab 16**);
   - c. order, resolution or ordinance establishing the reinvestment zone (**Tab 16**);
   - d. guidelines and criteria for creating the zone (**Tab 16**); and
   - e. a map of the reinvestment zone or enterprise zone boundaries with vicinity map (**Tab 11**)

   3b. If no, submit detailed description of proposed reinvestment zone or enterprise zone with a map indicating the boundaries of the zone on which you propose new construction or new improvements to the Comptroller's office within 30 days of the application date.

   What is the anticipated date on which you will submit final proof of a reinvestment zone or enterprise zone? _____

SECTION 13: Information on Property Not Eligible to Become Qualified Property

1. In **Tab 10**, attach a specific and detailed description of all **existing property within the project boundary.** This includes buildings and improvements existing as of the application review start date (the date the application is determined to be complete by the Comptroller). The description must provide sufficient detail to locate all existing property on the land that will be subject to the agreement and distinguish existing property from future proposed property.

2. In **Tab 10**, attach a specific and detailed description of all **proposed new property within the project boundary that will not become new improvements** as defined by TAC 9.1051. This includes proposed property that: functionally replaces existing or demolished/removed property; is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property; or is otherwise ineligible to become qualified property. The description must provide sufficient detail to distinguish existing property (statement 1) and all proposed new property that cannot become qualified property from proposed qualified property that will be subject to the agreement (as described in Section 12 of this application).

3. For the property not eligible to become qualified property within the project boundary in response to statements 1 and 2 of this section, provide the following supporting information in **Tab 10**:
   - a. maps and/or detailed site plan;
   - b. surveys;
   - c. appraisal district values and parcel numbers;
   - d. inventory lists;
   - e. existing and proposed property lists;
   - f. model and serial numbers of existing property; or
   - g. other information of sufficient detail and description.

4. Total estimated market value of existing property within the project boundary (that property described in response to statement 1): . . . . . $ 83,110,194.00

5. In **Tab 10**, include an appraisal value by the CAD of all the buildings and improvements existing as of a date within 15 days of the date the application is received by the school district.

6. Total estimated market value of proposed property not eligible to become qualified property (that property described in response to statement 2): . . . . . $ 0.00

Note: Investment for the property listed in statement 2 may count towards qualified investment in Column C of Schedules A-1 and A-2, if it meets the requirements of 313.021(1). Such property **cannot** become qualified property on Schedule B.

SECTION 14: Wage and Employment Information

1. What is the number of new qualifying jobs you are committing to create? 5
2. What is the number of new non-qualifying jobs you are estimating you will create? (See TAC 9.1051(14)) 0
3. Do you intend to request that the governing body waive the minimum new qualifying job creation requirement, as provided under Tax Code §313.025(f-1)? . . . . . ☑ Yes ☐ No

   3a. If yes, attach evidence of industry standard in **Tab 12** documenting that the new qualifying job creation requirement above exceeds the number of employees necessary for the operation, according to industry standards.

4. Attach in **Tab 13** the four most recent quarters of data for each wage calculation below, including documentation from the Texas Workforce Commission website. The final actual statutory minimum annual wage requirement for the applicant for each qualifying job — which may differ slightly from this estimate — will be based on information available at the time of the application review start date (date of a completed application). See TAC §9.1051(21) and (22). **Note**: If a more recent quarter of information becomes available before the application is deemed complete, updated wage information will be required.

   a. Non-qualified job wages
   - average weekly wage for all jobs (all industries) in the county is . . . . . $ 1,128.25

   b. Qualifying job wage minimum option §313.021(5)(A)
   -110% of the average weekly wage for manufacturing jobs in the county is . . . . . $ 1,536.43

   c. Qualifying job wage minimum option §313.021(5)(B)
   -110% of the average weekly wage for manufacturing jobs in the region is . . . . . $ 993.07

5. Which Tax Code section are you using to estimate the qualifying job wage standard required for this project? . . . . . ☐ §313.021(5)(A) or ☑ §313.021(5)(B)
6. What is the minimum required annual wage for each qualifying job based on the qualified property? . . . . . $ 51,639.50
7. What is the annual wage you are committing to pay for each of the new qualifying jobs you create on the qualified property? . . . . . $ 51,650.00
8. Will the qualifying jobs meet all minimum requirements set out in Tax Code §313.021(3)? . . . . . ☑ Yes ☐ No
9. Do you intend to satisfy the minimum qualifying job requirement through a determination of cumulative economic benefits to the state as provided by §313.021(3)(F)? . . . . . ☐ Yes ☑ No

   9a. If yes, attach in **Tab 13** supporting documentation from the TWC, pursuant to §313.021(3)(F).

10. Do you intend to rely on the project being part of a single unified project, as allowed in §313.024(d-2), in meeting the qualifying job requirements? . . . . . ☐ Yes ☑ No

    10a. If yes, attach in **Tab 6** supporting documentation including a list of qualifying jobs in the other school district(s).

SECTION 15: Economic Impact

1. Complete and attach Schedules A1, A2, B, and C in **Tab 14**. **Note**: Excel spreadsheet versions of schedules are available for download and printing at URL listed below.
2. Attach an Economic Impact Analysis, if supplied by an entity other than the Comptroller's office, in **Tab 15**. *(not required)*
3. If there are any other payments made in the state or economic information that you believe should be included in the economic analysis, attach a separate schedule showing the amount for each year affected, including an explanation, in **Tab 15**.

SECTION 16: Authorized Signatures and Applicant Certification

After the application and schedules are complete, an authorized representative from the school district and the business should review the application documents and complete this authorization page. Attach the completed authorization page in **Tab 17**.

NOTE: If you amend your application, you will need to obtain new signatures and resubmit this page, Section 16, with the amendment request.

1. Authorized School District Representative Signature

I am the authorized representative for the school district to which this application is being submitted. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code.

print here Dr. Scott Muri
Print Name *(Authorized School District Representative)*

Superintendent
Title

sign here
Signature *(Authorized School District Representative)*

Date

2. Authorized Company Representative (Applicant) Signature and Notarization

I am the authorized representative for the business entity for the purpose of filing this application. I understand that this application is a government record as defined in Chapter 37 of the Texas Penal Code. The information contained in this application and schedules is true and correct to the best of my knowledge and belief.

I hereby certify and affirm that the business entity I represent is in good standing under the laws of the state in which the business entity was organized and that no delinquent taxes are owed to the State of Texas.

print here Luis Carlos Arias
Print Name *(Authorized Company Representative (Applicant))*

Chief Financial Officer
Title

sign here
Signature *(Authorized Company Representative (Applicant))*

Date

GIVEN under my hand and seal of office this, the

_____ day of _____, _____

_____
Notary Public in and for the State of Texas

(Notary Seal)

My Commission expires: _____

If you make a false statement on this application, you could be found guilty of a Class A misdemeanor or a state jail felony under Texas Penal Code Section 37.10.

APPLICATION TAB ORDER FOR REQUESTED ATTACHMENTS	
	ATTACHMENT
1	Sections 1-16
2	Proof of Payment of Application Fee
3	Documentation of Combined Group membership under Texas Tax Code 171.0001(7), history of tax default, delinquencies and/or material litigation *(if applicable)*
4	Detailed description of the project
5	Documentation to assist in determining if limitation is a determining factor
6	Description of how project is located in more than one district, including list of percentage in each district and, if determined to be a single unified project, documentation from the Office of the Governor *(if applicable)*
7	Description of Qualified Investment
8	Description of Qualified Property
9	Description of Land
10	Description of all property not eligible to become qualified property *(if applicable)*
11	Maps that clearly show: a) Project boundary and project vicinity, including county and school district boundaries b) Qualified investment including location of tangible personal property to be placed in service during the qualifying time period and buildings to be constructed during the qualifying time period c) Qualified property including location of new buildings or new improvements d) Any existing property within the project area e) Any facilities owned or operated by the applicant having interconnections to the proposed project f) Location of project, and related nearby projects within vicinity map g) Reinvestment or Enterprise Zone within vicinity map, showing the actual or proposed boundaries and size **Note:** Maps should be high resolution files. Include map legends/markers.
12	Request for Waiver of Job Creation Requirement and supporting information *(if applicable)*
13	Calculation of non-qualifying wage target and two possible qualifying job wage requirements with TWC documentation
14	Schedules A1, A2, B, and C completed and signed Economic Impact *(if applicable)*
15	Economic Impact Analysis, other payments made in the state or other economic information *(if applicable)*
16	Description of Reinvestment or Enterprise Zone, including: a) evidence that the area qualifies as an enterprise zone as defined by the Governor's Office b) legal description of reinvestment zone c) order, resolution or ordinance establishing the reinvestment zone d) guidelines and criteria for creating the zone
17	Signature and Certification page, signed and dated by Authorized School District Representative and Authorized Company Representative *(applicant)*

TAB 2

Proof of Payment of Application Fee

Please find on the attached page, copy of the check for the $75,000 application fee to Ector County Independent School District.

GCC Permian, LLC
16501 W Murphy St
Odessa, TX 79760

Check Number 000000194
Check Date 09/09/2021
Stub 1 of 1

Payee: ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT
802 N. SAM HOUSTON
ODESSA TX 79761

Date of Inv	Doc Number	Your Invoice No	Text	Discount	Net Amount
08/19/2021	1900001079	202108-01		0.00	75,000.00
Additional Remarks:			Total		75,000.00

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER

GCC Permian, LLC
16501 W Murphy St
Odessa, TX 79760

JP MORGAN CHASE BANK, N.A
New York, NY

1-2/210

SEVENTY-FIVE THOUSAND**********

PAYEE	CHECK DATE	CHECK NUMBER	AMOUNT
618945	09/09/2021	000000194	$****75,000.00

Pay to the order of:
ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT
802 N. SAM HOUSTON
ODESSA TX 79761

223

THIS DOCUMENT HAS A TRUE WATERMARK IN THE PAPER • HOLD TO LIGHT TO VIEW.

⑈000000194⑈ ⑆021000021⑆ 192845508⑈

TAB 3

Documentation of Combined Group membership under Texas Tax Code 171.0001(7), history of tax default, delinquencies and/or material litigation (if applicable)

See Attached

Franchise Tax Account Status

As of : 08/03/2021 16:24:13

This page is valid for most business transactions but is not sufficient for filings with the Secretary of State

GCC PERMIAN, LLC	
Texas Taxpayer Number	32061586312
Mailing Address	PO BOX 100 TIJERAS, NM 87059-0100
Right to Transact Business in Texas	ACTIVE
State of Formation	DE
Effective SOS Registration Date	09/16/2016
Texas SOS File Number	0802544446
Registered Agent Name	C T CORPORATION SYSTEM
Registered Office Street Address	1999 BRYAN ST., STE. 900 DALLAS, TX 75201

TAB 4

Detailed Description of the Project

Provide a detailed description of the scope of the proposed project, including, at a minimum, the type and planned use of real and tangible personal property, the nature of the business, a timeline for property construction or installation, and any other relevant information.

GCC Permian is proposing to add 3,000 tons per day production capacity at its existing Odessa, Texas facility. This proposed plant addition would be located in Ector County and entirely within Ector County ISD.

Below is a list of the major new equipment comprising this plant as follows:

- Limestone Storage
- Raw Mill
- Exhaust Gas Conditioning Equipment
- Raw Meal Silo
- Kiln Feed Equipment
- Preheater
- Kiln
- Cooler
- Bag House
- Clinker Conveyor System Equipment
- Cement Mill Feed Equipment
- Cement Mill
- Ammonia Injection Tank
- Compressors
- Electrical Switchgear and main electrical components
- Power Distribution Center
- Instrumentation equipment

Also included in this application are all of the associated concrete foundations, new pipe supports, new intra-plant piping, new intra-plant conduit and connections, new control loops, new safety systems, new fire water protection, new insulation, new pollution control equipment and new utilities necessary to safely operate the new equipment.

TAB 5

Documentation to assist in determining if limitation is a determining factor.

Founded in 1941, GCC is a leading producer of cement, ready-mixed concrete, aggregates, and innovative solutions for the construction industry. With leading edge products and state of the art technologies, our passionate team of nearly 3,000 employees drives our growth.

GCC's operations stretch from the State of Chihuahua in northern Mexico through the U.S in what we refer to as the center cut of the U.S. Our distribution network spreads throughout Latin America.

The company operates globally with operations in Colorado, Iowa, Minnesota, Montana, New Mexico, North Dakota, and South Dakota with multiple international operations facilities in the State of Chihuahua Mexico.

GCC's vast footprint enables this project to be built and installed in any of the current operating facilities in the US or Latin America.

The ultimate determination for capital investment in a particular country or state depends on the project economics. In the case of the investment on this proposed project in Texas, the decision will be based on a number of commercial and financial considerations, including the ability to obtain relief regarding local property taxes. Obtaining the Chapter 313 value limitation is a necessary part of the economic analysis and a determining factor for investment in Texas. Without the Chapter 313 value limitation, siting the project in Texas is less attractive. In the current capital constrained environment, the economics of each project are challenged against each other and only the best will have a chance to happen.

GCC targets the center of North America and Mexico with production facilities in multiple states and The State of Chihuahua, Mexico. The company's distribution extends from Canada through the U.S, Mexico and Latin America



TAB 6

Description of how project is located in more than one district, including list of percentage in each district and, if determined to be a single unified project, documentation from the Office of the Governor (if applicable)

Ector County	100%	$0.36500
Ector County Hospital District	100%	$0.15000
Odessa College	100%	$0.18900
Ector County ISD	100%	$1.17792

TAB 7

Description of Qualified Investment

GCC Permian is proposing to add 3,000 tons per day production capacity at its existing Odessa, Texas facility. This proposed plant addition would be located in Ector County and entirely within Ector County ISD.

Below is a list of the major new equipment comprising this plant as follows:

- Limestone Storage
- Raw Mill
- Exhaust Gas Conditioning Equipment
- Raw Meal Silo
- Kiln Feed Equipment
- Preheater
- Kiln
- Cooler
- Bag House
- Clinker transport Equipment
- Cement Mill Feed Equipment
- Cement Mill
- Ammonia Injection Tank
- Compressors
- Electrical Switchgear and main electrical components
- Power Distribution Center
- Instrumentation equipment

Also included in this application are all of the associated concrete foundations, new pipe supports, new intra-plant piping, new intra-plant conduit and connections, new control loops, new safety systems, new fire water protection, new insulation, new pollution control equipment and new utilities necessary to safely operate the new equipment.

TAB 8

Description of Qualified Property

GCC Permian is proposing to add 3,000 tons per day production capacity at its existing Odessa, Texas facility. This proposed plant addition would be located in Ector County and entirely within Ector County ISD.

Below is a list of the major new equipment comprising this plant as follows:

- Limestone Storage
- Raw Mill
- Exhaust Gas Conditioning Equipment
- Raw Meal Silo
- Kiln Feed Equipment
- Preheater
- Kiln
- Cooler
- Bag House
- Clinker transport Equipment
- Cement Mill Feed Equipment
- Cement Mill
- Ammonia Injection Tank
- Compressors
- Electrical Switchgear and main electrical components
- Power Distribution Center
- Instrumentation equipment

Also included in this application are all of the associated concrete foundations, new pipe supports, new intra-plant piping, new intra-plant conduit and connections, new control loops, new safety systems, new fire water protection, new insulation, new pollution control equipment and new utilities necessary to safely operate the new equipment.

TAB 9

Description of Land

Not applicable. The land on which the new buildings and new improvements will be built, is not being claimed as part of the qualified property described by §313.021(2)(A).

TAB 10

Description of all property not eligible to become qualified property (if applicable)

Existing Equipment consists of Processing and Manufacturing Equipment for two existing cement processing operations.

Line 1 existing equipment consists of kiln, kiln feed, cooler, clinker process silo, cement mill, cement feed system, bag house, intermediate cement silo and associated electrical substations and switchgear equipment required for safe operation of the equipment

Line 2 existing equipment consists of kiln, kiln feed, cooler, clinker process silo, cement mill, cement feed system, bag house, intermediate cement silo and associated electrical substations and switchgear equipment required for safe operation of the equipment

Attached is the Ector County CAD appraisal record for the existing equipment

Ector County Appraisal District

1301 E 8th Street
Odessa, Texas 79761-4703
Phone:432-332-6834
Fax:432-332-1726

Last Update-Appraisal Info: **July 23, 2021**
Last Update-Unpaid Tax Amounts: **August 2, 2021**
Payments made after this date are not reflected in UNPAID TAX AMOUNTS.

Account Number: 44730.00010.00000

Parcel Number: R100057087

Owner's Information
GCC PERMIAN LLC
600 S CHERRY ST 10TH FLOOR
GLENDALE, CO 80246-0001

Property Location
W MURPHY ST

Property Legal Description
T-3-S BLK 44 SEC 03
(CARD #1)
PART S OF RR

Land Size
500.8000

Undivided Interest Percent
1.000000

DEED & EXEMPTION INFORMATION

Name	Year	Date	Vol / Pg	Inst.#	Exemptions
GCC PERMIAN LLC	2021	11/21/2016	/	2016-00017115	POL

IMPROVEMENT INFORMATION

Description	Year	SQFT	Value
O42M - OFFICE	1965	11912	$584,355
WA0M - WAREHOUSE	1965	11448	$344,602
SB5M - MACH SHOP	1965	8360	$271,918
SB2M - MACH SHOP	1990	1936	$82,590
O42M - OFFICE	1965	4332	$212,510
WC1M - WAREHOUSE	1965	2567	$69,109
WA1M - WAREHOUSE	1976	988	$23,164
SP4M - MACH SHOP	1965	14240	$687,450
SP5M - MACH SHOP	1965	3784	$139,879
SP2M - MACH SHOP	1965	5292	$205,309
WC1M - WAREHOUSE	1990	2400	$80,766
WA1M - WAREHOUSE	1990	10404	$281,454
WB1M - WAREHOUSE	1965	1848	$43,765
CN1M - CANOPY	1990	42000	$1,231,650
CN1M - CANOPY	1990	13816	$405,154

PROPERTY VALUES

	2021	2020	2019	2018	2017
TOTAL IMPROVEMENT VALUE	$83,110,194	$90,305,437	$104,522,806	$104,497,269	$104,497,269
LAND MARKET VALUE	$125,200	$125,200	$125,200	$125,200	$125,200
PRODUCTIVITY VALUE	$0	$0	$0	$0	$0
TOTAL MARKET VALUE	$83,235,394	$90,430,637	$104,648,006	$104,622,469	$104,622,469
10% HOMESTEAD CAP LOSS	$0	$0	$0	$0	$0
APPRAISED VALUE	$83,235,394	$90,430,637	$104,648,006	$104,622,469	$104,622,469

JURISDICTION VALUES & TAX RATES

	2021 Value Tax Rate Tax Amt	2020 Value Tax Rate	2019 Value Tax Rate	2018 Value Tax Rate	2017 Value Tax Rate
ECTOR COUNTY	$78,786,320 0.003650 $287,570.07	$84,889,250 0.003650	$91,905,250 0.003650	$91,879,713 0.003970	$98,406,039 0.003872
ECTOR COUNTY I S D	$78,786,320 0.011779 $928,024.06	$84,889,250 0.011779	$91,905,250 0.011779	$91,879,713 0.012796	$98,406,039 0.011496
ECTOR CO HOSPITAL DIST	$78,786,320 0.001500 $118,179.48	$84,889,250 0.001500	$91,905,250 0.001127	$91,879,713 0.001127	$98,406,039 0.001179
ODESSA COLLEGE	$78,786,320 0.001890	$84,889,250 0.001890	$91,905,250 0.001868	$91,879,713 0.001997	$98,406,039 0.002064

	$148,906.14
TOTAL ESTIMATED TAX AMOUNT	$1,482,679.76

ORIGINAL TAX AMOUNTS

Year	TAX	ISD	OC	COU	HOS	ODE	ECUD	GOL	FMLR	CED
2020	$1,597,518.06	$999,927.45	$160,410.97	$309,845.76	$127,333.88	$0.00	$0.00	$0.00	$0.00	$0.00

UNPAID TAX AMOUNTS

Year	Balance	ISD	OC	COU	HOS	ODE	ECUD	GOL	FMLR	CED
2020	$625,518.06*	$391,527.78	$62,809.90	$121,322.02	$49,858.36	$0.00	$0.00	$0.00	$0.00	$0.00

Pen/Int: $118,848.43 **Atty Fee:** $148,873.30 **Total Due:** $893,239.79

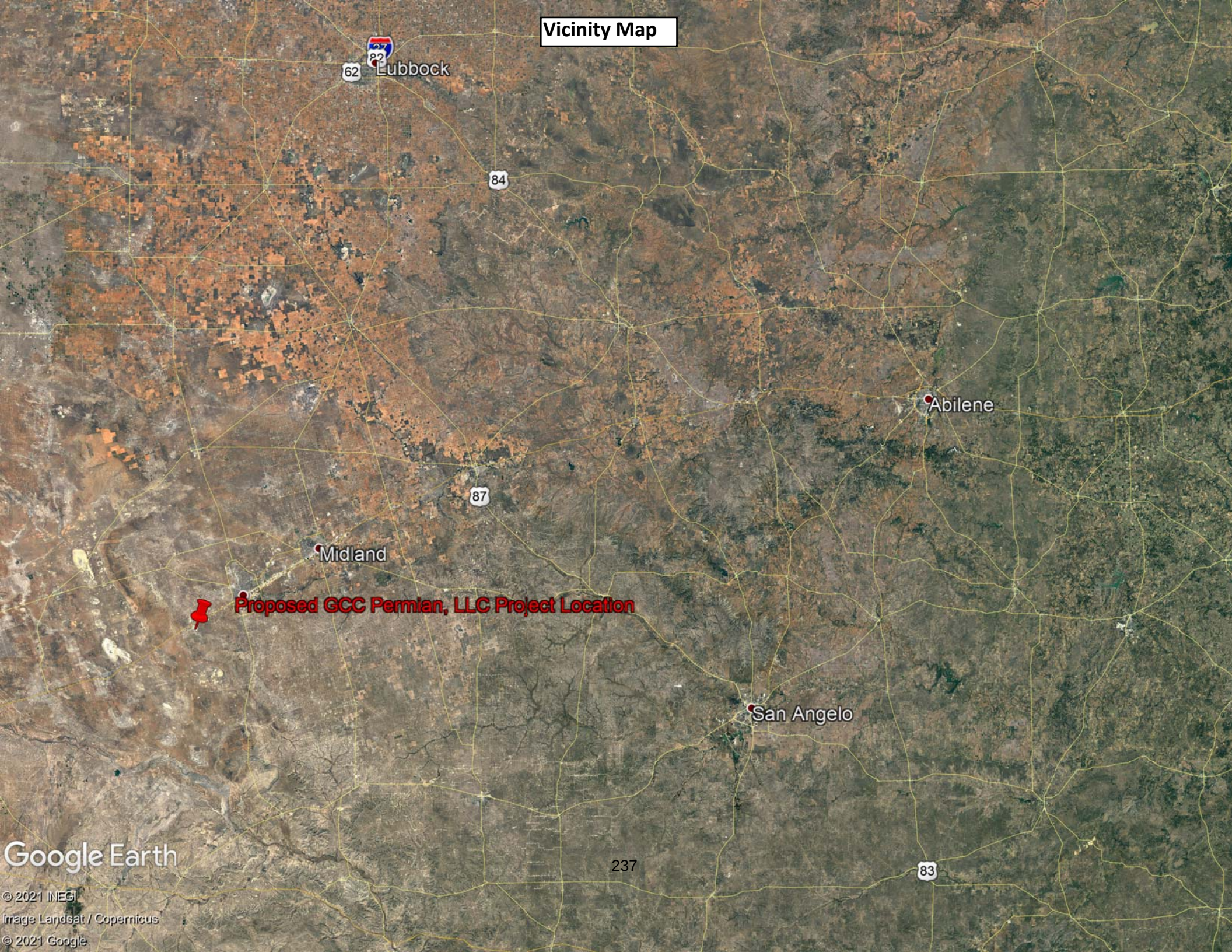
Total due for all years: $893,239.79

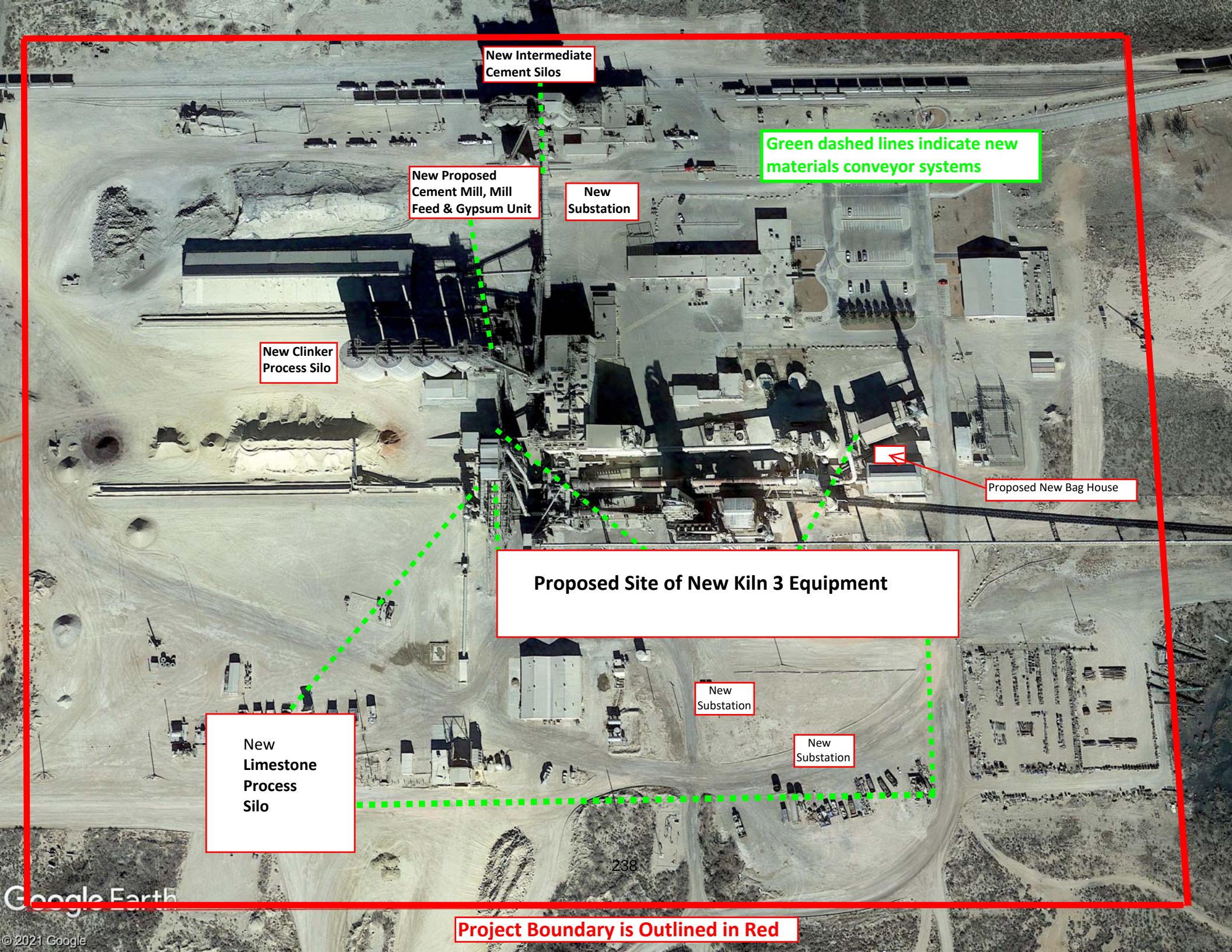
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Developed & Maintained by LX Net Dev

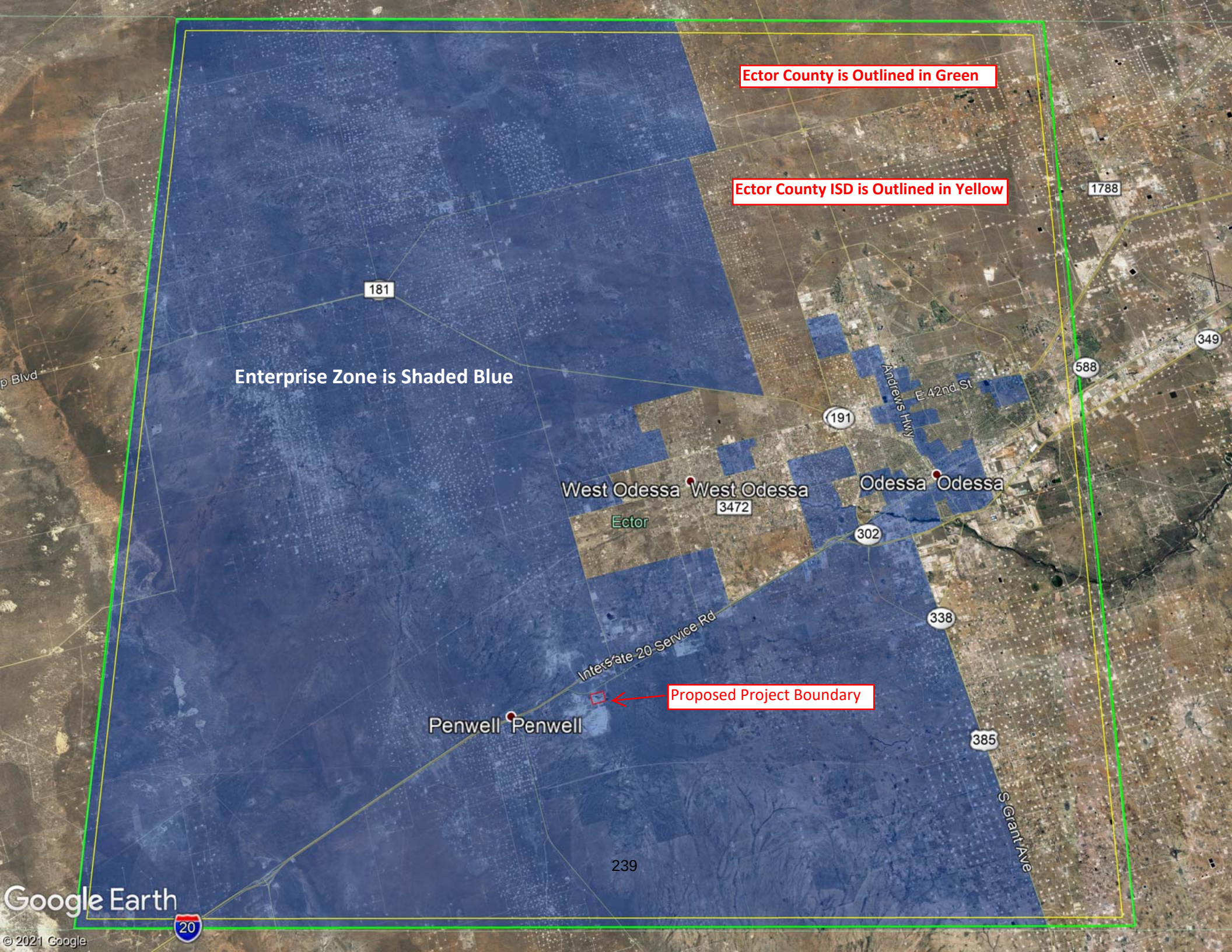
TAB 11

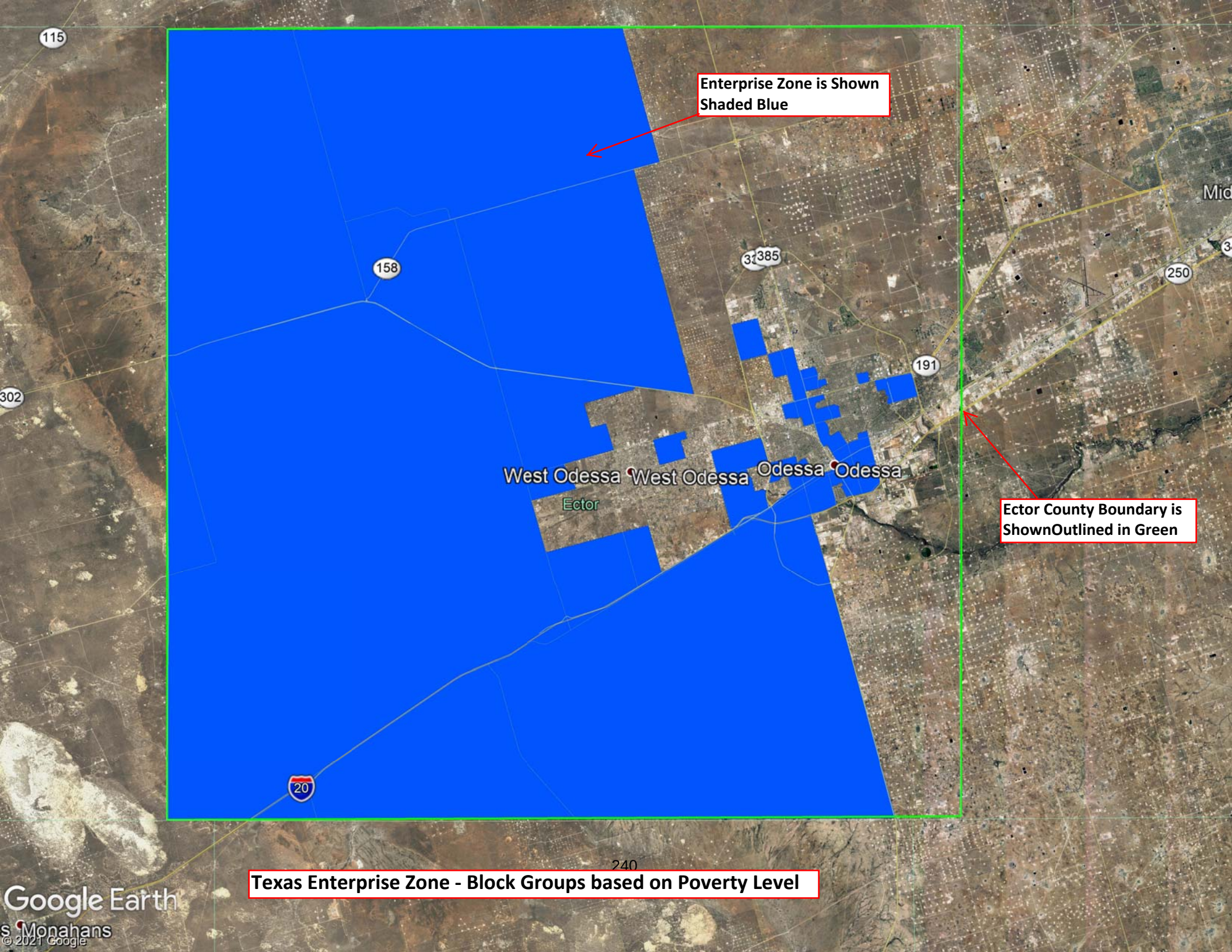
Maps that clearly show:

a) *Project vicinity*
b) *Qualified investment including location of new building or new improvements*
c) *Qualified property including location of new building or new improvements*
d) *Existing property*
e) *Land location within vicinity map*
f) *Reinvestment or Enterprise Zone within vicinity map, showing the actual or proposed boundaries and size*


Vicinity Map
Lubbock
62
82
84
87
Abilene
Midland
Proposed GCC Permian, LLC Project Location
San Angelo
83
Google Earth
© 2021 INEGI
Image Landsat / Copernicus
© 2021 Google


New Intermediate Cement Silos
Green dashed lines indicate new materials conveyor systems
New Proposed Cement Mill, Mill Feed & Gypsum Unit
New Substation
New Clinker Process Silo
Proposed New Bag House
Proposed Site of New Kiln 3 Equipment
New Substation
New Substation
New Limestone Process Silo
Google Earth
© 2021 Google
Project Boundary is Outlined in Red


Ector County is Outlined in Green
Ector County ISD is Outlined in Yellow
Enterprise Zone is Shaded Blue
Proposed Project Boundary
181
191
302
338
385
588
1788
349
3472
West Odessa
West Odessa
Ector
Odessa
Odessa
Penwell
Penwell
Andrews Hwy
E 42nd St
Interstate 20 Service Rd
S Grant Ave
20
Google Earth
© 2021 Google



Texas Enterprise Zone - Block Groups based on Poverty Level

TAB 12

Request for Waiver of Job Creation Requirement and supporting information (if applicable)

See Attached

CUMMINGS WESTLAKE

PROPERTY TAX ADVISORS

August 27, 2021

Dr. Scott Muri
Superintendent, Ector County Independent School District
802 North Sam Houston
Odessa, TX 79761

Re: Chapter 313 Jobs Waiver Request

Dear Superintendent Muri,

GCC Permian , LLC requests that the Ector County Independent School District's Board of Trustees waive the job requirement provision as allowed by Section 313.025(f-1) of the Tax Code. This waiver would be based on the school district's board findings that the jobs creation requirement exceeds the industry standard for the number of employees reasonably necessary for the operation of the facility of the property owner that is described in the application.

GCC Permian, LLC requests that the Board of Trustees make such a finding and waive the job creation requirement for 25 permanent jobs. The size of the project will increase capacity of the current facility; however, the industry standard for employment in this type of industry for this size of project does not warrant creation of 25 new jobs. Accordingly, GCC Permian, LLC has committed to create five (5) total jobs for the project.

This number will vary depending on the operations and maintenance requirements of the equipment selected as well as the support and technical assistance offered by the equipment manufacturer. The permanent employees of a project maintain, and service the manufacturing equipment and other infrastructure associated with the safe and reliable operation of the project. In addition to the onsite employees, there may be managers or technicians who support the project from offsite locations.

Sincerely,

Sam A. Gregson
Senior Consultant
Cummings Westlake, LLC

12837 Louetta Road, Suite 201 | Cypress, Texas 77429-5611
P: 713.266.4456 W: cwlp.net

TAB 13

Calculation of three possible wage requirements with TWC documentation

1) Ector County average weekly wage for all jobs (all industries)
    - $1,163.50 Average Weekly Wage or $60,502.00 Annualized
2) Ector County average weekly wage for all jobs (manufacturing)
    - $1,546.33 Average Weekly Wage or $80,408.90 Annualized
3) See attached Council of Governments Regional Wage Calculation and Documentation
    - $962.48 Average Weekly Wage or $50,048.90 Annualized

GCC PERMIAN, LLC
TAB 13 TO CHAPTER 313 APPLICATION

ECTOR COUNTY
CHAPTER 313 WAGE CALCULATION - ALL JOBS - ALL INDUSTRIES

QUARTER	YEAR	AVG WEEKLY WAGES*	ANNUALIZED
SECOND	2020	$ 1,134	$ 58,968
THIRD	2020	$ 1,095	$ 56,940
FOURTH	2020	$ 1,182	$ 61,464
FIRST	2021	$ 1,102	$ 57,304
	AVERAGE	$ 1,128.25	$ 58,669.00

ECTOR COUNTY
CHAPTER 313 WAGE CALCULATION - MANUFACTURING JOBS

QUARTER	YEAR	AVG WEEKLY WAGES*	ANNUALIZED
SECOND	2020	$ 1,348	$ 70,096
THIRD	2020	$ 1,295	$ 67,340
FOURTH	2020	$ 1,514	$ 78,728
FIRST	2021	$ 1,430	$ 74,360
	AVERAGE	$ 1,396.75	$ 72,631.00
	X	110%	110%
		$ 1,536.43	$ 79,894.10

CHAPTER 313 WAGE CALCULATION - REGIONAL WAGE RATE

	YEAR	AVG WEEKLY WAGES*	ANNUALIZED
	2020	$ 903	$ 46,945
	X	110%	110%
		$ 993.07	$ 51,639.50

**** SEE ATTACHED TWC DOCUMENTATION***

Year	Period	Area	Ownership	Industry Code	Industry	Level	Average Weekly Wage
2020	02	Ector	Total All	10	Total, All Industries	0	1,134
2020	03	Ector	Total All	10	Total, All Industries	0	1,095
2020	04	Ector	Total All	10	Total, All Industries	0	1,182
2021	01	Ector	Total All	10	Total, All Industries	0	1,102

Year	Period	Area	Ownership	Industry Code	Industry	Level	Average Weekly Wage
2020	02	Ector	Private	31-33	Manufacturing	2	1,348
2020	03	Ector	Private	31-33	Manufacturing	2	1,295
2020	04	Ector	Private	31-33	Manufacturing	2	1,514
2021	01	Ector	Private	31-33	Manufacturing	2	1,430

2020 Manufacturing Average Wages by Council of Government Region
Wages for All Occupations

COG	COG Number	Wages	
		Hourly	Annual
Panhandle Regional Planning Commission	1	$23.32	$48,501
South Plains Association of Governments	2	$20.42	$42,473
NORTEX Regional Planning Commission	3	$20.64	$42,928
North Central Texas Council of Governments	4	$32.34	$67,261
Ark-Tex Council of Governments	5	$21.30	$44,299
East Texas Council of Governments	6	$29.28	$60,904
West Central Texas Council of Governments	7	$21.54	$44,797
Rio Grande Council of Governments	8	$19.02	$39,552
Permian Basin Regional Planning Commission	9	$22.57	$46,945
Concho Valley Council of Governments	10	$27.28	$56,739
Heart of Texas Council of Governments	11	$23.41	$48,696
Capital Area Council of Governments	12	$29.96	$62,326
Brazos Valley Council of Governments	13	$18.41	$38,286
Deep East Texas Council of Governments	14	$21.07	$43,829
South East Texas Regional Planning Commission	15	$27.38	$56,957
Houston-Galveston Area Council	16	$29.83	$62,050
Golden Crescent Regional Planning Commission	17	$22.09	$45,945
Alamo Area Council of Governments	18	$27.45	$57,101
South Texas Development Council	19	$19.20	$39,945
Coastal Bend Council of Governments	20	$35.39	$73,603
Lower Rio Grande Valley Development Council	21	$20.70	$43,056
Texoma Council of Governments	22	$19.18	$39,897
Central Texas Council of Governments	23	$21.34	$44,390
Middle Rio Grande Development Council	24	$22.98	$47,809
Texas		$28.00	$58,233

110% X $46,945 = $51,639.50

Calculated by the Texas Workforce Commission Labor Market and Career Information Department.
Data published: August 2021.
Data published annually, next update will likely be July 31, 2022
Annual Wage Figure assumes a 40-hour work week.

Note: Data is not supported by the Bureau of Labor Statistics (BLS).
Wage data is produced from Texas Occupational Employment and Wage Statistics (OEWS) data, and is not to be compared to BLS estimates.
Data intended only for use implementing Chapter 313, Texas Tax Code.

TAB 14

Schedules A1, A2, B and C completed and signed Economic Impact (if applicable)

See attached Schedules A1, A2, B and C

Schedule A1: Total Investment for Economic Impact (through the Qualifying Time Period)

Date 8/19/2021
Applicant Name GCC PERMIAN, LLC
ISD Name ECTOR ISD

Form 50-296A
Revised October 2020

PROPERTY INVESTMENT AMOUNTS

(Estimated Investment in each year. Do not put cumulative totals.)

	Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year below) YYYY	Column A: New investment (original cost) in **tangible personal property** placed in service during this year that will become Qualified Property	Column B: New investment made during this year in **buildings or permanent nonremovable components of buildings** that will become Qualified Property	Column C: Other new investment made during this year that will not become Qualified Property [SEE NOTE]	Column D: Other new investment made during this year that may become Qualified Property [SEE NOTE]	Column E: **Total Investment** (Sum of Columns A+B+C+D)
Investment made before filing complete application with district	--	Year preceding the first complete tax year of the qualifying time period (assuming no deferrals of qualifying time period)		Not eligible to become Qualified Property			[The only other investment made before filing complete application with district that may become Qualified Property is land.]	
Investment made after filing complete application with district, but before final board approval of application				0	0	0	0	0
Investment made after final board approval of application and before Jan. 1 of first complete tax year of qualifying time period		2022-2023	2022	54,000,000	0	0	0	54,000,000
	QTP1	2023-2024	2023	155,000,000	0	0	0	155,000,000
	QTP2	2024-2025	2024	21,000,000	0	0	0	21,000,000
Total Investment through Qualifying Time Period [ENTER this row in Schedule A2]				230,000,000	0	0	0	230,000,000

Enter amounts from TOTAL row above in Schedule A2

Total Qualified Investment (sum of green cells) 176,000,000

249

For All Columns: List amount invested each year, not cumulative totals.

Column A: This represents the total dollar amount of planned investment in tangible personal property. Only include estimates of investment for "replacement" property if the property is specifically described in the application.
Only tangible personal property that is specifically described in the application can become qualified property.

Column B: The total dollar amount of planned investment each year in buildings or nonremovable component of buildings.

Column C: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that will not become qualified property include investment meeting the definition of 313.021(1) but not creating a new improvement as defined by TAC 9.1051. This is proposed property that functionally replaces existing property; is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property—described in SECTION 13, question #5 of the application.

Column D: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that may result in qualified property are land or professional services.

Total Investment: Add together each cell in a column and enter the sum in the blue total investment row. Enter the data from this row into the first row in Schedule A2.

Qualified Investment: For the green qualified investment cell, enter the sum of all the green-shaded cells.

Schedule A2: Total Investment for Economic Impact (including Qualified Property and other investments)

Date 8/19/2021
Applicant Name GCC PERMIAN, LLC
ISD Name ECTOR ISD

Form 50-296A
Revised October 2020

PROPERTY INVESTMENT AMOUNTS								
(Estimated Investment in each year. Do not put cumulative totals.)								
				Column A	Column B	Column C	Column D	Column E
	Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year below) YYYY	New investment (original cost) in **tangible personal property** placed in service during this year that will become Qualified Property	New investment made during this year in **buildings or permanent nonremovable components of buildings** that will become Qualified Property	Other investment made during this year that will not become Qualified Property [SEE NOTE]	Other investment made during this year that will become Qualified Property {SEE NOTE]	**Total Investment** (A+B+C+D)
Total Investment from Schedule A1*	--	**TOTALS FROM SCHEDULE A1**		Enter amounts from TOTAL row in Schedule A1 in the row below				
				230,000,000	0	0	0	230,000,000
Each year prior to start of value limitation period** *Insert as many rows as necessary*	0	2022-2023	2022					
		2023-2024	2023					
	0	2024-2025	2024					
Value limitation period***	1	2025-2026	2025					0
	2	2026-2027	2026					
	3	2027-2028	2027					
	4	2028-2029	2028					
	5	2029-2030	2029					
	6	2030-2031	2030					
	7	2031-2032	2031					
	8	2032-2033	2032					
	9	2033-2034	2033					
	10	2034-2035	2034					
Total Investment made through limitation				230,000,000	0	0	0	230,000,000
Continue to maintain viable presence	11	2035-2036	2035					
	12	2036-2037	2036					
	13	2037-2038	2037					
	14	2038-2039	2038					
	15	2039-2040	2039					250
Additional years for 25 year economic impact as required by 313.026(c)(1)	16	2040-2041	2040					
	17	2041-2042	2041					
	18	2042-2043	2042					
	19	2043-2044	2043					
	20	2044-2045	2044					
	21	2045-2046	2045					
	22	2046-2047	2046					
	23	2047-2048	2047					
	24	2048-2049	2048					
	25	2049-2050	2049					

* All investments made through the qualifying time period are captured and totaled on Schedule A1 [blue box] and incorporated into this schedule in the **first row.**

** Only investment made during deferrals of the start of the limitation (after the end of qualifying time period but before the start of the Value Limitation Period) should be included in the "year prior to start of value limitation period" row(s). If the limitation starts at the end of the qualifying time period or the qualifying time period overlaps the limitation, no investment should be included on this line.

*** If your qualifying time period will overlap your value limitation period, do not also include investment made during the qualifying time period in years 1 and/or 2 of the value limitation period, depending on the overlap. Only include investments/years that were **not** captured on Schedule A1.

For All Columns: List amount invested each year, not cumulative totals. Only include investments in the remaining rows of Schedule A2 that were not captured on Schedule A1.

Column A: This represents the total dollar amount of planned investment in tangible personal property. Only include estimates of investment for "replacement" property if the property is specifically described in the application.
Only tangible personal property that is specifically described in the application can become qualified property.

Column B: The total dollar amount of planned investment each year in buildings or nonremovable component of buildings.

Column C: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that will not become qualified property include investment meeting the definition of 313.021(1) but not creating a new improvement as defined by TAC 9.1051. This is proposed property that functionally replaces existing property; is used to maintain, refurbish, renovate, modify or upgrade existing property; or is affixed to existing property—described in SECTION 13, question #5 of the application.

Column D: Dollar value of other investment that may affect economic impact and total value. Examples of other investment that may result in qualified property are land or professional services.

Schedule B: Estimated Market And Taxable Value (of Qualified Property Only)

Date 8/19/2021

Applicant Name GCC PERMIAN, LLC

ISD Name ECTOR ISD

Form 50-296A

Revised October 2020

				Qualified Property			Estimated Taxable Value		
	Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year) YYYY	Estimated Market Value of Land	Estimated Total Market Value of new buildings or other new improvements	Estimated Total Market Value of tangible personal property in the new buildings or "in or on the new improvements"	Market Value less any exemptions (such as pollution control) and before limitation	Final taxable value for I&S after all reductions	Final taxable value for M&O after all reductions
Each year prior to start of Value Limitation Period *Insert as many rows as necessary*	0	2022-2023	2022	0	0	27,000,000	27,000,000	27,000,000	27,000,000
		2023-2024	2023						
	0	2024-2025	2024		-	104,500,000	104,500,000	104,500,000	104,500,000
Value Limitation Period	1	2025-2026	2025	0	0	227,700,000	222,007,500	222,007,500	100,000,000
	2	2026-2027	2026	0	0	211,761,000	206,466,975	206,466,975	100,000,000
	3	2027-2028	2027	0	0	196,937,730	192,014,287	192,014,287	100,000,000
	4	2028-2029	2028	0	0	183,152,089	178,573,287	178,573,287	100,000,000
	5	2029-2030	2029	0	0	170,331,443	166,073,157	166,073,157	100,000,000
	6	2030-2031	2030	0	0	158,408,242	154,448,036	154,448,036	100,000,000
	7	2031-2032	2031	0	0	147,319,665	143,636,673	143,636,673	100,000,000
	8	2032-2033	2032	0	0	137,007,288	133,582,106	133,582,106	100,000,000
	9	2033-2034	2033	0	0	127,416,778	124,231,359	124,231,359	100,000,000
	10	2034-2035	2034	0	0	118,497,604	115,535,164	115,535,164	100,000,000
Continue to maintain viable presence	11	2035-2036	2035	0	0	110,202,771	107,447,702	107,447,702	107,447,702
	12	2036-2037	2036	0	0	102,488,577	99,926,363	99,926,363	99,926,363
	13	2037-2038	2037	0	0	95,314,377	92,931,518	92,931,518	92,931,518
	14	2038-2039	2038	0	0	88,642,371	86,426,311	86,426,311	86,426,311
	15	2039-2040	2039	0	0	82,437,405	80,376,469	80,376,469	80,376,469
Additional years for 25 year economic impact as required by 313.026(c)(1)	16	2040-2041	2040	0	0	76,666,786	74,750,117	74,750,117	74,750,117
	17	2041-2042	2041	0	0	71,300,111	69,517,608	69,517,608	69,517,608
	18	2042-2043	2042	0	0	66,309,103	64,651,376	64,651,376	64,651,376
	19	2043-2044	2043	0	0	61,667,466	60,125,780	60,125,780	60,125,780
	20	2044-2045	2044	0	0	57,350,744	55,916,975	55,916,975	55,916,975
	21	2045-2046	2045	0	0	53,336,192	52,002,787	52,002,787	52,002,787
	22	2046-2047	2046	0	0	49,602,658	48,362,592	48,362,592	48,362,592
	23	2047-2048	2047	0	0	46,130,472	44,977,210	44,977,210	44,977,210
	24	2048-2049	2048	0	0	42,901,339	41,828,806	41,828,806	41,828,806
	25	2049-2050	2049	0	0	39,898,245	38,900,789	38,900,789	38,900,789

Notes: Market value in future years is good faith estimate of future taxable value for the purposes of property taxation.
Only include market value for eligible property on this schedule.

Schedule C: Employment Information

Date 8/19/2021
Applicant Name GCC PERMIAN, LLC
ISD Name ECTOR ISD

Form 50-296A
Revised October 2020

				Construction		Non-Qualifying Jobs	Qualifying Jobs	
				Column A	Column B	Column C	Column D	Column E
	Year	**School Year** (YYYY-YYYY)	**Tax Year** (Actual tax year) YYYY	Number of Construction FTE's	**Average** annual wage rates for construction workers	Number of non-qualifying jobs applicant estimates it will create (cumulative)	Number of new qualifying jobs applicant commits to create meeting all criteria of Sec. 313.021(3) (cumulative)	~~A~~nnual wage of new qualifying jobs
Each year prior to start of Value Limitation Period *Insert as many rows as necessary*	0	2022-2023	2022	350 FTE	52,500	0	0	0
		2023-2024	2023	350 FTE	52,500	0	0	0
	0	2024-2025	2024	350FTE	52,500	0	0	0
Value Limitation Period *The qualifying time period could overlap the value limitation period.*	1	2025-2026	2025	N/A	N/A		5	51,650
	2	2026-2027	2026	N/A	N/A	0	5	51,650
	3	2027-2028	2027	N/A	N/A	0	5	51,650
	4	2028-2029	2028	N/A	N/A	0	5	252 51,650
	5	2029-2030	2029	N/A	N/A	0	5	51,650
	6	2030-2031	2030	N/A	N/A	0	5	51,650
	7	2031-2032	2031	N/A	N/A	0	5	51,650
	8	2032-2033	2032	N/A	N/A	0	5	51,650
	9	2033-2034	2033	N/A	N/A	0	5	51,650
	10	2034-2035	2034	N/A	N/A	0	5	51,650
Years Following Value Limitation Period	11 through 25	2035-2050	2035-2049	N/A	N/A	0	5	51,650

Notes: See TAC 9.1051 for definition of non-qualifying jobs.
Only include jobs on the project site in this school district.

TAB 15

Economic Impact Analysis, other payments made in the state or other economic information (if applicable)

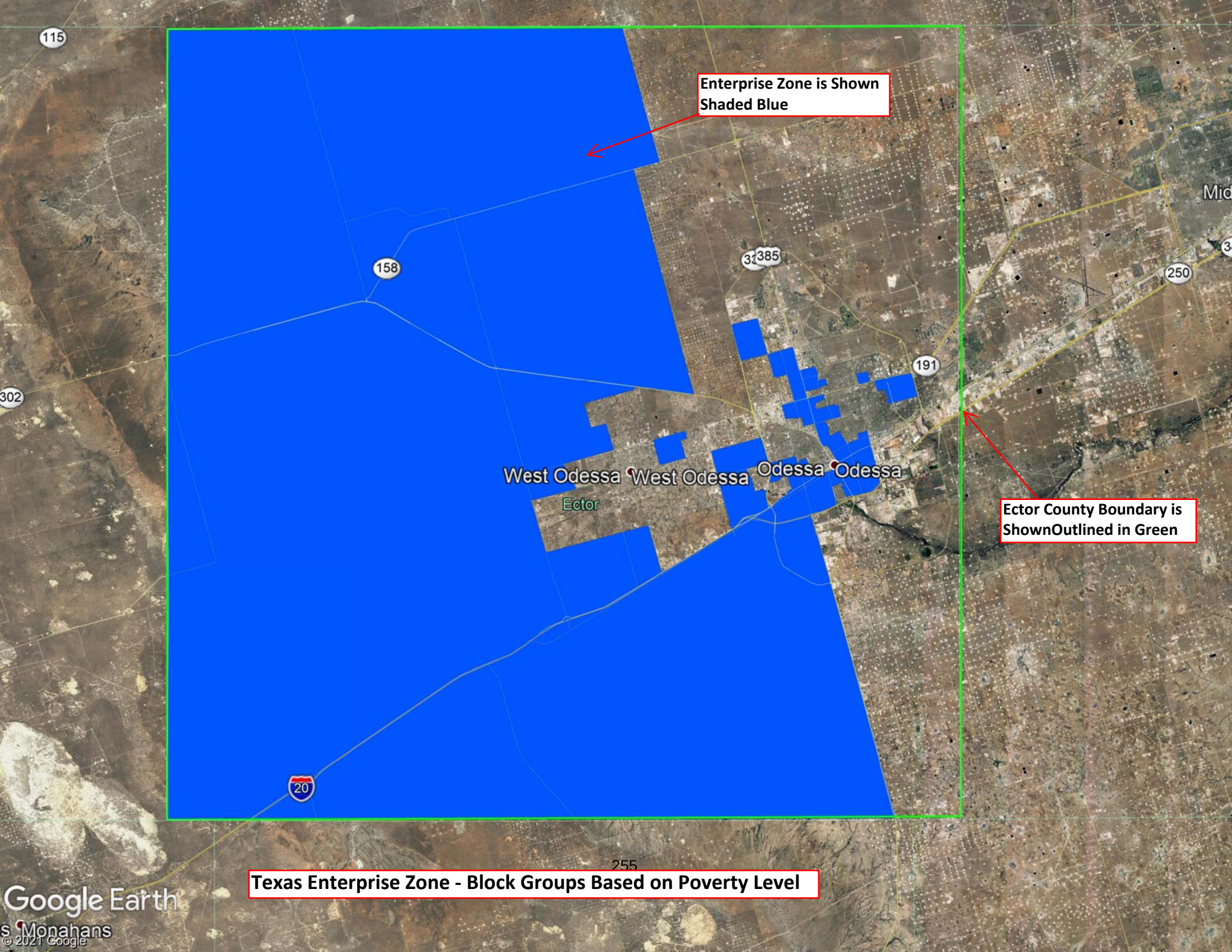
None

TAB 16

Description of Reinvestment Zone or Enterprise Zone, including:

a) Evidence that the area qualifies as an enterprise zone as defined by the Governor's office
*b) Legal description of reinvestment zone**
c) *Order, resolution, or ordinance established the* reinvestment zone*
*d) Guidelines and criteria for creating the zone**

a) The area qualifies as an Enterprise Zone as defined by the Governor's office because it is in a block group within the State of Texas that has a poverty rate of 20 percent or more
b) Not Applicable
c) Not Applicable
d) Not Applicable



Texas Enterprise Zone - Block Groups Based on Poverty Level

TAB 17

Signature and Certification Page; signed and dated by Authorized School District Representative and Authorized Company Representative (applicant)

See Attached

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah P. Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF CONSIDERATION OF LETTER OF ENGAGEMENT BETWEEN ECISD AND CULWELL CONSULTING LLC FOR CHAPTER 313 AGREEMENT SERVICES**

DATE: September 21, 2021

Background:

Qualified property projects that receive special tax treatment under the Texas Economic Act, Texas Tax Code, Chapter 313 (Chapter 313 agreements) require school districts to engage a "third party" consultant that specializes in Chapter 313 agreements.

Consideration:

Approval of the Board is requested to hire Culwell consulting to annually calculate the amount necessary to compensate the district for any loss that the district incurs in its Maintenance and Operations revenue solely as a result of, or on account of, entering into its Agreement, after taking into account any payments to be made under this Agreement. The Agreement also provides for such "third party" consultant to prepare and file any financial reports, disclosures, tax credit or other reimbursement applications filed with or sent to the State of Texas which are, or may be required under the terms or because of the execution of this Agreement. The Applicant, not the school district, is responsible for the financial cost of the third party services as determined by the Agreement.

Recommended motion:

Move that the District engage Culwell Consulting as the District's third party consultant to provide services as appropriate under the agreement and to assist on other special projects as needed, and authorize the Superintendent to sign the engagement.

****

Administrative Recommendation:
Approval as requested.

Culwell Consulting LLC

5135 Lorraine Drive
Frisco, Texas 75034
Telephone (512) 914-1328

This contract is made between Culwell Consulting LLC (Consultant) and the Ector County Independent School District (District) for services in connection with the application from GCC Permian LLC (Company) for a value limitation agreement under Chapter 313 of the Tax Code.

I. Services
As a part of this contract the Consultant agrees to:

A. Provide an in-depth presentation to the school board, administration and community regarding the requirements associated with value limitation agreements.
B. Present impact analysis of the potential economic development project on the finances of the District over the period of time within which the project would be under the elements of such an agreement.
C. Review the application for all necessary inclusions and coordinate with the District's legal representation to ensure the application is submitted to the Texas Comptroller's office in a timely manner.
D. Attend all school board and/or staff meetings as needed to ensure the District is informed of the status of the Ch. 313 application.
E. Negotiate under the direction of the District with the Company regarding the financial implications of the agreement.
F. Coordinate with the District's legal representation to ensure all financial protections are in place in an agreement between the District and Company as to any potential revenue loss and supplemental payments.
G. Present all findings and financial analysis to the school board prior to final adoption of the Chapter 313 agreement between the District and the Company.

II. Period of Representation
A. This contract shall be in force upon approval by the District's Board of Trustees.

III. Fees for Services
A. The fee for services provided in Section I will be $37,500.
B. The District will be billed for services upon the submission of the Chapter 313 application to the Texas Comptroller's office.
C. The District is not responsible for any invoice from the Consultant should the Company fail to pay the application fee to the District.
D. All payments are due upon receipt.

IV. Post Agreement Financial Services

A. Preparation of the annual revenue-loss and school-district benefit report to be submitted for the school district and the company, as required under the agreements.
B. Assistance with the completion and submission to the Comptroller's Office the annual eligibility report form, biennial progress report form, and school district form indicating any benefit payments, extraordinary educational expenses, and revenue protection payments.
C. Assistance with the processing of any received applications for tax credits on qualified property, as needed.
D. Providing ongoing interpretation and administration of the existing Chapter 313 Agreement.

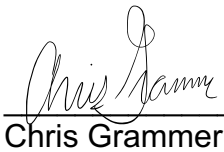
V. Fees for Services under Section IV

A. The Company as defined under the signed value limitation agreement will pay fees for services listed under Section IV.
B. The school district is not financially responsible for any fees associated with services listed under Section IV.

VI. Termination of Services

A. The District may terminate this contract without cause at any time.
B. The Consultant will provide 30-day notice prior to termination.
C. Any unpaid work at the time of termination shall be paid to the Consultant.

Executed this the 21st day of September 2021.



Chris Grammer
Culwell Consulting, LLC

_____
Dr. Scott Muri
Superintendent, Ector County ISD

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSS AND CONSIDER ADOPTION OF A RESOLUTION DIRECTING THE REDEMPTION OF A PORTION OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX REFUNDING BONDS, SERIES 2012 AND A PORTION OF THE DISTRICT'S UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT**

DATE: September 21, 2021

Attached is:

A summary letter of the recommended Pre-Payment of the Series 2012 and 2013 Callable Bonds from the 2021-2022 Debt Service Fund.

A resolution for the redemption of a portion of the Series 2012 and 2013 Bonds for a potential savings of nearly $2.5 million.

****

Administrative Recommendation:

Approval of Pre-payment of callable bonds.

Joshua M. McLaughlin
Managing Director
Phone: (214) 576-0878
Facsimile: (214) 576-0890
jmclaughlin@bokf.com

Alison M. Long
Director
Phone: (214) 576-0881
Facsimile: (214) 576-0890
alison.long@bokf.com

September 8, 2021

Dr. Scott Muri
Superintendent of Schools
Ector County Independent School District
802 N. Sam Houston Avenue
Odessa, Texas 79761

Ms. Deborah Ottmers
Chief Financial Officer
Ector County Independent School District
802 N. Sam Houston Avenue
Odessa, Texas 79761

Re: Prepayment of Bonds Prior to Scheduled Maturity

Dear Dr. Muri and Ms. Ottmers:

Introduction

As Ector County Independent School District (the "District" or "ECISD") continues to prudently manage its financial and debt position, this letter reviews the District's ability to prepay $1,445,000 of its existing Unlimited Tax Refunding Bonds, Series 2012 (the "Series 2012 Bonds") and $4,245,000 of its existing Unlimited Tax School Building Bonds, Series 2013 (the "Series 2013 Bonds") on February 15, 2022 and the associated savings to be realized by ECISD and its taxpayers.

Prepayment of Bonds – A Debt Management Tool

Like making an extra principal payment on a home mortgage, the benefits of "prepaying" bonds include eliminating the District's future interest cost on such bonds and increasing ECISD's future bond capacity, for no tax rate increase, commensurate with the dollar amount of bonds prepaid.

Pursuant to State law, Ector County ISD may annually manage its Interest & Sinking Fund ("I&S") tax rate by utilizing current year debt service tax collections and other lawfully available funds to "prepay" existing bonds prior to maturity by either:

- Repaying such bonds on their call date (if the call date is within the current fiscal year); or
- Placing sufficient funds in an escrow account to repay such bonds on their call date (if the call date is in a subsequent fiscal year).

FY 2021/22 Interest & Sinking Fund Budget

Description	Assumption
Projected I&S Tax Collections at 12.622 Cents: (A)	$ 18,236,278
Projected Delinquent I&S Tax Collections:	325,000
Projected Penalties & Interest:	227,500
Projected Interest Income:	10,000
State Funding Assistance ("ASAHE"):	231,925
Total Revenues	**$ 19,030,703**
Scheduled Bond Payments (Includes Bond Prepayment):	$ 19,240,665
Estimated Expenses:	10,000
Total Expenditures	**$ 19,250,665**

(A) Assumes a fiscal year 2021/22 Taxable Assessed Valuation (net of ceiling value adjustment) of $14,448,009,937 and a tax collection percentage of 100%.

Based upon the assumptions listed within the adjacent table, the District may prepay approximately $5,690,000 of its existing Series 2012 and 2013 Bonds during fiscal year 2021/22 from its proposed I&S tax rate of 12.622 cents. The prepayment of these bonds will result in a reduction of the District's future interest cost by $2,462,438 – A direct savings to the District and its taxpayers!

Adoption of a Redemption Order

At its September 21, 2021 meeting, the Board of Trustees will consider the adoption of a Redemption Order that will authorize the aforementioned prepayment and the following is a preliminary timetable for this prepayment to occur.

Preliminary Timetable – Prepayment on February 15, 2022

Date	Action Necessary
September 21, 2021	Board Meeting – Discuss and consider a Redemption Order authorizing the prepayment of $1,445,000 of its Unlimited Tax Refunding Bonds, Series 2012 and $4,245,000 of its Unlimited Tax School Building Bonds, Series 2013 on February 15, 2022.
On or Prior to December 15, 2021	Ector County ISD sends necessary documentation to The Bank of New York Mellon Trust Company, N.A., as paying agent/registrar for the Series 2012 and 2013 Bonds, to complete the prepayment.
On or Prior to January 15, 2022	The Bank of New York Mellon Trust Company, N.A. delivers the required notice of prepayment to existing holders of the Series 2012 and 2013 Bonds.
February 15, 2022	$1,445,000 of ECISD's Series 2012 Bonds and $4,245,000 of ECISD's Series 2013 Bonds are officially prepaid and future interest payments are eliminated on such bonds.

Closing

We hope this information is helpful as you continue to manage Ector County ISD's financial and debt position. Should any questions arise, additional material is preferred or we may be of any assistance, please let us know. Take care and we look forward to visiting with you soon!

Sincerely,

Joshua M. McLaughlin
Managing Director

Alison M. Long
Director

A RESOLUTION DIRECTING THE REDEMPTION OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX REFUNDING BONDS, SERIES 2012 AND A PORTION OF THE DISTRICT'S UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT

WHEREAS, Ector County Independent School District (the "District") has issued, and there are currently outstanding, the District's Unlimited Tax Refunding Bonds, Series 2012, consisting of bonds maturing on August 15 in each of the years 2022 through 2025, inclusive, in the principal amount of $1,445,000 (the "Series 2012 Bonds") and Unlimited Tax School Building Bonds, Series 2013, consisting of bonds maturing on August 15 in each of the years 2022 through 2025, inclusive, 2033 through 2035, inclusive, and 2038, in the principal amount of $39,525,000 (the "Series 2013 Bonds", and together with the Series 2012 Bonds, the "Bonds"); and

WHEREAS, in the orders that authorized the issuance of the Bonds (collectively, the "Bond Orders"), the District reserved the option to redeem the Series 2012 Bonds on and after August 15, 2021, in whole or in part at a price of equal to the principal amount of the Series 2012 Bonds so called for redemption plus accrued interest to the redemption date, and the District reserved the option to redeem the 2038 maturity of the Series 2013 Bonds on and after August 15, 2015, in whole or in part at a price equal to the principal amount of the Series 2013 Bonds so called for redemption plus accrued interest to the redemption date; and

WHEREAS, Section 45.001 of the Texas Education Code authorizes the District to levy, pledge, assess, and collect annual ad valorem taxes sufficient to pay the principal of and interest on the Bonds before the principal and interest become due; and

WHEREAS, this Board of Trustees finds and determines that it is necessary and in the best interests of the District to redeem $5,690,000 of outstanding Bonds described in Exhibit A hereto (the "Redeemed Bonds"), with funds available for such purpose; and

WHEREAS, it is officially found, determined and declared that the meeting at which this Resolution has been adopted was open to the public and public notice of the date, hour, place and subject of said meeting, including this Resolution, was given, all as required by the applicable provisions of Tex. Gov't Code Ann. ch. 551. Now, Therefore

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT:

Section 1. Findings.

The declarations, determinations and findings declared, made and found in the preamble to this Resolution are hereby adopted, restated and made a part of the operative provisions hereof.

Section 2. Redemption of Bonds.

The Redeemed Bonds, in the aggregate principal amount of $5,690,000, are hereby called for redemption on February 15, 2022 (the "Redemption Date") on in the principal amounts, on the dates, and at a redemption price equal to the principal amount thereof plus accrued interest to the date of redemption, as follows:

Series 2012 Bonds

Original Maturity Date	Principal Amount Outstanding	Principal Amount Being Redeemed
August 15, 2022	$600,000	$600,000
August 15, 2023	300,000	300,000
August 15, 2024	315,000	315,000
August 15, 2025	230,000	230,000
	$1,445,000	$1,445,000

Series 2013 Bonds

Original Maturity Date	Principal Amount Outstanding*	Principal Amount Being Redeemed
August 15, 2038	$4,245,000	$4,245,000
	$4,245,000	$4,245,000

Interest on the Redeemed Bonds shall cease to accrue on the Redemption Date. The Redeemed Bonds are further described in Exhibit A hereto. Such principal amount is hereby directed to be irrevocably deposited with the Paying Agent/Registrar (defined below) on or before February 15, 2022. Lawfully available funds of the District are hereby authorized and appropriated in the amounts necessary for such purpose.

Section 3. Authorization of Actions.

(a) The President of the Board, Superintendent, Chief Financial Officer, or other authorized officer of the District is hereby authorized and directed to issue or cause to be issued the Notice of Redemption of the Redeemed Bonds in the form set forth in Exhibit A attached hereto to the Paying Agent/Registrar for the Redeemed Bonds (which Paying Agent/Registrar is The Bank of New York Mellon Trust Company, N.A.).

(b) In addition, the Paying Agent/Registrar for the Redeemed Bonds is hereby directed to provide the appropriate notice of redemption as specified by the Bond Orders and is hereby directed to make appropriate arrangements so that the Redeemed Bonds may be redeemed on their redemption date. The Redeemed Bonds shall be presented for redemption at the Paying Agent/Registrar therefor, and shall not bear interest after the date fixed for redemption.

(c) The officers and employees of the District are hereby authorized and directed to take such actions and to execute and deliver such documents, orders and receipts, including without limitation material events notices with respect to the Redeemed Bonds, as necessary or appropriate

to consummate the transactions authorized by this resolution and to redeem the Redeemed Bonds in accordance with the provisions and requirements of the Bond Orders.

(Execution Page Follows)

PASSED, APPROVED AND EFFECTIVE this September 21, 2021.

_____
President, Board of Trustees
Ector County Independent School District

ATTEST:

_____
Secretary, Board of Trustees
Ector County Independent School District

EXHIBIT A
NOTICE OF REDEMPTION

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Unlimited Tax Refunding Bonds, Series 2012
CUSIP No. 279263

NOTICE IS HEREBY GIVEN that the Ector County Independent School District (the "District"), in Ector County, Texas, has called for redemption on the date and at the redemption price specified, the below listed outstanding Bonds of the District as follows:

Ector County Independent School District Unlimited Tax Refunding Bonds, Series 2012, dated May 15, 2012, consisting of all of the Bonds stated to mature on August 15 in each of the years 2022 through 2025, inclusive, in the aggregate principal amount of $1,445,000 (the "Bonds"), in the amounts, on the redemption date, at the redemption price of the principal amount called for redemption plus accrued interest to the date fixed for redemption, as follows:

Series 2012 Bonds

Maturity Date	Principal Amount Outstanding	Principal Amount Redeemed	Redemption Date	Redemption Price
8/15/2022	$600,000	$600,000	2/15/2022	100%
8/15/2023	300,000	300,000	2/15/2022	100%
8/15/2024	315,000	315,000	2/15/2022	100%
8/15/2025	230,000	230,000	2/15/2022	100%

On February 15, 2022, interest on such Bonds shall cease to accrue and be payable.

THE BONDS SHALL BE REDEEMED in whole at The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, as the Paying Agent/Registrar for the Bonds. Upon presentation of the Bonds at the Paying Agent/Registrar on the aforementioned redemption date, the holder thereof shall be entitled to receive the redemption price equal to par and accrued interest to the redemption date.

NOTICE IS FURTHER GIVEN that due and proper arrangements have been made for providing the place of payment of the Bonds called for redemption with funds sufficient to pay the principal amount of the Bonds and the interest thereon to the redemption date. In the event the Bonds are not presented for redemption by the respective date fixed for their redemption, they shall not thereafter bear interest.

UNDER THE PROVISIONS of the Jobs and Growth Tax Relief Reconciliation Act of 2003 (the "Act"), paying agents making payments of interest and principal on municipal securities may

be obligated to withhold 28% tax from remittance to individuals who have failed to furnish the paying agent with a valid taxpayer identification number. Registered bondholders who wish to avoid the imposition of the tax should submit certified taxpayer identification numbers (via form W-9) when presenting the Bonds for payment.

THIS NOTICE is issued and given pursuant to the redemption provisions in the proceedings authorizing the issuance of the Bonds and in accordance with the recitals and provisions of each of the Bonds, respectively.

NOTICE IS FURTHER GIVEN that the Bonds should be submitted to the following address:

First Class/Registered/ Certified Mail	Express Delivery	Hand Delivery
The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust P.O. Box 396 East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust 111 Sanders Creek Parkway East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust Corporate Trust Window 101 Barclay Street 1st Floor East New York,NY10286

NOTICE OF REDEMPTION

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Unlimited Tax School Building Bonds, Series 2013
CUSIP No. 279263QC4

NOTICE IS HEREBY GIVEN that the Ector County Independent School District (the "District"), in Ector County, Texas, has called for redemption on the date and at the redemption price specified, the below listed outstanding Bonds of the District as follows:

Ector County Independent School District Unlimited Tax School Building Bonds, Series 2013, dated February 15, 2013, consisting of a portion of the stated to mature on August 15, 2038, in the aggregate principal amount of $4,245,000 (the "Bonds"), in the amounts, on the redemption date, at the redemption price of the principal amount called for redemption plus accrued interest to the date fixed for redemption, as follows:

August 15, 2038 Stated Maturity Term Bond

Maturity Date	Principal Amount Outstanding	Principal Amount Redeemed	Redemption Date	Redemption Price
8/15/2038	$4,245,000	$4,245,000	2/15/2022	100%

On February 15, 2022, interest on such Bonds shall cease to accrue and be payable.

THE BONDS SHALL BE REDEEMED in whole at The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, as the Paying Agent/Registrar for the Bonds. Upon presentation of the Bonds at the Paying Agent/Registrar on the aforementioned redemption date, the holder thereof shall be entitled to receive the redemption price equal to par and accrued interest to the redemption date.

NOTICE IS FURTHER GIVEN that due and proper arrangements have been made for providing the place of payment of the Bonds called for redemption with funds sufficient to pay the principal amount of the Bonds and the interest thereon to the redemption date. In the event the Bonds are not presented for redemption by the respective date fixed for their redemption, they shall not thereafter bear interest.

UNDER THE PROVISIONS of the Jobs and Growth Tax Relief Reconciliation Act of 2003 (the "Act"), paying agents making payments of interest and principal on municipal securities may be obligated to withhold 28% tax from remittance to individuals who have failed to furnish the paying agent with a valid taxpayer identification number. Registered bondholders who wish to avoid the imposition of the tax should submit certified taxpayer identification numbers (via form W-9) when presenting the Bonds for payment.

THIS NOTICE is issued and given pursuant to the redemption provisions in the proceedings authorizing the issuance of the Bonds and in accordance with the recitals and provisions of each of the Bonds, respectively.

NOTICE IS FURTHER GIVEN that the Bonds should be submitted to the following address:

First Class/Registered/ Certified Mail	Express Delivery	Hand Delivery
The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust P.O. Box 396 East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust 111 Sanders Creek Parkway East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust Corporate Trust Window 101 Barclay Street 1st Floor East New York,NY10286

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF ORDINANACE TO SET 2021 TAX RATE FOR 2021-2022**

DATE: September 21, 2021

Tax rate is as follows:

Maintenance & Operations	(M&O)	1.05170
Debt Service	(I&S)	.12622
Total		1.17792

****

Administrative Recommendation:

Approval of Ordinance to set the 2021 Tax Rate for 2021-2022 at $ 1.17792

Ector County ISD 2021 – 2022 Tax Rate

Presented by: Deborah Ottmers

9/21/2021

- School districts with a 6/30 year end are required to
  - adopt a budget by 6/30
  - for the following funds
    - General Fund
    - School Nutrition Fund
    - Debt Service Fund
  - adopt a tax rate by 9/30 to fund the adopted budgets

ECISD budget was adopted on 6/15/21

ECISD Finance Division

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
REVENUES, APPROPRIATIONS AND OTHER FINANCING SOURCES
REQUIRED BUDGETS TO ADOPT
2021-2022

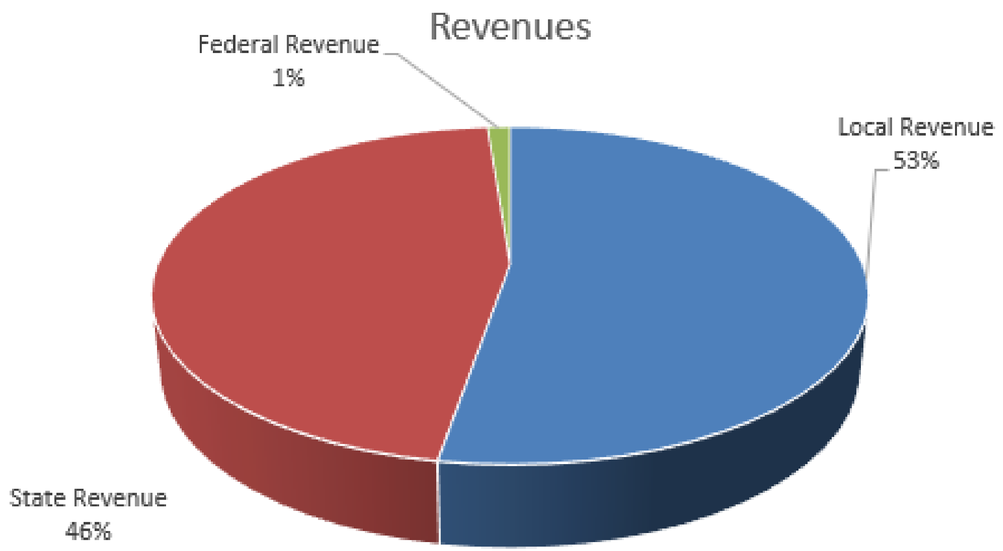
Codes		GENERAL FUND 2021-2022 BUDGET	SCHOOL NUTRITION FUND 2021-2022 BUDGET	DEBT SERVICE FUND 2021-2022 BUDGET
REVENUES				
5700	Local and Intermediate	165,700,000	3,000	19,018,741
5800	State	144,985,610	413,000	231,925
5900	Federal	3,800,000	18,289,494	-
	Total - All Revenues	314,485,610	18,705,494	19,250,666
APPROPRIATIONS				
11	Instruction	188,222,263	-	-
12	Instructional Resources and Media Services	2,334,270	-	-
13	Curriculum and Staff Development	6,192,063	-	-
21	Instructional Leadership	6,572,486	-	-
23	School Leadership	21,706,538	-	-
31	Guidance, Counseling and Evaluation Services	13,441,605	-	-
32	Social Work Services	1,339,176	-	-
33	Health Services	2,935,834	-	-
34	Student Transportation	7,746,553	-	-
35	Food Services	-	18,268,355	-
36	Co/Extra Curricular Activities	7,420,234	-	-
41	General Administration	9,503,668	-	-
51	Plant Maintenance and Operations	30,021,389	437,139	-
52	Security and Monitoring Services	2,545,870	-	-
53	Data Processing Services	10,577,409	-	-
61	Community Services	1,477,002	-	-
71	Debt Services	-	-	19,250,666
81	Facilities Acquisition and Construction	-	-	-
91	Contracted Instructional Services	-	-	-
99	Intergovernmental Charges	1,969,250	-	-
	Total - All Appropriations	314,005,610	18,705,494	19,250,666
OTHER FINANCING SOURCES/(USES)				
7000	Other Financing Sources	(70,000)	-	-
8000	Other Financing Uses	550,000	-	-
	Total - Other Financing Sources (Uses)	480,000	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	-	-	-
	Fund Balance Beginning (Estimated)	111,585,291	5,500,000	17,500,000
	One Time Expenditures	22,156,000	-	-
3000	Fund Balance Ending (Estimated)	89,429,291	5,500,000	17,500,000

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General Fund

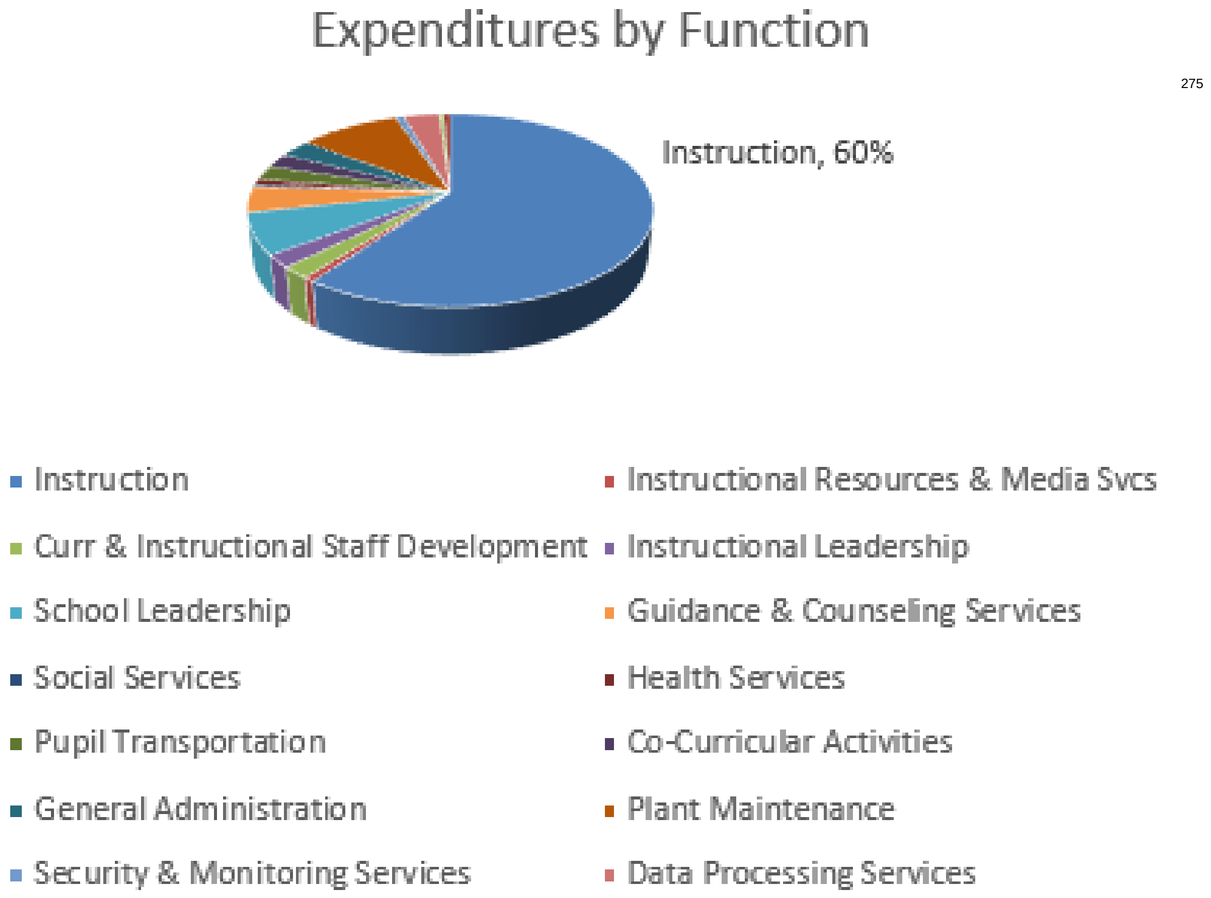
Object Code	Estimated Revenue	Per Enrolled 32,730	2021 - 2022 Budget	
5700	Local Revenue	$ 5,063	$165,700,000	(Includes property tax collections which are based on CURRENT YEAR estimated valuations)
5800	State Revenue	$ 4,430	144,985,610	
5900	Federal Revenue	$ 116	3,800,000	
	Total Estimated Revenue	$ 9,608	$314,485,610	

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General Fund

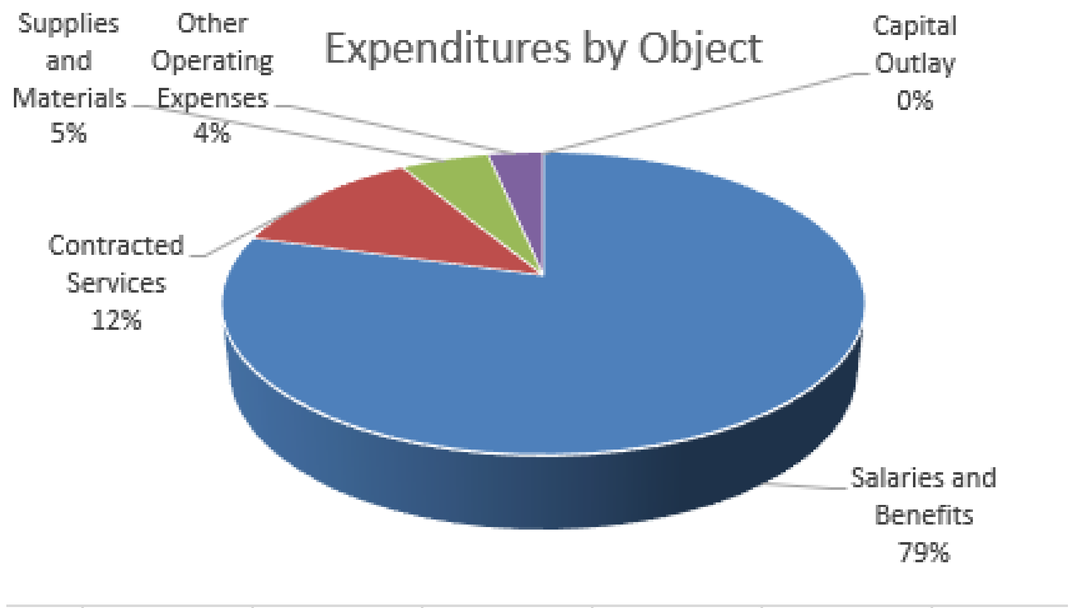
Function Code	Budgeted Expenditures	%	Per Enrolled 32,730	Totals
11	Instruction	60%	$ 5,751	$188,222,263
12	Instructional Resources & Media Svcs	1%	$ 71	2,334,270
13	Curr & Instructional Staff Development	2%	$ 189	6,192,063
21	Instructional Leadership	2%	$ 201	6,572,486
23	School Leadership	7%	$ 663	21,706,538
31	Guidance & Counseling Services	4%	$ 411	13,441,605
32	Social Services	0%	$ 41	1,339,176
33	Health Services	1%	$ 90	2,935,834
34	Pupil Transportation	2%	$ 237	7,746,553
36	Co-Curricular Activities	2%	$ 227	7,420,234
41	General Administration	3%	$ 290	9,503,668
51	Plant Maintenance	10%	$ 917	30,021,389
52	Security & Monitoring Services	1%	$ 78	2,545,870
53	Data Processing Services	3%	$ 323	10,577,409
61	Community Services	0%	$ 45	1,477,002
81	Facilities Acquisition and Construction	0%	$ -	-
91	Recapture Payment to state	0%	$ -	-
92	Recapture Incremental Costs	0%	$ -	-
93	Shared Service Arrangement	0%	$ -	-
99	Inter-Governmental Charges	1%	$ 60	1,969,250
	Total Budgeted Expenditures	100%	9,594	$314,005,610
	Totals			$314,005,610
	Diff			$ -
00-79XX	Operating Transfer In		$ (2)	(70,000)
00-89XX	Operating Transfer Out		$ 17	550,000
	Total Exp & Operating Transfer Out		$ 15	480,000
Estimated Increase (Decrease) to Fund Balance			**$ (0)**	$ -



General Fund

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Expenditure Object Code Summary			
6100	Salaries and Benefits	$ 7,605	$248,895,852
6200	Contracted Services	$ 1,160	$ 37,959,020
6300	Supplies and Materials	$ 510	$ 16,694,488
6400	Other Operating Expenses	$ 319	$ 10,436,250
6600	Capital Outlay	$ 1	$ 20,000
7900	Operating Transfer In	$ (2)	$ (70,000)
8900	Operating Transfer Out	$ 17	$ 550,000
	Total Exp & Operating Transfer Out	$ 9,608	$314,485,610

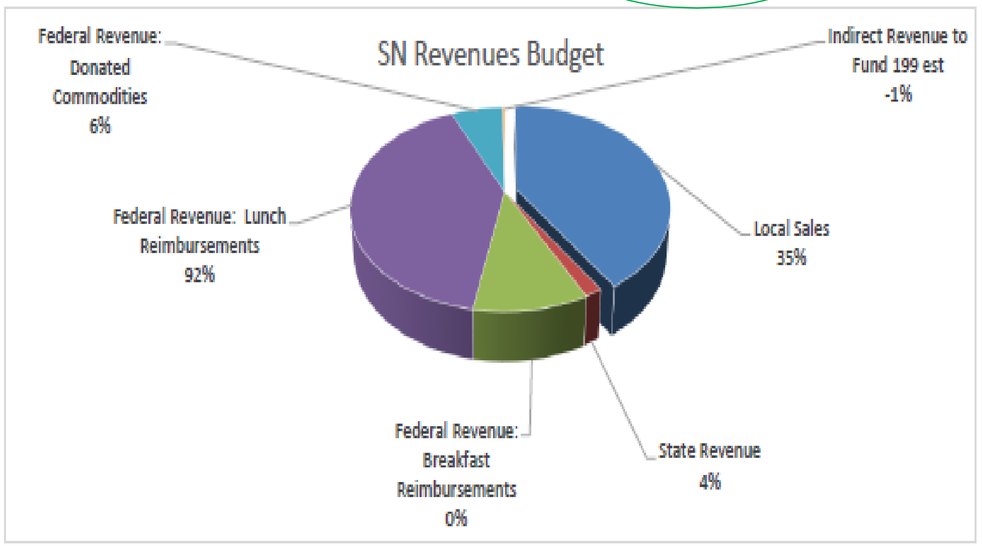


School Nutrition

Finance Division

REVENUE

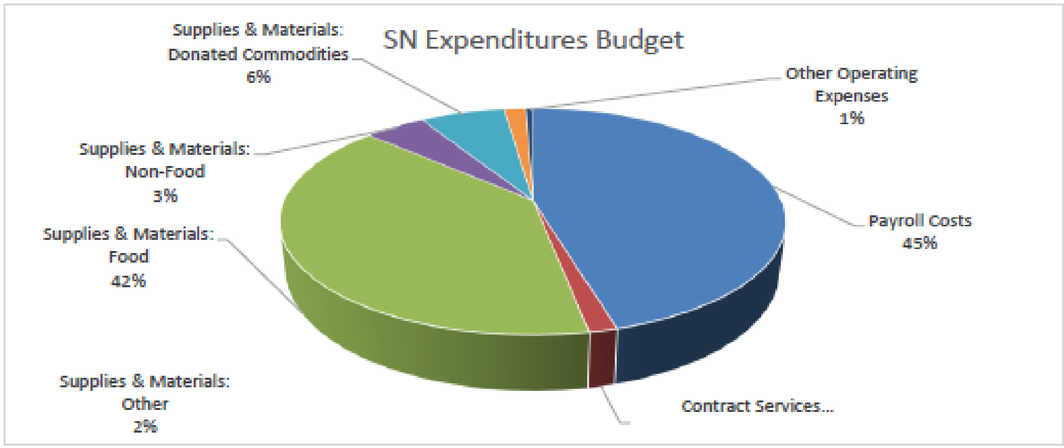
Object Code	Revenue	Beginning/ Original Budget	%	Per Enrolled 32,730
5700	Local Sales & Interest	$ 3,000	0%	
5800	State Revenue	$ 413,000	2%	
5921	Federal Revenue: Breakfast Reimbursements	$ -	0%	
5922	Federal Revenue: Lunch Reimbursements	$ -	0%	
5923	Federal Revenue: Donated Commodities	$ 1,166,997	6%	
5939	Federal Revenue: SFSP	$ 17,122,497	92%	
Total Revenue		$ 18,705,494	100%	$ 572



EXPENDITURES

Object Code	Fn Code	Expenditure	Beginning/ Original Budget	%	Per Enrolled 32,730
6100	35	Payroll Costs	$ 8,179,853	44%	
6100	51	Payroll Costs	$ 120,639	1%	
6200	35	Contracted Services	$ 85,500	0%	
6200	51	Contracted Services	$ 316,500	2%	
6341	35	Supplies & Materials: Food	$ 7,798,005	42%	
6342	35	Supplies & Materials: Non-Food	$ 550,000	3%	
6344	35	Supplies & Materials: Donated Commodities	$ 1,166,997	6%	
63xx	35	Supplies & Materials: Other	$ 340,000	2%	
6400	35	Other Operating Expenses	$ 148,000	1%	
			$ 18,705,494	100%	$ 572
6600		Capital Outlay	$ -		
Total Expenditures			$ 18,705,494		$ 572

	$ -
Fund Balance estimated at 6/30/21	$ 5,500,000
Change estimated during 2021/22	$ -
Fund Balance estimated 6/30/22	$ 5,500,000

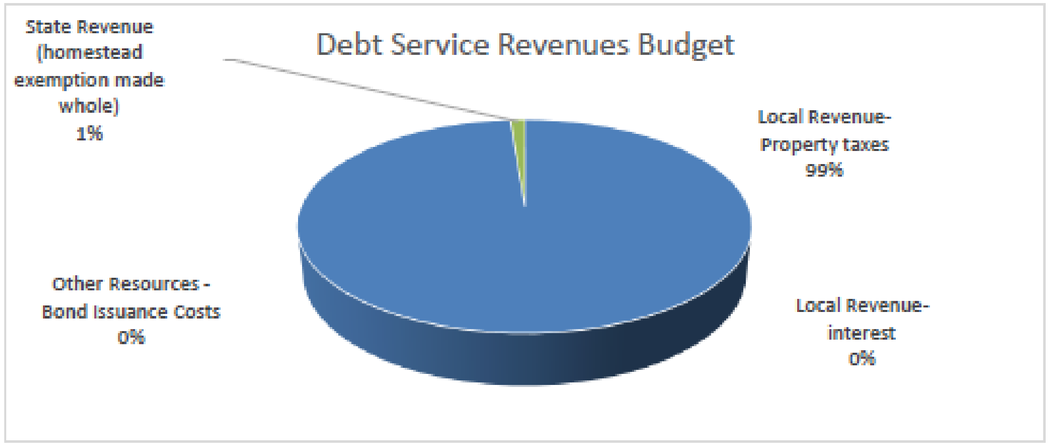


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Debt Service

REVENUE

Object Code	Revenue	Beginning/ Original Budget	%	Per Enrolled 32,730
571x	Local Revenue-Property taxes	$ 19,008,741	99%	
574x	Local Revenue-interest	$ 10,000	0%	
5800	State Revenue (homestead exemption made whole)	$ 231,925	1%	
7900	Other Resources - Bond Issuance Costs	$ -	0%	
Total Revenue		$ 19,250,666	100%	$ 588



EXPENDITURES

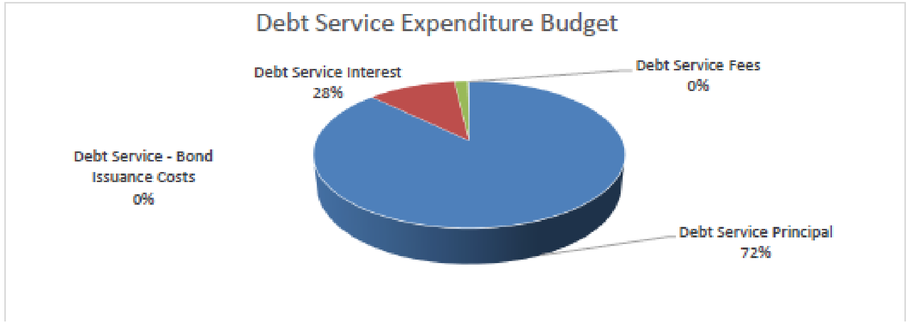
Object Code	Expenditure	Beginning/ Original Budget	%	Per Enrolled 32,730
6511	Debt Service Principal	$ 13,795,000	72%	
6521	Debt Service Interest	$ 5,445,666	28%	
6524	Debt Service - Bond Issuance Costs	$ -	0%	
6599	Debt Service Fees	$ 10,000	0%	
8900	Debt Service - Bond Issuance Costs		0%	
Total Expenditures - Function 71		$ 19,250,666	100%	$ 588

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Net Change in Fund Balance

Fund Balance estimated at 6/30/21	$ 17,500,000
Change estimated during 2021/22	$ -
Fund Balance estimated 6/30/22	$ 17,500,000

Notes Debt Service payments are due in Feb and August of each year.



Includes revenues of approximately $5,690,000 to pre-pay callable bonds and save nearly $2.5 million of future interest costs

Revenues

Funding for Texas public schools comes from three main sources:

- Local school district property taxes (for M&O and I&S)
- State funds
- Federal funds

Property Tax

50-280 (Rev -19/5)

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00 p.m. Tuesday, June 15, 2021 in the ECISD Central Administration Office first floor Board Room at 802 N. Sam Houston, Odessa TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ 1.05170	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$ .12622	/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Rates with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	.38 %	increase
Debt service	1.90 %	increase
Total expenditures	.46 %	increase

Total Appraised Value and Total Taxable Value
(as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 18,853,884,923	$ 19,238,355,839
Total appraised value* of new property**	$ 252,983,849	$ 250,092,196
Total taxable value*** of all property	$ 14,780,081,913	$ 14,992,297,409
Total taxable value*** of new property**	$ 225,046,999	$ 223,039,996

* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04 (8), Tax Code
** "New property" is defined by Section 26.012 (17), Tax Code
*** "Taxable value" is defined by Section 1.04 (10), Tax Code

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $ 148,380,000

* Outstanding Principal for 2021/22

Based on estimated property values at 4/29/21

Published in Newspaper on 6/3/21

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations*	Interest & Sinking Fund**	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.05470	$ .12322	$ 1.17792	$ 5,661	$ 4,442
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 1.26068	$ .11890	$ 1.37958	$ 6,896	$ 4,023
Proposed Rate	$ 1.05170	$ .12622	$ 1.17792	$ 6,027	$ 4,231

* A school district may not levy the district's maintenance taxes described by Section 45.002 at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service.
** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

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Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 211,183	$ 218,400
Average Taxable Value of Residences	$ 142,549	$ 148,452
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.17792	$ 1.17792
Taxes Due on Average Residence	$ 1,679	$ 1,749
Increase (Decrease) in Taxes		$ 70

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approved Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approved rate of $1.17792.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 61,655,339
Interest & Sinking Fund Balance(s)	$ 14,905,169

Property Values

After Budget Adoption

Certified at 7/23/21

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Description	Amount
Total Market Value	$ 18,641,884,578
Net Taxable Value	$ 14,815,453,142

80%

- At budget adoption, estimated 4/29/21 property values were going up 2%, but net taxable was going down by 1%
- At tax rate adoption, the certified property taxable value has decreased by 4% from the 4/29/21 estimated values, but only decreased by 2% from the certified values from the prior year.

Property Tax Rates

$1.17792 $1.17792 same

	2020/2021	2021/2022	Change
M&O Maintenance & Operations General Fund 199	$1.05470	$1.05170	(.003)
I&S Interest & Sinking Debt Service Fund 599	$.12322	$ .12622	.003
Net change			$0
Gross Revenue per Penny of Tax	$1,478,008	$1,444,801	(2%)

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Maximum Tax Rate

Texas Education Agency

Maximum Compressed Tax Rate (MCR) 2021/2022

In a statewide effort to reduce property tax rates and increase state funding for public education, the state introduced the compression of the Maintenance & Operations property tax rate beginning with the 2019/20 year. The information regarding the calculation can be found in the Texas Administrative Code 19 TAC, 61.1000. The calculation of this rate is to be provided as part of the budget adoption effective for the 2021/22 year.

Below are three versions of calculations of the M&O compressed tax rate at $1.05170.

M&O $1.05170

I&S .12622

Total $1.17792

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Texas Education Agency

These numbers are illustrative only and do not constitute a legal opinion of the TEA. Districts should in all cases consult with their tax attorney before adopting a tax rate.		
ECTOR COUNTY ISD		
District's total adopted TY 2020 M&O tax rate	$1.0547	
Enter TY 2020 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax	$ -	Enter TY 2020 disaster pennies
District's total adopted TY 2020 M&O tax rate net of pennies adopted to respond to disaster	$1.0547	
Maximum Tier one tax rate (limited to 90% of highest taxing district)	***$0.9134***	
Golden Pennies	$0.0800	
Copper Pennies	$0.0583	
Unequalized pennies for certain Harris County districts under special law	$0.0000	
TY 2021 Total tax rate with no increase	**$1.0517**	
Voter Approval (Rollback) Tax Rate for TY 2021		
Section 26.08 (n) (A) District Maximum Compessed Tax Rate (MCR)	**$0.9134**	
(B) (i) Districts TY 2020 enrichment Tax rate	$0.1383	
(B) (ii) 5 cents if applicable	$0.0000	
Enter TY 2021 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax	$ -	Enter any disaster pennies adopted for TY 2021
TY 2021 I&S Tax Rate	$ 0.1362	Enter debt service tax rate
Voter Approval Tax Rate	**$1.17792**	

Maximum Tax Rate

Ector County Appraisal District

2021 Tax Rate Calculation Worksheet

Date: 09/09/2021 09:54 AM

School Districts with Chapter 313 Agreements

Ector County Independent School District

School District's Name

Phone: *(432) 456-9491*

802 N. Sam Houston Odessa, TX 79761

School District's Website Address: ectorcountyisd.org

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SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate
Enter the 2021 NNR tax rate from Line 25. $1.242265

Voter-Approval Tax Rate
As applicable, enter the 2021 voter-approval tax rate from Line 36, Line 40 or Line 44. $1.178120
Indicate the line number used: 47

SECTION 6: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code.[36]

print here **Deborah P. Ottmers**

Printed Name of School District Representative

sign here *Deborah P. Ottmers*

School District Representative ECISD Chief Financial Officer

9/13/2021

Date

Tax Rate to Adopt by 9/30

Maintenance & Operations	$1.05170
Interest & Sinking	$.12622

$1.17792

Same total tax rate for 3 years

Ector County CAD final calculations:

Voter Approval Tax Rate:	$1.17812
No New Tax Rate:	$1.24226

ECISD proposed rate is less than both maximum CAD calculated rates

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 21, 2021

On this date, we, the Board of Trustees of the Ector County Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2021 at a total tax rate of $1.17792, to be assessed and collected by the duly specified assessor and collector as follows:

$1.05170 for the purpose of maintenance and operation, and

$ .12622 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

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This tax rate does not:

- exceed the no-new-revenue tax rate
- Exceed the voter approved tax rate
- Provide for M&O revenues that exceed the amount imposed in the prior year.

Therefore, no special language is required for adoption of the tax rate.

Ector County ISD

2021 – 2022

Tax Rate

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 21, 2021

On this date, we, the Board of Trustees of the Ector County Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2021 at a total tax rate of $1.17792, to be assessed and collected by the duly specified assessor and collector as follows:

$1.05170 for the purpose of maintenance and operation, and

$ .12622 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

IN CERTIFICATION THEREOF:

Signed: _____
Tammy Hawkins, President, Board of Trustees

Attest: _____
Carol Gregg, Secretary, Board of Trustees

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER $50,000**

DATE: September 21, 2021

As Required by Board Policy CH (Local), attached is a list of contracts/projects to be awarded by purchase orders once approved. Listed below are the purchase requests that meet this requirement this month.

	VENDOR	SERVICE/ PRODUCT	ESTIMATED CONTRACT PRICE	FUNDING	REQUESTOR
1.	Communities in Schools of The Permian Basin, Inc.	Interlocal Agreement Contracted Services	$350,000	Compensatory Education Funding	Nancy Vanley

1. COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN, INC.
Communities in Schools of the Permian Basin, Inc. will partner with Ector County Independent School District to help students who are at risk of not obtaining a high school diploma and who meet the TEA "at-risk" criteria according to the Texas Education Code 29.081. This program will serve 11 campuses. The total cost for this project is $350,000.

****

Administrative Recommendation:
Approval of Purchases over $50,000

Nancy Vanley
Executive Director of Guidance & Counseling Department
432-456-8559
802 N. Sam Houston, Odessa, TX 79761
nancy.vanley@ectorcountyisd.org

SUPPORTING MEMO

Interlocal Agreement with Communities in Schools of The Permian Basin, Inc.

- **Purpose:** Provide assistance to ECISD students who are at risk of not obtaining a high school diploma and who meet the TEA "at-risk" criteria according to the Texas Education Code 29.081. They serve 11 campuses providing supportive guidance, health and human services, parent and family engagement, enrichment activities, college and career readiness, and academic support.
- **Background Information:** Communities in Schools has served the district for 22 years. Communities in Schools is a vital part of ECISD services to students.
- **Cost of the Project:** $350,000
- **The funding source:** Compensatory Education Funding
- **The recommended supplier:** Communities in Schools of The Permian Basin, Inc.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

INTERLOCAL AGREEMENT BETWEEN THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN, INC.

COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN, INC.

THIS INTERLOCAL AGREEMENT hereinafter referred to as "the Agreement" is made by and between the Ector County Independent School District (hereinafter referred to by name or as "ECISD"), and Communities in Schools of the Permian Basin, Inc. (hereinafter referred to by name or as CISPB), pursuant to Chapter 791 of the Texas Government Code.

WHEREAS, Communities In Schools of the Permian Basin, Inc. is a non-profit organization administered by the Texas Education Agency (TEA); and

WHEREAS, the Ector County Independent School District desires to contract with Communities In Schools of the Permian Basin, Inc. to render services to ECISD students participating in the CISPB model; and

WHEREAS, Communities In Schools of the Permian Basin, Inc. desires to perform said services;

NOW THEREFORE, the parties enter into the following Agreement:

ARTICLE 1 – CONTRACT TERM

This Agreement for services is effective October 1, 2021, and shall continue through June 30, 2022.

ARTICLE 2 – PURPOSE

The purpose of the Agreement is to provide assistance to ECISD students who are at risk of not obtaining a high school diploma and who meet the TEA "At-Risk" criteria according to the Texas Education Code 29.081 (d) 1 through 13 (g).

ARTICLE 3 – SCOPE OF SERVICES

CISPB will provide to ECISD during the term hereof, the following projects and services:

CASE MANAGEMENT

(1) At least one full-time Campus Coordinator, per campus, to assist and case manage 95 ECISD students who are at-risk of not obtaining a high school diploma and who meet the TEA "At-Risk" criteria according to Texas Education Code 29.081 (d) 1 through 13 (g). CISPB will case manage participating students and will coordinate referrals to and from its partnering agencies. Services provided will fall within the scope of the six (6) components of the CIS model: Supportive Guidance; Health and Human Services; Parent and Family Engagement; Enrichment Activities; College and Career Readiness; and Academic Support. Campus

Coordinators will provide services addressing Academics, Attendance, Behavior and Social Services.

(2) Prevention services will address drug and alcohol and tobacco issues via presentations and educational activities.
(3) Program offerings that address academic or social development topics and are developed by CISPB and/or partner agencies may be implemented on individual campuses with the respective campus administrator's approval.

(4) Each Campus Coordinator will be expected to meet the established goal of 90 students per campus by January 31, 2022.

MENTAL HEALTH SUPPORTS

(1) Mental health supports, including counseling by licensed counselors

(2) Consistently occurring counseling sessions and/or peer-support services for each student identified as requiring the service, according to student need.

(3) Ongoing evaluation of students' mental health risk and progress through evidence-based assessment tools and practices.

(4) Supervision and oversight of the mental health support team in accordance with CIS personnel policies and consistent with state law. Project staff members remain employees of CIS.

(5) CIS-led mental health trainings will be offered to the district at reduced or no cost.

ECISD will provide to CISPB during the term hereof, the following projects and services:

(1) A computer generated list of students meeting the TEA definition of "at-risk." This list will be supplied to CISPB as soon as possible following the last day of classes in the second semester. CISPB will focus on enrolling students from this list by contacting parents to promote the services available to their children.

(2) Additional referrals of students meeting the TEA definition of "at-risk" throughout the academic year.

(3) Ensure teachers and administrators at all participating campuses are familiar with the combined goals of ECISD and CISPB and that all ECISD campus staff work cooperatively with CISPB to ensure the goal of 90 students per campus is met by January 31, 2022.

(4) Ensure CISPB has adequate access to student data records necessary to assess the eligibility of students for the CIS program, assess student needs, monitor student progress, and to evaluate the effectiveness of service delivery. Such data will include demographics, grades, attendance records, STAAR testing, transcripts, behavior referrals, graduation plans, and any other data required to case manage students as required in the TEA Campus Handbook.

(5) Provide a single point of contact responsible for the facilitation and resolution of problems with the potential to create obstacles to CISPB in meeting expected outcomes.

(6) Provide space for all campuses served by CIS to include: janitorial services, utilities, maintenance/repair, phones, office furniture, and computer.

(7) Include CISPB staff in district trainings and seminars related to the combined goals of ECISD and CISPB of retention and graduation of "at-risk "students.

ARTICLE 4 – CAMPUS AND DISTRICT IMPROVEMENT PLANS

ECISD will ensure that CISPB is written into the campus and district improvement plans as a strategy for drop-out prevention.

ARTICLE 5 – SUPERVISION

CISPB as employer of record for the Campus Coordinators will provide day-to-day supervision of work product and behavior as required by CISPB Employee Handbook and the TEA mandated CIS Program Operations Requirements. ECISD, as campus host, will provide feedback to CISPB management on work product and behavior, both positive and negative. CISPB will communicate issues requiring significant disciplinary actions with ECISD when such action is warranted. CISPB remains the final authority on disciplinary measures related to Campus Coordinators when the problem is related to CIS policies and procedures. Campus administration will be provided monthly reports of each Campus Coordinator's activities. Should a Coordinator's job performance need improvement, CISPB will place the Coordinator on a Performance Improvement Plan designed to best serve the employee, the District, and the students. CISPB will immediately investigate and address any workplace product or behavior the District believes to be disruptive or counter-productive to the Campus educational process.

ARTICLE 6 – EVALUATION COMPONENT

CISPB will provide to ECISD a written report of the program's effectiveness by the November 2022 Board meeting covering the prior contract term. Surveys will be distributed to students, parents, as well as administrative and support staff by April 2022 for evaluation of the current year's services.

ARTICLE 7 – PROGRAM PLACEMENT

The following schools are included in this term's program contract. Number in parentheses, (#), indicates number of positions dedicated to that campus:

Odessa Senior High School (2)
Permian Senior High School (2)
Alternative Education Center (1)
Bonham Middle School (1)
Bowie Middle School (2)
Crockett Middle School (1)
Nimitz Middle School (1)

Wilson & Young Medal of Honor Middle School (1)
Ector College Prep Middle School (1)
Dowling Elementary (1)
Goliad Elementary (1)

ARTICLE 8 – COMPENSATION AND METHOD OF PAYMENT

For and in consideration of the services to be performed by CISPB pursuant to this Agreement, ECISD agrees to pay to CISPB $350,000.00.

Upon receipt of invoice from CISPB, payment shall be paid in quarterly installments of $87,500.00 for services rendered for the total sum of $350,000.00.

ARTICLE 9 – USES OF ECISD INFORMATION AND RECORDS BY CISPB

Authorized representatives of CISPB may access and use information obtained from ECISD's student database systems for the sole purpose of enrolling and case managing ECISD students in the CIS program. CISPB will not release or disclose to the public or any third party such information or records without the prior written consent of the parent(s) of the minor child in question, except as required by the state or federal law. Each party shall take all steps necessary to ensure that the student information and records are viewed only by authorized representatives of CISPB for the permissible uses stated herein. Said information is considered confidential, and shall not be used by CISPB or any of its employees or agents for private purposes. CISPB acknowledges and understands that the unauthorized release of student information or records may subject the individual or entity to criminal and civil penalties. In cases as needed or requested, the Health Insurance Portability and Accountability Act (HIPAA) may be enacted to protect student personal health information. Accordingly, CISPB will educate and inform its staff regarding ECISD "Acceptable Use Guidelines for Technology", permissible uses of the student information and records obtained from ECISD databases, and the Family Educational Rights and Privacy Act (see 20 U.S.C. {1232g} and 34 C.F.R. {90}, et. Seq.). CISPB further agrees that the information or records disclosed or obtained pursuant to this Agreement will be destroyed by CISPB after the need for such information ceases to exist.

ARTICLE 10 – TERMINATION

This Agreement may be terminated by any of the following occurrences:

A. By mutual agreement and consent in writing by both parties.
B. By either party upon thirty (30) days written notice to the other party.
C. By either party upon the failure of the other party to fulfill its obligations as set forth in this Agreement.

ARTICLE 11 – AMENDMENTS

Any and all changes to this Agreement may be enacted by written amendment or addendum properly executed by the appropriate representatives of each party.

ARTICLE 12 – ASSIGNMENT

Neither party shall assign, sublet or transfer its interest in this Agreement without the prior written consent of the other party.

ARTICLE 13 – LIABILITY AND INDEMNITY

The parties hereto agree to the extent permitted by law, to forever release from liability, indemnify, and hold harmless each other for the acts and/or omissions of their respective employees. Specifically, CISPB agrees, to the extent permitted by law, to fully release, indemnify, and hold harmless, ECISD for the acts and/or omissions of any CISPB employee who may violate the terms of this Agreement, or any other state or federal law applicable to this Agreement. Further, ECISD agrees, to the extent permitted by law, to fully release, indemnify, and hold harmless CISPB for the acts and/or omissions of any ECISD employee who may violate the terms of this Agreement, or any other state or federal law applicable to this Agreement.

ARTICLE 14 – NOTICES

All notices from either party to the other required under this Agreement shall be personally delivered or mailed to such party at the following address:

For CISPB: Communities In Schools of the Permian Basin, Inc.
Eliseo Elizondo, Executive Director
PO Box 10532
Midland, TX 79702

For ECISD: Ector County Independent School District
Dr. Scott Muri, Superintendent
802 N. Sam Houston Ave.
Odessa, TX 79761

ARTICLE 15 – APPROPRIATION OF FUNDS

CISPB and ECISD agree that the performance of each is subject to the ability of the parties to provide or pay for the services required under this Agreement. CISPB and ECISD acknowledge that this Agreement is entered into in accordance with the Interlocal Cooperation Act, Chapter 791, and Texas Government Code. In accordance with said Act, the parties hereto acknowledge that any payments made pursuant to the terms of this Agreement shall be made from current revenues available to the paying party, and any future payments are subject to appropriations.

WHEREAS, Communities In Schools of the Permian Basin, Inc. and the Ector County Independent School District agree to the terms as set forth above, this Agreement shall be effective on the date described in Article 1 provided Agreement is fully executed by the proper authorities of each entity, after approval by the governing bodies of such entities.

AGREED TO BY:

COMMUNITIES IN SCHOOLS
OF THE PERMIAN BASIN, INC.

By: 

Eliseo Elizondo, Executive Director

Date: 08-09-21

ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT

By: _____

Scott Muri, Superintendent

Date: _____

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL TO SELL PROPERTY FOR LESS THAN MARKET VALUE**

DATE: September 21, 2021

Attached is a letter and Tax Resale Deed from the District's tax attorney describing property sold under a tax foreclosure sale.

Lot 10, Block 4, Rodessa Heights, City of Odessa, Ector County, Texas

Amounts to be received from sale:	$16,709.67
ECAD Total Market Value:	$18,861.00
Unpaid Tax and penalty due to all taxing entities:	$27,589.36

****

Administrative Recommendation:

Approval to Accept the Purchase on Tax Foreclosed Property and sign the Tax Resale Deed.

LINEBARGER GOGGAN BLAIR & SAMPSON, LLP
ATTORNEYS AT LAW
1301 EAST 8th STREET, SUITE 200
ODESSA, TEXAS 79761-4703

432/332-9047
FAX 432/333-7012

September 15, 2021

Tammy Hawkins, President
Board of Education
Ector County ISD
802 North Sam Houston
Odessa, TX 79761

RE: Tax Resale Deed to Adrianna Beatrice Mendoza and Jose J Mendoza; Cause No. CC2-6951-T; ECISD, et al vs. Rudolfo V Urias, et al

Dear Ms. Hawkins:

Enclosed is a Tax Resale Deed conveying the above property to the new owners. Please sign the deed, have your signature notarized, and return it to our office so that we may deliver it to the County Clerk for filing.

Thank you for your assistance.

Sincerely,

Jeannie Crane

Jeannie Crane
Area Manager

jc
Enclosure

cc: Anita Campbell
Chief Appraiser
Ector County Appraisal District
1301 East 8th
Odessa, TX 79761

Notice of confidentiality rights: If you are a natural person, you may remove or strike any or all of the following information from any instrument that transfers an interest in real property before it is filed for record in the public records: your social security number or your driver's license number.

TAX RESALE DEED

STATE OF TEXAS **X**

X KNOW ALL MEN BY THESE PRESENTS

COUNTY OF ECTOR **X**

That **ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT, Trustee, on behalf of itself, Odessa Junior College District, City of Odessa, Ector County Hospital District and Ector County,** acting through the presiding officer of its governing body, hereunto duly authorized by resolution and order of said governing body which is duly recorded in its official Minutes, hereinafter called grantor, for and in consideration of the sum of $16,709.67 cash in hand paid by:

ADRIANNA BEATRICE MENDOZA
AND JOSE J MENDOZA
823 EAST 97TH CT
ODESSA, TX 79765

hereinafter called grantee(s), the receipt of which is acknowledged and confessed, has quitclaimed and by these presents does quitclaim unto said grantee(s) all of the right, title and interest of grantor and all other taxing units interested in the tax foreclosure judgment against the property herein described, acquired by tax foreclosure sale heretofore held under **Suit No. C-6951-T, Ector County Independent School District, Et Al vs. Rudolfo V Urias, Samuel Urias, Independent Executor of Manuel Urias and the Unknown Heirs of Manuel Urias**, in the district court of said county, said property being located in Ector County, Texas, and described as follows:

Lot 10, Block 4, Rodessa Heights, an addition to the City of Odessa, Ector County, Texas, according to the map or plat thereof of record in the Office of the County Clerk of Ector County, Texas, as being more particularly described in the deed dated June 10, 1982 and recorded at Volume 851, Page 557, Deed Records of Ector County, Texas; EXCEPT all oil, gas and other minerals as heretofore reserved by prior grantors. (Account #27500.00270.00000)

TO HAVE AND TO HOLD the said premises, together with all and singular the rights, privileges, and appurtenances thereto in any manner belonging unto the said grantee(s), their heirs and assigns forever, so that neither grantor, nor any other taxing unit interested in said tax foreclosure judgment, nor any person claiming under it and them, shall at any time hereafter have, claim or demand any right or title to the aforesaid premises or appurtenances, or any part thereof.

Taxes for the present year are to be paid by grantee(s) herein.

This deed is given expressly subject to recorded restrictive covenants running with the land, and valid easements of record as of the date of this sale, if such covenants or easements were recorded prior to January 1 of the year the tax lien(s) arose.

IN TESTIMONY WHEREOF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT has caused these presents to be executed this _____ day of _____, 20___.

BY: _____
Tammy Hawkins
President
Board of Education

STATE OF TEXAS **X**

COUNTY OF ECTOR **X**

This instrument was acknowledged before me on this _____ day of _____, 2021, by Tammy Hawkins, President of Board of Education of Ector County Independent School District.

_____
Printed Name: _____
Notary Public, State of Texas
My Commission Expires: _____

After recording return to:

LINEBARGER GOGGAN BLAIR & SAMPSON, LLP
1301 EAST 8th STREET, SUITE 200
ODESSA, TEXAS 79761-4703
(432) 332-9047; FAX (432) 333-7012

Ector County Appraisal District

1301 E 8th Street
Odessa, Texas 79761-4703
Phone:432-332-6834
Fax:432-332-1726

Last Update-Appraisal Info: September 3, 2021
Last Update-Unpaid Tax Amounts: September 3, 2021
Payments made after this date are not reflected in UNPAID TAX AMOUNTS.

Account Number: 27500.00270.00000

Parcel Number: R100050888

PIN (GIS Mapping Number): 27500-00401-01000

Owner's Information
ECISD TRUSTEE
PO BOX 73
ODESSA, TX 79760-0073

Property Location
1231 S TEXAS AVE

Property Legal Description
RODESSA
BLOCK 4
LOT 10

Land Size
0.1779

Undivided Interest Percent
1.000000

DEED & EXEMPTION INFORMATION

Name	Year	Date	Vol / Pg	Inst.#	Exemptions
ECISD TRUSTEE	2022	5/24/1999	1467 / 574		TOT

IMPROVEMENT INFORMATION

Description	Year	SQFT
FR4M - RESIDENCE	1979	1152

PROPERTY VALUES

	2022	2021	2020	2019	2018
TOTAL IMPROVEMENT VALUE	$16,846	$16,846	$15,642	$19,958	$17,930
LAND MARKET VALUE	$2,015	$2,015	$2,015	$2,015	$2,015
PRODUCTIVITY VALUE	$0	$0	$0	$0	$0
TOTAL MARKET VALUE	$18,861	$18,861	$17,657	$21,973	$19,945
10% HOMESTEAD CAP LOSS	$0	$0	$0	$0	$0
APPRAISED VALUE	$18,861	$18,861	$17,657	$21,973	$19,945

JURISDICTION VALUES & TAX RATES

	2022 Value Tax Rate Tax Amt % Change	2021 Value Tax Rate Tax Amt % Change	2020 Value Tax Rate Tax Amt % Change	2019 Value Tax Rate Tax Amt % Change	2018 Value Tax Rate Tax Amt % Change
CITY OF ODESSA	$0 0.004771 $0.00 0%	$0 0.004771 $0.00 0%	$0 0.004771 $0.00 0%	$0 0.004766 $0.00 0%	$0 0.004766 $0.00 N/A
ECTOR COUNTY	$0 0.003650 $0.00 0%	$0 0.003650 $0.00 0%	$0 0.003650 $0.00 0%	$0 0.003650 $0.00 0%	$0 0.003970 $0.00 N/A
ECTOR COUNTY I S D	$0 0.011779 $0.00 0%	$0 0.011779 $0.00 0%	$0 0.011779 $0.00 0%	$0 0.011779 $0.00 0%	$0 0.012796 $0.00 N/A
ECTOR CO HOSPITAL DIST	$0 0.001500 $0.00 0%	$0 0.001500 $0.00 0%	$0 0.001500 $0.00 0%	$0 0.001127 $0.00 0%	$0 0.001127 $0.00 N/A
ODESSA COLLEGE	$0 0.001890 $0.00 0%	$0 0.001890 $0.00 0%	$0 0.001890 $0.00 0%	$0 0.001868 $0.00 0%	$0 0.001997 $0.00 N/A

UNPAID TAX AMOUNTS

Year	Balance	ISD	OC	COU	HOS	ODE	ECUD	GOL	FMLR	CED
1999	$286.29*	$126.42	$65.31	$37.34	$4.77	$52.04	$0.00	$0.00	$0.41	$0.00
			Pen/Int: $778.71			Atty Fee: $159.75			Total Due: $1,224.75	
Year	Balance	ISD	OC	COU	HOS	ODE	ECUD	GOL	FMLR	CED
1998	$580.42*	$308.14	$39.76	$90.17	$11.68	$127.66	$0.00	$0.00	$3.01	$0.00
			Pen/Int: $1,648.39			Atty Fee: $334.32			Total Due: $2,563.13	
Year	Balance	ISD	OC	COU	HOS	ODE	ECUD	GOL	FMLR	CED
1997	$460.89*	$236.33	$33.07	$72.51	$10.28	$106.20	$0.00	$0.00	$2.50	$0.00
			Pen/Int: $1,364.23			Atty Fee: $273.77			Total Due: $2,098.89	
Year	Balance	ISD	OC	COU	HOS	ODE	ECUD	GOL	FMLR	CED
1996	$461.66*	$237.10	$33.07	$72.51	$10.28	$106.20	$0.00	$0.00	$2.50	$0.00
			Pen/Int: $1,421.91			Atty Fee: $273.14			Total Due: $2,166.11	
Year	Balance	ISD	OC	COU	HOS	ODE	ECUD	GOL	FMLR	CED

1995	$467.73*	$237.12	$33.39	$74.04	$18.34	$103.16	$0.00	$0.00	$1.68	$0.00
			Pen/Int: $1,496.74			**Atty Fee:** $294.67			**Total Due:** $2,259.14	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1994	$456.52*	$230.95	$33.39	$67.31	$18.34	$103.16	$0.00	$0.00	$3.37	$0.00
			Pen/Int: $1,515.65			**Atty Fee:** $295.83			**Total Due:** $2,267.99	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1993	$372.75*	$188.75	$24.04	$50.26	$17.37	$88.02	$0.00	$0.00	$4.31	$0.00
			Pen/Int: $1,282.26			**Atty Fee:** $248.25			**Total Due:** $1,903.26	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1992	$357.83*	$60.95	$23.68	$43.79	$17.37	$81.37	$0.00	$0.00	$2.87	$127.80
			Pen/Int: $1,273.87			**Atty Fee:** $244.76			**Total Due:** $1,876.46	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1991	$438.87*	$83.13	$30.46	$54.50	$22.35	$99.72	$0.00	$0.00	$5.54	$143.17
			Pen/Int: $1,615.04			**Atty Fee:** $308.09			**Total Due:** $2,362.00	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1990	$392.56*	$188.26	$30.46	$48.40	$23.28	$92.37	$0.00	$0.00	$9.79	$0.00
			Pen/Int: $1,491.73			**Atty Fee:** $282.64			**Total Due:** $2,166.93	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1989	$367.63*	$179.88	$28.98	$68.92	$0.00	$83.82	$0.00	$0.00	$6.03	$0.00
			Pen/Int: $1,441.11			**Atty Fee:** $271.31			**Total Due:** $2,080.05	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1988	$393.71*	$188.57	$32.60	$65.71	$0.00	$96.87	$0.00	$0.00	$9.96	$0.00
			Pen/Int: $1,590.59			**Atty Fee:** $297.65			**Total Due:** $2,281.94	

Year	**Balance**	**ISD**	**OC**	**COU**	**HOS**	**ODE**	**ECUD**	**GOL**	**FMLR**	**CED**
1987	$394.12*	$189.36	$29.77	$68.22	$0.00	$100.57	$0.00	$0.00	$6.20	$0.00
			Pen/Int: $1,639.54			**Atty Fee:** $305.05			**Total Due:** $2,338.71	

Amount if paid in September **Total due for all years:** $27,589.36

* Status: SUIT FILED / Cause: C-6951-T

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Executive Directors of Leadership

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2021-2022 ECISD CAMPUS IMPROVEMENT PLANS**

DATE: September 21, 2021

Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CNA). The Board is required to approve both District and Campus Improvement Plans every year. The Board approved the District Improvement Plan May 2021, and the Executive Directors of Leadership used that plan to help principals (and their site-based decision-making team) build campus plans that are aligned to the vision, goals, strategies, and outcomes within it.

****

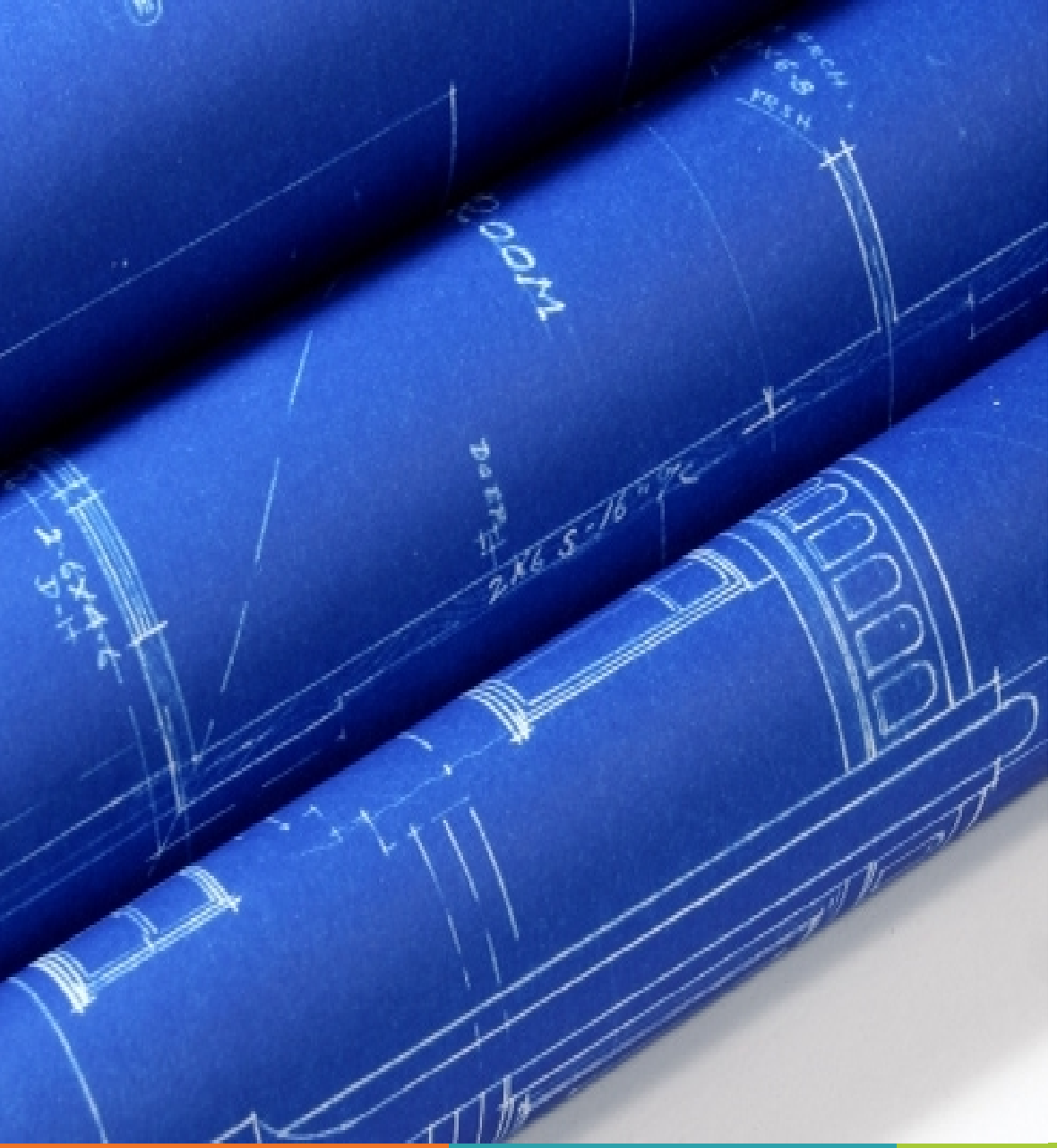
Administrative Recommendation:

Approval of the 2021-2022 ECISD Campus Improvement Plans

ECISD Campus Improvement Plans



2021-2022
September 14, 2021



What is a Campus Improvement Plan?

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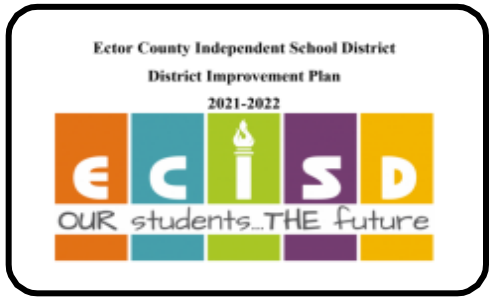
Campus Improvement Planning Process



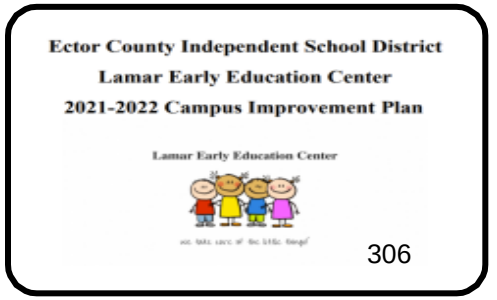
Vision



Strategic Plan



District Improvement Plan



Campus Improvement Plan

Campus Improvement Plans



- Graduation Rates
- Semesters exams
- Promotion/retention rates
- SAT/ACT data
- District policies
- Mobility rates
- Program effectiveness reviews
- Community demographics
- Standardized Testing
- Discipline referrals
- Engagement numbers

- Teacher Retention
- Staff evaluation
- PLC data
- School leadership data
- Survey and interviews of Students/Staff/Parents
- Business/Community feedback
- Safe schools reports
- Violence records
- Teacher retention
- Expulsion/Suspension records

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Campus Improvement Plans



Problem Statement: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.

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Root Cause: Lack of quality lesson planning with appropriate levels of rigor.

Campus Improvement Plans



Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Campus Improvement Plans



Foundational Excellence	We will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.
Invest in Talent	Recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.
Learning Journey	Establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream.

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Campus Improvement Plans



Campus Example

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society.

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Performance Objective 1: The percentage of students on grade level in grades K-2 will increase 5% from the BOY MAP to EOY MAP assessment.

Campus Improvement Plans



Strategy 1: Milam will follow district curriculum and literacy blocks to ensure student success.

Strategy 2: Multi-classroom leaders (MCL's) will facilitate Professional Learning Communities (PLC's) utilizing the backward planning process.

Strategy 3: Multi-classroom leaders will facilitate PLC's utilizing the Data Driven Process.

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Campus Improvement Plans



Mary Hutchins
Lamar Early Education Center



Jessica Redman
Buice Elementary



Mareka Austin
Bonham Middle School



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Delesa Styles, Ed. D.
Permian High School

Lamar Early Education Center



Foundation Excellence	Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. The belief held by students that adults and peers in the school care about their learning as well as about them as individuals
Performance Objective 2	Lamar will build a school-wide awareness and commitment to develop, implement and integrate SEL initiatives. 314
Strategies	Lamar staff will continue to engage in professional SEL learning and practice through Conscious Discipline coaching. Lamar staff will engage in professional Social-Emotional Learning through a staff book study focused on the social emotional development of young children. Lamar staff will use the Feeling Buddies curriculum to support students in expressing feelings and emotional regulation.

Buice Elementary



Invest in Talent	Buice Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.
Performance Objective 2	In 21-22, Buice Elementary School will offer a job-embedded, personalized professional learning system for teachers that will result in an increase on staff perception of feedback and coaching through the panorama survey. We will strive to show an increase on the panorama survey in the area of feedback and coaching from 64% to 75%. 315
Strategies	Each campus administrator and the instructional coach will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. Each grade level will participate in data driven instruction collaboration meetings with their grade level teams twice per month. Every Buice teacher will set goals with principal, assistant principal, and/or instructional coach using high leverage strategies to improve instruction.

Bonham Middle School

Learning Journey	Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.
Performance Objective 1	Domain I will increase from 58 to 70: Approaches 67, Meets 33 and Masters 13 Domain II will increase from 57 to 66 by the spring benchmark in reading and math Domain III will increase from 30 to 70 by the spring benchmark in reading and math. 316
Strategies	Enhance the PLC process with opportunity culture where we review and analyze data. Use high dosage tutoring and student data tracking to improve the teaching & learning. Improve classroom engagement and rigor using the observation and feedback process Use formative assessments to determine student progress

Permian High School

Learning Journey	Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.
Performance Objective 8	PHS will create systems to increase College, Career, & Military Readiness graduates from 50.6% (2018-19) to 60% in 2021-22 to support all graduating seniors to and through college, career, and military decision. 317
Strategies	Through Naviance implementation, students will plan for their college and career goals, prepare for SAT/ACT testing, complete their FAFSA. Campuses will offer TSIA to Juniors and Seniors as needed for College Career Military Readiness. Opportunities will be provided through CTE business courses to certify students in Microsoft applications beginning in the 9th grade year to meet CCMR.

Next Steps

- ❑ Board approval
- ❑ Online Posting
- ❑ Implementation
- ❑ Formative Reviews
- ❑ Summative Review

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Feedback and Questions



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Ector County Independent School District

Austin Montessori Magnet

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

We at Austin Montessori are peacemakers who use our talents to be problem solvers for the world.

Vision

Maria Montessori believed the role of education was World Peace. We use the Montessori Method to create critical thinkers who model respect of self, others and the environment.

Value Statement

Core Values:

Grace and Courtesy

Peace

Resilience

Independence

Leadership

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- Goal 2: Invest in Talent: Austin Montessori will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 21
- Goal 3: Learning Journey: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society. 26

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student Total	448	449	449	458	457
Pre-Kindergarten	125	124	122	124	109
Kindergarten	62	62	63	61	60
1st Grade	58	57	60	61	60
2nd Grade	58	57	54	57	62
3rd Grade	48	54	55	51	54
4th Grade	51	47	51	57	56
5th Grade	46	48	44	47	56
Female	247	247	238	235	233
Male	201	202	211	223	224

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Ethnic Distribution	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic	341	343	342	345	351
White	81	85	83	88	84
Black-African American	7	9	12	15	12
Two-or-More	8	6	7	5	3
Asian	10	4	4	4	6
American Indian-Alaskan Native	1	2	1	1	1
Native Hawaiian- Pacific Islander	0	0	0	0	0

Student by Program	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Bilingual	46	48	53	57	60
ESL	7	10	5	8	6
Free Lunch Participation	184	156	252	102	90
Gifted and Talented	64	65	64	59	48

Student by Program	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Special Education	27	30	33	31	40
Title I	448	449	449	458	457
Dyslexia	14	15	19	17	18
At Risk	104	113	122	133	145
Economically Disadvantaged	200	172	283	173	212
Homeless	2	2	0	5	0
Immigrant	4	5	4	5	4
LEP	55	58	60	68	69
Military Connected	4	4	4	17	12
Foster Care	0	0	1	1	0
CTE	0	0	0	0	0
Mobility	2	5	4	3	11

Staff/Teacher Retention	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	85%	76%	88%	76%	73%
Attendance	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
	96.5%	95.7%	95.8%	95.7%	97.5%
Discipline	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
	22 referrals	22 referrals	56 referrals	23 referrals	17 referrals

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Parent and Community Engagement:

Austin Montessori hosts many events throughout the school year to encourage family and community involvement. A Meet the Teacher event is scheduled before school begins. Parents have the opportunity to bring school supplies and visit with teachers and assistants to make the first day of school an easy transition for students, parents and teachers. This year, a fall conference will be held with the parents, student and teacher. The teacher will share student data and share goals for student growth. Parents and Family members are encouraged to become VIP's and assist with activities that occur during and after the school day.

Demographics Strengths

Austin Montessori is a School of Choice campus with low mobility rates. In the 2020-2021 school year, the attendance rate was at an all time high of 97.5%.

The Montessori program is well received by parents, students, teachers and community members. our program is a popular School of Choice selection and there are many students on the waiting lists for each grade level.

In the 2020-2021 school year, Austin Montessori served 168 Pre-K and Kindergarten students, supporting early intervention and literacy in Ector County.

Austin Montessori has a strong and active PTA board that works closely with the school to promote student and school success. This year, the PTA board is donating $25,000 to the school to purchase new cafeteria tables.

Parent trainings will be offered so parents learn more about the Montessori method.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The staff and teacher retention rate decreased from 76 to 73%. **Root Cause:** Staff and Teachers are choosing other career opportunities.

Student Learning

Student Learning Summary

Reading Percentages									
	3rd Grade			4th Grade			5th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2020-2021	66	19	17	55	31	11	69	48	22
2020-2021 Spanish	67	17	17	0	0	0	0	0	0
2019-2020 *Spring Benchmark*	69	27	6	83	39	17	76	43	8
2019-2020 *Spring Benchmark* *Spanish*	87	25	0	100	0	0	0	0	0
2018-2019	87	51	33	84	42	12	77	39	20
2017-2018	81	38	17	54	30	22	87	53	26
2016-2017	60	38	23	65	41	25	83	52	24

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Math Percentages									
	3rd Grade			4th Grade			5th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2020-2021	40	11	6	67	38	18	65	50	24
2020-2021 Spanish	100	33	17	0	0	0	0	0	0
2019-2020 *Spring Benchmark*	53	6	13	69	30	8	84	36	13
2019-2020 *Spring Benchmark* *Spanish*	100	37	0	0	0	0	0	0	0
2018-2019	76	47	20	90	40	18	91	68	41
2017-2018	89	46	13	85	41	28	96	71	38
2016-2017	77	42	19	84	51	33	89	57	33

Writing Percentages: 4th Grade				Science Percentages: 5th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2020-2021	46	19	2	35	7	0
2019-2020 *Spring Benchmark*	62	16	3	32	2	0
2019-2020 *Spring Benchmark* *Spanish*	100	0	0	0	0	0
2018-2019	70	28	4	73	34	14
2017-2018	51	24	4	81	33	10
2016-2017	67	21	masked	80	41	20

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STAAR 2021 Data by Subgroups

	3rd Grade Reading			3rd Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Hispanic	61	12	12	33	6	6
White	73	36	27	55	18	0
Economically Disadvantaged	50	13	13	38	6	6
Special Education	38	13	13	100	33	17

	3rd Grade Reading			3rd Grade Math		
Limited English Proficient	67	17	17	25	13	0

	4th Grade Reading			4th Grade Math			4th Grade Writing		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Hispanic	50	24	7	64	29	14	39	17	
White	60	40	20	70	30	30	60	20	10
Economically Disadvantaged	32	14	5	50	27	18	29	14	
Special Education				50	10		20	10	
Limited English Proficient	40	20		40					

	5th Grade Reading			5th Grade Math			5th Grade Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Hispanic	65	49	23	67	53	23	35	7	
White	88	38	13	38	25	25	50	13	
Economically Disadvantaged	54	31	15	54	38	23	27		
Special Education									
Limited English Proficient	67	33	11	67	67	33	33		

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Student Learning Strengths

Students in our 3rd Grade bilingual program out performed all students in the grade level on math and reading STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than half of Austin's Kindergarten through 5th grade students met their projected BOY and EOY Reading and Math growth targets as measured by the NWEA MAP Assessment. **Root Cause:** Austin did not have consistent training and data monitoring to adjust instructional practices.

Problem Statement 2 (Prioritized): Austin showed a decline in the number of students achieving at the Meets Grade Level standard in Reading STAAR 2021. **Root Cause:** Lack of quality Tier I instruction.

Problem Statement 3 (Prioritized): Austin showed a decline in the number of students achieving at the Meets Grade Level standard in Math STAAR 2021. **Root Cause:** Lack of quality Tier I instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

Our campus utilizes the Montessori philosophy and curriculum in addition to the TEKS to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT and SPED services. Students in 4th and 5th grade utilize AVID strategies. Imagine Math, Short Cycle Assessments, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress.

The Montessori curriculum and the ECISD curriculum are utilized to meet the needs of our students.

Formative assessments are used in the classroom and District assessments are also used summatively assess student progress.

School Context and Organization:

The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

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Austin is a School of Choice without boundary lines. The leadership team consists of the Principal, Assistant Principal, and Montessori Specialist. We follow the Montessori scope and sequence and District scope and sequence. Parents are required to follow the process for entry: Schools of Choice online application, orientation, and interview for Pre-K 3 spots. Students are selected through an online lottery.

Recruit/Support/Retain:

Staff/Teacher Retention	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	85%	76%	88%	76%	73%
Attendance	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
	96.5%	95.7%	95.8%	95.7%	97.5%

School Processes & Programs Strengths

Curriculum and Instruction:

Montessori teachers provide differentiated instruction to students to target individual needs. Individual lessons and small group lessons are the norm in Montessori classrooms.

Assessments are all TEKS and STAAR aligned to meet the needs of students.

School Context and Organization:

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace Education and Grace and Courtesy have created a peaceful and calm school environment. School routines and procedures are clear and efficient providing a safe and secure environment for students, parents, teachers.

Our Pre-K and Kinder program is a draw to the community with 168 students served with many on the wait list.

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Recruit/Support/Retain:

Austin Montessori will begin the 2021-22 school year with 21of 23 teaching staff being fully certified. In the 2020-2021 school year, student attendance was at an all time high of 97.5%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Austin struggles to align the Montessori sequence to the district scope and sequence. **Root Cause:** Lack of planning time to create a standard Montessori alignment.

Problem Statement 2 (Prioritized): All Austin teachers do not teach in a three year, multi-age configuration. **Root Cause:** Lack of training opportunities and funding.

Problem Statement 3 (Prioritized): There are currently 7 classroom teachers without Montessori training credentials. **Root Cause:** Lack of funding for Montessori training.

Perceptions

Perceptions Summary

Austin Montessori is a well-established Schools of Choice campus with a focus on the Montessori philosophy and curriculum. Montessori teachers are trained to provide lessons to target individual student needs.

Austin Montessori is a unique school model that promotes individual student growth and promotes the development of the whole child. Teachers that desire to teach in the Montessori setting need extensive training that is expensive and requires travel for one to two weeks in the summer. Montessori training takes approximately one to two years from start to finish to receive a Montessori teaching credential.

The nature of the Montessori program allows instruction to take place on an individual or in a small group setting. Differentiation is a standard practice to meet the needs of individual students.

In Spring 2021, a survey was sent to all school staff regarding the culture of the campus. Here are the results:

Staff-Leadership Relationships: 90% Responded favorably

School Climate: 85% Responded favorably

School Leadership: 87% Responded favorably

Staff Family Relationships: 78% Responded favorably

Perceptions Strengths

Austin Montessori has established over time a community of "family." Austin Montessori is a well-loved school program by teachers, parents and students.

At Austin Montessori, we believe in teaching the whole child. The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, Dyslexia and Special education referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

Staff and teacher Panorama survey data conducted in Spring 2021 shows that staff relationships are respectful and Austin has a positive working environment. There was an increase in School Climate data as compared to national and elementary data from the previous school year. Teachers are often asked for feedback when making school decisions.

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace Education and Grace and Courtesy have created a peaceful and calm school environment. We believe that our children are the hope for the future and take great pride in caring for the academic, social and emotional needs of our students. "The child is both a hope and promise for mankind." - Maria Montessori

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): All Austin teachers are not Montessori trained. **Root Cause:** Funds are needed to enroll teachers in a high quality training program.

Problem Statement 2 (Prioritized): The Montessori Method is not fully understood by all parents. **Root Cause:** Lack of training opportunities for parents.

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Priority Problem Statements

Problem Statement 1: The staff and teacher retention rate decreased from 76 to 73%.

Root Cause 1: Staff and Teachers are choosing other career opportunities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Austin struggles to align the Montessori sequence to the district scope and sequence.

Root Cause 2: Lack of planning time to create a standard Montessori alignment.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: All Austin teachers do not teach in a three year, multi-age configuration.

Root Cause 3: Lack of training opportunities and funding.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are currently 7 classroom teachers without Montessori training credentials.

Root Cause 4: Lack of funding for Montessori training.

Problem Statement 4 Areas: School Processes & Programs

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Problem Statement 5: All Austin teachers are not Montessori trained.

Root Cause 5: Funds are needed to enroll teachers in a high quality training program.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The Montessori Method is not fully understood by all parents.

Root Cause 6: Lack of training opportunities for parents.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Less than half of Austin's Kindergarten through 5th grade students met their projected BOY and EOY Reading and Math growth targets as measured by the NWEA MAP Assessment.

Root Cause 7: Austin did not have consistent training and data monitoring to adjust instructional practices.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Austin showed a decline in the number of students achieving at the Meets Grade Level standard in Reading STAAR 2021.

Root Cause 8: Lack of quality Tier I instruction.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Austin showed a decline in the number of students achieving at the Meets Grade Level standard in Math STAAR 2021.

Root Cause 9: Lack of quality Tier I instruction.

Problem Statement 9 Areas: Student Learning

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Goals

Goal 1: Foundational Excellence: Austin Montessori will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Austin Montessori will maintain our 97.5% attendance rate for the 2021-22 school year.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will make contact after a student is absent for two consecutive days. The contact will be documented in eduphoria. **Strategy's Expected Result/Impact:** Parents and guardians will have an increased awareness of the importance of attendance. **Staff Responsible for Monitoring:** Attendance Clerk/Principal/AP **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will contact parents at two absences and document in eduphoria. **Strategy's Expected Result/Impact:** Increased parent contact with parents will lead to fewer absences for reasons other than student illness. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, AP, Teachers **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: An administrator will contact the parent or guardian when the student reaches 7 absences and be documented in eduphoria. A growth plan will be established. **Strategy's Expected Result/Impact:** Parents and guardians will be provided support and resources if needed. Attendance will improve. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, AP **Title I Schoolwide Elements:** 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: Austin Montessori will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Austin Montessori will provide a safe and supportive learning environment.

Evaluation Data Sources: survey data, referral data

Strategy 1 Details	Reviews			
Strategy 1: Austin will use GRACE expectations in the classroom and common school areas.	Formative			Summative
Strategy's Expected Result/Impact: Students and staff will understand the high level of expectations, promoting our positive and peaceful culture.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, AP, Staff, Teachers				
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: All Austin staff will complete required ethics, Safeschools, trauma informed, and sexual harassment trainings.	Formative			Summative
Strategy's Expected Result/Impact: A safe and supportive learning environment for all students and staff.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, AP				
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: The Counselor will provide lessons to students during 'I CAN' Lab. Topics include bullying prevention, goal setting, growth mindset to all first through fifth grade students once a week.	Formative			Summative
Strategy's Expected Result/Impact: Students will recognize behavior and strategies prevention.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, AP, Teachers, Counselor				
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Classroom teachers will share the school aligned PEACE lessons with students.	Formative			Summative
Strategy's Expected Result/Impact: Promote a peaceful school environment.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, AP, Montessori Specialist				
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: A campus discipline committee will be established and meet to examine discipline referrals as related to student groups. The committee will make recommendations and share with staff. **Strategy's Expected Result/Impact:** A decrease in the number of student discipline referrals. Equitable experiences for all students. Staff education. **Staff Responsible for Monitoring:** Principal, AP, Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

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Goal 1: Foundational Excellence: Austin Montessori will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Austin Montessori will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Walkthrough data, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will collaborate with the Technology department to provide all students with an Learning Management System to engage all students in learning. Pre-k 3 through 3rd grade will use Seesaw. Students in 4th through 6th grade will use Schoology. **Strategy's Expected Result/Impact:** An effective and consistent platform will support communication and lesson delivery. **Staff Responsible for Monitoring:** Principal, AP, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Electronic devices will be provided to all students at Austin Montessori. Pre-K 3 through 3rd grade will use ipads. Students in 4th through 6th grade will use chromebooks. **Strategy's Expected Result/Impact:** Increase access to devices and educational systems. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				339

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Austin Montessori teachers will embed student technology use and tools into daily instruction. **Strategy's Expected Result/Impact:** Streamlined use of technology. **Staff Responsible for Monitoring:** Principal, AP, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Foundational Excellence: Austin Montessori will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Austin Montessori will establish and maintain strong partnerships with parents, community, businesses and local partnerships.

Evaluation Data Sources: Partner communication and data

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Austin Montessori will maintain current partnerships to support campus needs. **Strategy's Expected Result/Impact:** Increase community involvement. **Staff Responsible for Monitoring:** Leadership Team **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: The Campus Improvement Team will include parents, community members and business representatives who will meet three times during the school year. **Strategy's Expected Result/Impact:** Increased community partnerships **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			340
	Formative			Summative
Strategy 3: Facebook, Twitter and LMS applications will be used to share messages with parents and the Austin Community. **Strategy's Expected Result/Impact:** Parents will have timely information about school activities and weekly learning objectives. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Austin Montessori will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, Austin Montessori will offer job-embedded, personalized professional learning systems for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations - TTESS/TPESS
Eduphoria STRIVE
Staff Retention Rates
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will ensure that every new classroom teacher is supported by a quality mentor. **Strategy's Expected Result/Impact:** Improved Employee Effectiveness Improved Staff Retention **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will utilize the Relay Coaching Model of Observation and Feedback that will increase the instructional capacity of staff through a personalized and tiered approach. **Strategy's Expected Result/Impact:** Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Austin Montessori will offer personalized professional learning which embeds the knowledge, skills and competencies required to provide personalized learning for students. **Strategy's Expected Result/Impact:** Content learning which offers teachers choice and differentiated opportunities will provide an opportunity for individualized growth for all. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Austin Montessori will provide Trainer of Trainer Math and Reading Professional Development to ensure teachers are equipped with the needed tools and strategies for student growth. **Strategy's Expected Result/Impact:** Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist, TOT Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Austin Montessori Administrators will conduct a minimum of five walkthroughs per week. **Strategy's Expected Result/Impact:** Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Austin Montessori's teacher retention rate will increase from 73% in the 2020-21 school year to 80% in the 2021-22 school year. **Strategy's Expected Result/Impact:** Retention of teachers will promote quality of the Montessori model. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Panorama data in the area of Professional Learning will increase; Perceptions of the amount and quality of professional growth and learning opportunities available for teachers and staff. Teacher results will increase from 52%-60% Staff results will increase from 64%-70% **Strategy's Expected Result/Impact:** Increased satisfaction in the area of professional learning will impact student performance. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Panorama data in the area of Feedback and Coaching will increase; Perceptions of the amount and quality of professional growth through feedback and coaching available for teachers and staff. Teacher results will increase from 61-70% Staff results will increase from 60-70% **Strategy's Expected Result/Impact:** Increased satisfaction in the area of feedback and coaching will impact teacher and student growth. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 2: Invest in Talent: Austin Montessori will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Austin Montessori will assist and support teaching staff in acquiring a National Board Teaching credential.

Evaluation Data Sources: Number of Austin staff that apply for National Board program
Number of Austin staff enrolled in National Board program

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori teachers will be identified and encouraged to apply for the National Board Teaching program. **Strategy's Expected Result/Impact:** Improve student outcomes Improve teacher retention and effectiveness **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Austin Montessori will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Austin Montessori will cultivate pipelines for selection and development of quality people during the 2021-2022 and 2022-2023 school year.

Evaluation Data Sources: Recruitment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will hold a "Grow Our Own" mindset to recruit, grow and hire teachers from our Montessori aide pool. **Strategy's Expected Result/Impact:** Increase quality of teacher candidates Increase interest in potential roles within the educational system **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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Goal 3: Learning Journey: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase from 10% from the Beginning of Year MAP to the End of Year MAP Assessment.

Evaluation Data Sources: MAP Assessment, Campus Based Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in Kindergarten through 2nd grade will track assessment progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and show growth on MOY and EOY MAP Assessments. **Staff Responsible for Monitoring:** Leadership Team, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in Kindergarten through 2nd grade will be provided high quality lessons in guided reading, whole-group instruction and personalized learning through Imagine Learning ELAR program. **Strategy's Expected Result/Impact:** All students will show one year of reading growth. **Staff Responsible for Monitoring:** Leadership Team, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				346

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Students achieving the Meets Standard on the state assessment in Reading will increase from 33% to 40%. Students achieving the Masters standard on the state assessment will increase from 17% to 25%.

Evaluation Data Sources: STAAR Assessments, state assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin will implement a consistent process to disaggregate data through the PLC process. **Strategy's Expected Result/Impact:** By Benchmark, Austin will show a 25% Masters rate. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin will utilize a Montessori Specialist, Dyslexia Therapist, and Instructional Aides to meet the needs of students. **Strategy's Expected Result/Impact:** All students will show a Meets rate of 50% across grade levels. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				347

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tier 2 students will receive additional teacher support a minimum of 30 minutes 3 times weekly. Tier 3 students will receive additional teacher support a minimum of 30 minutes 5 times weekly. All interventions will be documented using the RtI process. **Strategy's Expected Result/Impact:** Students will move on Tier level after teacher intervention. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All students will use the Imagine ELAR program for the recommended time according to individual MAP testing results. **Strategy's Expected Result/Impact:** All students will grow at least one year. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Austin teachers will be aware of student demographic information to better plan intervention and enrichment. **Strategy's Expected Result/Impact:** By understanding student population, Austin will show a 30% Masters level across grade levels. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: AR Reading will be utilized by Kindergarten through 6th grade. The AR Committee will reevaluate qualifications for certification levels. **Strategy's Expected Result/Impact:** Students will read books in their individualized ZPD and grow one year in reading. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist, Teachers, Librarian, AR Committee **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Students in first through 6th grade will set reading goals and track them in their student data folder. **Strategy's Expected Result/Impact:** Students will be aware of their reading performance and work to show growth on MOY and EOY MAP Assessments. **Staff Responsible for Monitoring:** Leadership Team, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: All students in grades 3-5 will conference with an administrator about their STAAR progress. **Strategy's Expected Result/Impact:** Students will share progress toward reading goals and receive feedback and encouragement from the administrator. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students achieving the Meets Standard on the state assessment in Math will increase from 34% to 40% by May 2022. Students achieving the Masters Standard on the state assessment will increase from 17% to 25%.

Evaluation Data Sources: STAAR assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin will implement a consistent process to disaggregate data through the PLC process. **Strategy's Expected Result/Impact:** By Benchmark, Austin will show a 25% Mastery rate. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will utilize our Montessori Specialist, Dyslexia Therapist, and Instructional Aides to meet the needs of students. **Strategy's Expected Result/Impact:** All students will show a Meets rate of 50% across all grade levels. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				349

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tier 2 students will receive additional teacher support a minimum of 30 minutes 3 times weekly. Tier 3 students will receive additional teacher support a minimum of 30 minutes 5 times weekly. All interventions will be documented using the RtI process. **Strategy's Expected Result/Impact:** Students will move one Tier level after intervention. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All students will use the Imagine Math program for the recommended time according to MAP testing results. **Strategy's Expected Result/Impact:** All students will grow their math skills at least one year. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Austin teachers will be aware of student demographic information to better plan intervention and enrichment. **Strategy's Expected Result/Impact:** By understanding student population, Austin will show a 30% Masters level across grade levels. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Students in 1st through 6th grade will set math goals and track them in their student data folder. **Strategy's Expected Result/Impact:** Students will be aware of their math performance and work to show growth on MOY and EOY MAP Assessments. **Staff Responsible for Monitoring:** Leadership Team, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: All students in grades 3-6 will conference with an administrator about their STAAR progress. **Strategy's Expected Result/Impact:** Students will share progress toward math goals and receive feedback and encouragement from the administrator. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Students achieving the Meets Standard on the state assessment in Writing will increase from 19% to 40% by May 2022. Students achieving the Masters Standard on state assessments in Writing will increase from 2% to 20% by May 2022.

Evaluation Data Sources: STAAR Assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will complete one writing sample each month. Teachers will score students writing samples and collaborate during PLC's to plan writing instruction. **Strategy's Expected Result/Impact:** Teachers will develop grade level expectations based on student writing samples. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Fourth grade students will use STAAR released writing samples to practice revising and editing skills. **Strategy's Expected Result/Impact:** Students will be able to apply revising and editing skills to authentic student writing. **Staff Responsible for Monitoring:** Leadership Team, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Austin Montessori will implement a consistent process to disaggregate data and monitor data through the RtI process. **Strategy's Expected Result/Impact:** By Benchmark, Austin will show a 35 % meets rate. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the Meets Standard on the State Assessment in Science will increase from 7% to 40% by May 2022. Students achieving the Masters Standard on the state assessment in Science will increase from 0% to 20% by May 2022.

Evaluation Data Sources: STAAR assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All 5th grade students will participate in the Austin Science Fair and complete the project individually. **Strategy's Expected Result/Impact:** Fifth grade students will be able to name the steps in the scientific method and how to use them to conduct the experiment. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Science Committee **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will implement a consistent process to disaggregate data and monitor data through the PLC process. **Strategy's Expected Result/Impact:** By Benchmark, Austin will show a 40% Meets rate. **Staff Responsible for Monitoring:** Principal, AP, Montessori Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				352

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Fifth grade teachers will provide instruction weekly using hands on Science Labs. **Strategy's Expected Result/Impact:** Students will identify and internalize the scientific process by performing the hands on science experiments. **Staff Responsible for Monitoring:** Principal, AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 6: English Learners achieving Advanced and Advanced High Composite Level scores will increase 5 percentage points for the 2021-2022 school year.

Evaluation Data Sources: TELPAS Assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All English Learners will be read to in English. Kindergarten and first grade teachers will read books in English during ESL time. Second through sixth grade teachers will read books in English during ESL time and students will read books in English that are on their reading level in English as determined by their AR and MAP reading assessments. **Strategy's Expected Result/Impact:** English proficiency will increase. Students in grades 2-5 will show an increase in English reading as measured by TELPAS. **Staff Responsible for Monitoring:** Principal, AP, Bilingual Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All EL students will practice listening and speaking skills using the K-12 Summit platform on an ipad weekly. **Strategy's Expected Result/Impact:** EL students will have frequent practice speaking into a microphone and listening to their own voice before TELPAS assessments. **Staff Responsible for Monitoring:** Principal, AP, LPAC Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The LPAC Committee will meet quarterly to discuss the progress of each student and determine needed interventions. **Strategy's Expected Result/Impact:** The needs of all EL students will be met and their English Proficiency as measured by TELPAS. **Staff Responsible for Monitoring:** LPAC Coordinator, AP **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Principal will meet with all students taking TELPAS online assessments to share the importance of doing his/her personal best. **Strategy's Expected Result/Impact:** Austin will show an increase of 5% in Advanced and Advanced High Composite scores. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				



No Progress


Accomplished

Continue/Modify

Discontinue

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Ector County Independent School District

Barbara Jordan Elementary

2021-2022 Campus Improvement Plan



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Mission Statement

Barbara Jordan Elementary will empower lifelong learning by being passionate, inspiring and risk taking educators for our students and community.

Vision

The vision of Jordan Elementary is to support and guide every student to develop his/her potential as a learner to the highest level.

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 10

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Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Jordan will embed technology for anytime, anywhere teaching and learning.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Jordan will provide a rigorous, relevant and engaging curriculum

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Jordan will use the district-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Jordan will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults in our organization that creates systemic change where SEL can thrive.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Jordan will provide and safe and supportive school environment

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Grow community partnerships that promote excellence in our schools.

Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

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Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, Jordan will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Jordan will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Jordan will promote SEL for all students.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Jordan will create systems that support all graduating to and through college, career and military decisions.

HB3 Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

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Ector County Independent School District

Blackshear Elementary Magnet

2021-2022 Campus Improvement Plan



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Mission Statement

At Blackshear Magnet Elementary, we focus on making student growth through engaging learning experiences, positive relationships, two-way communication and a safe learning environment.

Vision

At Blackshear Magnet Elementary, we prepare students for college and career readiness by creating life-long learners and productive citizens.

Value Statement

We believe that....

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1. All students will make one year's growth in reading and math from the beginning of the year MAP testing in K-5.

2. Fourth and fifth graders will increase by 10% of their previous year's STAAR scores in Reading and Math.

3. Teacher's will show growth in Domains 1 and 2.

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- Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 100% of Blackshear teachers will be highly qualified. Blackshear will maintain 67% of our teaching staff. 20
- Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022. 22

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Teacher Years of Experience for EL Magnet At Blackshear for Multiple Years

Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	3.1	6.7%	4	8.6%	2	4.5%	6.6	16.6%	8.9	20.7%
1 - 5 Years Experience	7	15.1%	8.1	17.5%	8	18.2%	9.2	23.1%	10.1	23.5%
6 - 10 Years Experience	10.3	22.2%	9	19.4%	5	11.4%	5	12.6%	6.3	14.7%
11 - 20 Years Experience	13.7	29.5%	11.2	24.1%	15	34.1%	9.1	22.9%	8.5	19.8%
Over 20 Years Experience	12.3	26.5%	14.1	30.4%	13.9	31.6%	9.9	24.9%	9.2	21.4%
Total Teacher FTEs	46.4	100.0%	46.4	100.0%	44	100.0%	39.8	100.0%	43	100.0%

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Student Mobility Rate Report for All Campuses

	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017			
	obile Studen	All Students	Mobility Rat	obile Studen	All Students	Mobility Rat	obile Studen	All Students	Mobility Rat	obile Studen	All Students	Mobility Rat	obile Studen	All Students	Mobility Rat	obile St
EL Magnet At Blackshear	107	600	17.83%	112	659	17.00%	40	614	6.51%	123	650	18.92%	113	617	18.31%	137
District	4,680	30,136	15.53%	4,705	31,201	15.08%	5,098	31,199	16.34%	4,827	30,317	15.92%	4,204	29,486	14.26%	4,73

Demographics Strengths

Blackshear Magnet Elementary has a mobility rate of 17-18% students and teachers.

Our K through fifth grade classrooms meet the required student-teacher ratio.

Blackshear Magnet has an active PTA board that works closely with the school to promote student and school success.

In 2019, 72% of students were at the Approaches grade level in Domain II in ELA/Reading in 4th-5th grade. 73% of students were at the Approaches grade level in Domain II for 4th-5th grade students in Math.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance lags behind the state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 2 (Prioritized): T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

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Student Learning

Student Learning Summary

School Year 2018-19

EL MAGNET AT BLACKSHEAR

Grades Served K-5 **Student Enrollment Details** 683 Students Enrolled **District** ECTOR COUNTY ISD
Address P O BOX 3912, ODESSA, TX 79760

CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

C

74 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18	2018-19
Improvement Required	**C**
56 out of 100	**74** out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

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OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

F

53 out of 100

Student Achievement shows how much students know and are able to do at the

SCHOOL PROGRESS

C

75 out of 100

School Progress shows how students perform over time and how that growth

CLOSING THE GAPS

C

71 out of 100

The Closing the Gaps domain tells us how well different populations of

STAAR All	Approcahes	Meets	Masters
Reading			
2017			
2018	47	17	6
2019	56	22	11
2021	48	20	10
Math			
2017			
2018	56	19	7
2019	54	20	9
2021	53	20	7

Student Learning Strengths

The Panorama Connectedness survey indicates a score of 72%.

376

Student Math scores were maintained on the STAAR from 2019-2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus has persistently scored below the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 2 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Problem Statement 3 (Prioritized): Student attendance lags behind the state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 4 (Prioritized): T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Problem Statement 5 (Prioritized): Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to

student outcomes.

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School Processes & Programs

School Processes & Programs Summary

Blackshear Elementary works with the Human Resources Department to hire Highly Qualified individuals for our positions. 27 out of 29 classroom teachers are highly qualified. We utilize TalentEd, lists provided by Human Resources from job fairs and other recruitment evets.

Blackshear promotes positive working relationships where teachers feel supported and where we hold each other to a high standard.

Blackshear Elementary uses the Ector County Independent School District curriculum to provide instruction in all core content areas. Students participate in Short-Cycle assessments designed by the district/TRS to monitor student progress, teachers disseminate this data to modify their instruction to meet the needs of all students. Students participate in MAP assessments three times per school year to measure growth. Teachers use this data to adjust their instruction. We also uses the approved computer programs to monitor student progress and provide intervention if necessary. Teachers use the instructional models provided by the district for Guided Reading, Guided Math, etc.

Blackshear meets weekly 1-2 times in PLC's for instructional planning, PD, and data analysis. The DDI process is the focus for all PLCs.

Teachers have an intervention/RTI time designed into their day to provide small group instruction where needed.

CIT was elected and meets on a monthly basis to implement site based decision making.

PTA will be elected in August 2021 and will meet monthly to plan out what students need to be successful in their learning.

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School Processes & Programs Strengths

Curriculum and Instruction:

Opportunity Culture began in 2020 at Blackshear Magnet. MCLs lead teachers in their instructional planning, data analysis and lesson delivery. MCLs provide coaching and model lessons as needed.

The district's curriculum will be followed with fidelity.

Assessments are created by the district and are all TEKS and STAAR aligned to meet the needs of students.

School Context and Organization:

School routines and procedures are clear and efficient providing a safe and secure environment for students, parents, teachers.

Our Magnet program is a draw to the community with 112 students served with some on the wait list.

CIT, Leadership team, and Dual Language team all meet on a regular basis to create and monitor campus goals. Use of staff development days allow for the following vertical teams: ELAR/SLAR, Writing, Science, and Math.

Recruit/Support/Retain:

Blackshear Magnet will begin the 2021-22 school year with 27of 29 teaching staff being fully certified. 8 bilingual teachers 21 monolingual teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A large applicant pool of teachers does not exist in ECISD. **Root Cause:** The high cost of living and oil industry in Odessa has limited applicant pool.

Problem Statement 2 (Prioritized): Teacher's receive training with no follow up trainings during the year to ensure success. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation

Problem Statement 3 (Prioritized): Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.

Problem Statement 4 (Prioritized): The campus has persistently scored below the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 5 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Problem Statement 6 (Prioritized): T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Perceptions

Perceptions Summary

Blackshear has an average student number of 680 students, 29 Classroom teachers, 1 Fine Arts teacher, 1 Physical Education teacher, and an aide, and 2 Special Education teachers. We have four to five classrooms per grade level with one or two being bilingual at every level. We house 2 GT teachers, a counselor, a media specialist and a Dyslexia Interventionist. One Reading Coach also serve our K-2nd grade students.

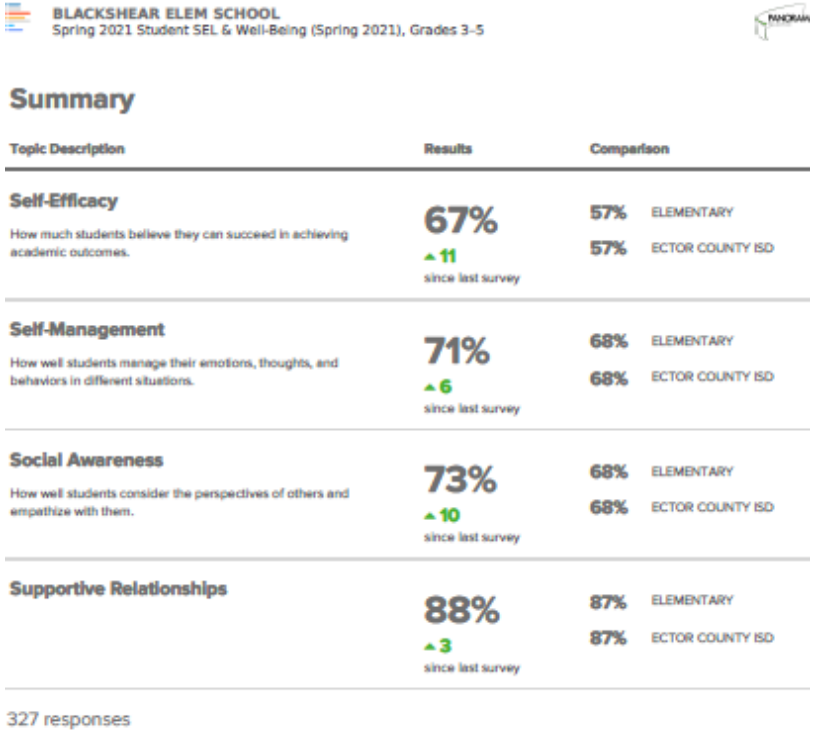
School Survey for Parents 2020;

Perceptions of School Activities and Engagement - 65%

Safety - 71%

Relationships - 68%

Expectations - 70%



BLACKSHEAR ELEM SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

PANORAMA

Summary

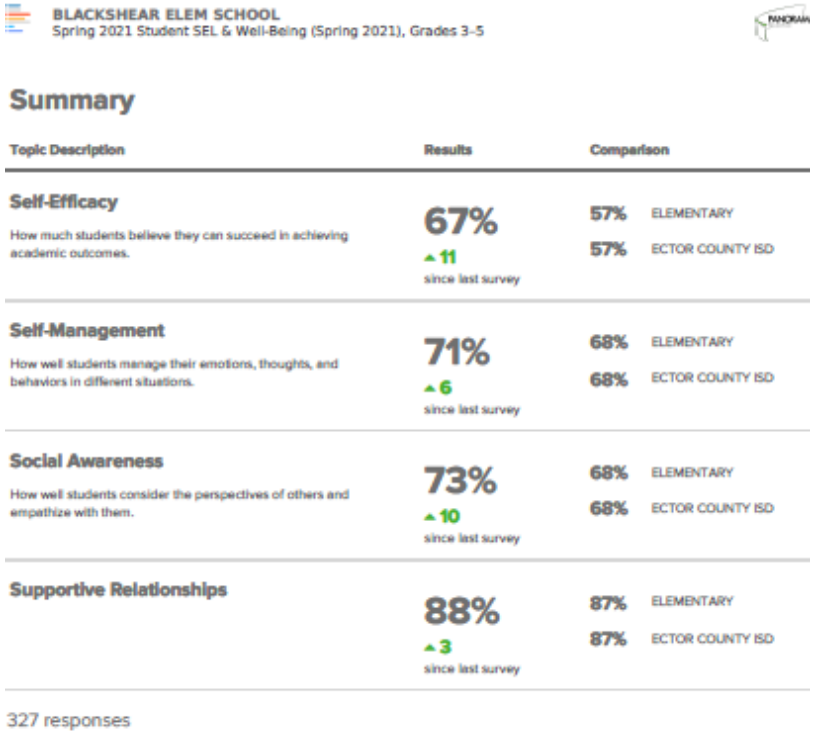
Topic Description	Results	Comparison
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	67% ▲ 11 since last survey	57% ELEMENTARY 57% ECTOR COUNTY ISD
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	71% ▲ 6 since last survey	68% ELEMENTARY 68% ECTOR COUNTY ISD
Social Awareness How well students consider the perspectives of others and empathize with them.	73% ▲ 10 since last survey	68% ELEMENTARY 68% ECTOR COUNTY ISD
Supportive Relationships	88% ▲ 3 since last survey	87% ELEMENTARY 87% ECTOR COUNTY ISD

327 responses

380

The Panorama student survey results indicate that we need to work on instilling the GROWTH MINDSET in our students.

Perceptions Strengths



BLACKSHEAR ELEM SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

Summary

Topic Description	Results	Comparison
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	67% ▲ 11 since last survey	57% ELEMENTARY 57% ECTOR COUNTY ISD
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	71% ▲ 6 since last survey	68% ELEMENTARY 68% ECTOR COUNTY ISD
Social Awareness How well students consider the perspectives of others and empathize with them.	73% ▲ 10 since last survey	68% ELEMENTARY 68% ECTOR COUNTY ISD
Supportive Relationships	88% ▲ 3 since last survey	87% ELEMENTARY 87% ECTOR COUNTY ISD

327 responses

381

Our Panorama students surveys reveal that students feel that they are supported by teachers or staff members who work to create positive and supportive relationships.

Priority Problem Statements

Problem Statement 4: The campus has persistently scored below the state target in the area of student achievement.
Root Cause 4: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 4 Areas: Student Achievement - Student Learning - School Processes & Programs

Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.
Root Cause 5: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.
Problem Statement 5 Areas: Student Achievement - Student Learning - School Processes & Programs

Problem Statement 6: A large applicant pool of teachers does not exist in ECISD.
Root Cause 6: The high cost of living and oil industry in Odessa has limited applicant pool.
Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention - School Processes & Programs

Problem Statement 7: Teacher's receive training with no follow up trainings during the year to ensure success.
Root Cause 7: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation
Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Processes & Programs 382

Problem Statement 8: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement.
Root Cause 8: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
Problem Statement 8 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 10: Student attendance lags behind the state average.
Root Cause 10: Parents do not understand and/or value the importance of regular school attendance.
Problem Statement 10 Areas: Demographics - Demographics - Student Learning

Problem Statement 11: T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments.
Root Cause 11: Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.
Problem Statement 11 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 1: Student attendance will increase from 93.5% in 2020 to 94.5% in 2021.

Evaluation Data Sources: Attendance final year report for 2021-2022.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blackshear Elementary School will provide incentives for perfect attendance goals met monthly and every 9 weeks in an effort to improve attendance to 94.5 % **Strategy's Expected Result/Impact:** Attendance Rate of 94.5% **Staff Responsible for Monitoring:** Attendance Clerk, Teachers, Counselor, Administrators and Parents **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Demographics 1 - Student Learning 3				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance lags behind the state average. **Root Cause**: Parents do not understand and/or value the importance of regular school attendance.
Student Learning
Problem Statement 3: Student attendance lags behind the state average. **Root Cause**: Parents do not understand and/or value the importance of regular school attendance.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walk Throughs, Student Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will utilize LLI intervention kits for K-3 grade. K-5th grade will utilize Imagine Learning and Istation 60 minutes a week per program. **Strategy's Expected Result/Impact:** Improvement in Student Growth **Staff Responsible for Monitoring:** Leadership Team, MCLs, Administrators and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 3: BME will utilize the DDI process as a data structure to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs for2nd - 5th grade will meet weekly with their team and principal to review data, lesson plans, create a plan of action, and discuss follow through. Principals will meet weekly with K and 1 where no MCL representative exists. **Strategy's Expected Result/Impact:** Improvement in identified areas of need. **Staff Responsible for Monitoring:** MCLs, Principals, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4 - Student Learning 1, 2, 5 - School Processes & Programs 3, 4, 5 - Curriculum, Instruction, and Assessment 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements: 386

Student Learning
Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.
Problem Statement 5: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
School Processes & Programs
Problem Statement 3: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
Problem Statement 4: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 4: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive and feel connected to the school.

Evaluation Data Sources: Character Ed Lessons by Counselor 3 times month for K-5th; Lower Referral Numbers, 7 Mindsets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals from said students. **Strategy's Expected Result/Impact:** Awareness of SEL research and practice. Assistance for teachers and students with recurring behavior issues. **Staff Responsible for Monitoring:** Principals, Teachers, Counselor **Title I Schoolwide Elements:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

387

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. Blackshear will incorporate with 100% fidelity of the ECISD framework.

Performance Objective 5: Blackshear will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principals and Leadership Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building. **Strategy's Expected Result/Impact:** Safe and Supportive Environment **Staff Responsible for Monitoring:** Teachers and Principals **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Administrators will model Relay School wide routines and procedures and provide coaching. **Strategy's Expected Result/Impact:** Safe and Supportive Learning environment where student needs are kept at the forefront. **Staff Responsible for Monitoring:** Principals and Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Survey data will be collected two times a year to monitor the safety of the school and the learning environment. **Strategy's Expected Result/Impact:** Safe and supportive learning environment. **Staff Responsible for Monitoring:** Leadership Team and Teachers **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Invest in furniture to allow for social distancing and easy reconfiguration. **Strategy's Expected Result/Impact:** Safe and supportive learning environment with furniture that is mobile as needed. **Staff Responsible for Monitoring:** FTEs **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Develop the leadership qualities within our staff to better serve our students. **Strategy's Expected Result/Impact:** Safe Supportive Learning Environment **Staff Responsible for Monitoring:** Principals MCLs **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 100% of Blackshear teachers will be highly qualified. Blackshear will maintain 67% of our teaching staff.

Performance Objective 1: In 2021-2022, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations - TTESS
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data
Teacher teaching trends monitored
Coaching documents utilized and reviewed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week. **Strategy's Expected Result/Impact:** Improved learning time **Staff Responsible for Monitoring:** Leadership Team and Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth. **Strategy's Expected Result/Impact:** Improved math and reading tier 1 lessons and intervention. **Staff Responsible for Monitoring:** Principals, Teachers, MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 100% of Blackshear teachers will be highly qualified. Blackshear will maintain 67% of our teaching staff.

Performance Objective 2: Blackshear's teacher retention rate will increase from __61__% in 2020 to _70%___(+0.6% min.)__in 2021.

Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Relay coaching will be implemented by Leadership Team and MCLs through the use of Observation and Coaching to identify areas of need in instruction and promote teacher growth. **Strategy's Expected Result/Impact:** Grow Highly Effective Teachers **Staff Responsible for Monitoring:** Leadership Team, MCLs, and Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 1: 3rd grade reading "Meets" percentages will increase from 21% (2021 STAAR) to 35% as measured by the 2022 STAAR Reading assessment.

Evaluation Data Sources: MAP, Short Cycle Assessments, District Benchmarks, STAAR 2022 results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blackshear will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth. **Strategy's Expected Result/Impact:** Meets from 21% to 26% **Staff Responsible for Monitoring:** Teachers, MCLs, Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4 - Student Learning 1, 2, 5 - School Processes & Programs 2, 3, 4, 5 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

392

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.
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School Processes & Programs
Problem Statement 2: Teacher's receive training with no follow up trainings during the year to ensure success. **Root Cause**: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation
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School Processes & Programs
Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 14% Meets (2021 STAAR) t0 40% as measured by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blackshear will follow district curriculum, scope and sequence and Number Talks to ensure student growth. **Strategy's Expected Result/Impact:** Meets from 14% to 19% **Staff Responsible for Monitoring:** Teachrs, MCLs and Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

394

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 20% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blackshear will follow district curriculum, scope and sequence, balanced literacy and Number Talks to ensure student success. **Strategy's Expected Result/Impact:** Meets for all subjects/grades will rise from 20% to 25% **Staff Responsible for Monitoring:** Principals, MCLs and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

395

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 40% (2022 STAAR) to 50% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blackshear will follow district curriculum, literacy block and Number Talks to ensure student growth. **Strategy's Expected Result/Impact:** Meeting or Exceeding growth from 72% to 75% **Staff Responsible for Monitoring:** MCLs, Principals and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 164 students out of 301 students in thirds through fifth will perform at the Meets level on the STAAR test 2022.

Performance Objective 5: The percentage of students reading on grade level in grades K-2 will increase to 50% on the MAP assessment.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blackshear will follow district curriculum and literacy blocks to ensure student success **Strategy's Expected Result/Impact:** 12-16 point increase in BOY to EOY MAP **Staff Responsible for Monitoring:** Teachers, MCLs, and Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4 - Student Learning 1, 2, 5 - School Processes & Programs 3, 4, 5 - Curriculum, Instruction, and Assessment 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

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Student Learning
Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.
Problem Statement 5: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
School Processes & Programs
Problem Statement 3: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
Problem Statement 4: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 5: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. 2. Lack of highly qualified teachers with content knowledge.

Addendums

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Ector County Independent School District

Blanton Elementary

2021-2022 Campus Improvement Plan

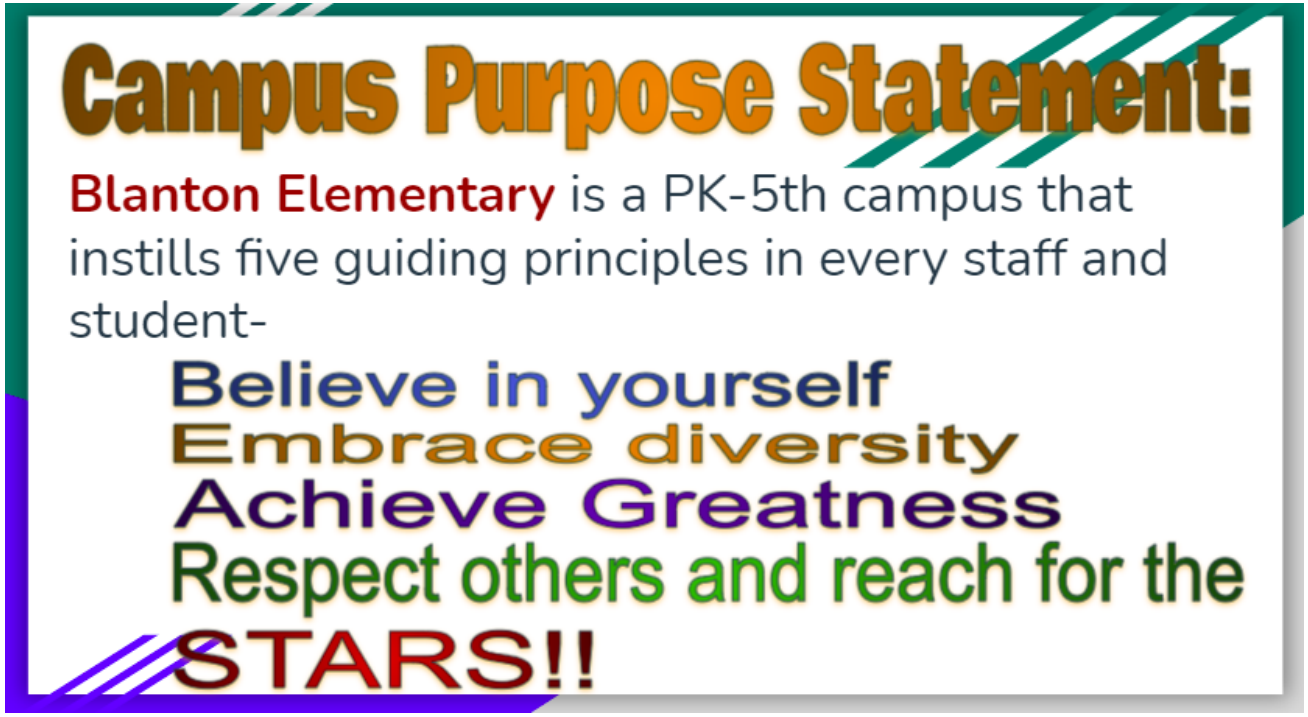


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Mission Statement

Blanton Elementary fosters a learning environment through establishing structured systems of collaboration and communication, embracing diversity of others, promoting a positive foundational belief in the social, emotional, and academic well being of every student, and ensuring ALL students receive high quality instruction in every classroom that lays a strong foundation for life-long learning.

Vision



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Value Statement

Blanton Necessities-

I am special and important,

I will do my best to learn all that I can today.

I will act in such as way that I will be proud of myself

and others will be proud of me, too!

I will do my part to make Blanton

A GREAT PLACE TO LEARN!!!



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- Goal 1: Foundational Excellence: Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner. 35
- Goal 2: Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 38
- Goal 3: Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals. Blanton will ensure all students receive high quality instruction in every classroom that lays a strong foundation for life-long learning. 41

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Overall Demographics: 2020-2021

Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth
White	29% - 136	29.3% - 12	30% - 27	27.6% -21	25.4% - 16	28.1% - 16	27.9%-19	33.3% - 25
AA	16.7% - 45	7.3% -3	.03% -3	10.5% - 8	14.3% - 9	8.8% -5	13.2% -9	10.7% - 8
Hispanic	53.6% - 252	51.2%-21	62.2% - 56	52.6% -40	49.2% - 31	52.6% - 30	54.4% -37	49.3% - 37
Asian	2.1% - 10	2.4% -1	.02% -2	.01% -1	3.2% - 2	5.3%-3	1.5%-1	
American Indian	.002% -1	0.00%	.01% -1	0	0	0	0	
Two or More Races	5.3% - 25	9.8% -4	.01% -1	7.9% -6	7.9% -5	5.3% -3	2.9% -2	5.3% -4
Pacific Islander	.002% -1	0.00%	0	0	0	0	0	1.3% -1
SPED	13.8% -65	9.8% -4	12.2% - 11	16% -12	14.7% -10	7% - 4	14.3% - 9	19.7% -15
EL	3.8% -18	0.00%	2.2% -2	2.7% - 2	1.5%-1	10.5%-6	7.0% -5	2.6% -2
504	.64% - 3	33.3% -1	0	0	33.3% -1	33.3% -1	0	
Eco Dis	58.3% - 274	13.5% -37	18.2%-50	16.8%-46	12% -33	11.7%-32	13.9%-38	13.9%-38
Male	50% - 235	4.8% - 20	45.6% - 41	50.7% -38	41.2% - 28	64.9% -37	54% - 34	48.7% - 37
Female	50% - 235	51.2% -21	54.4% -49	49.3% -37	58.8% -40	35.1% - 20	46%-29	51.3% -39
Total	470	8.7% - 41	19.1% - 90	16.2% - 76	13.4%- 68	12.1% -57	14.5% - 63	16%- 75

Attendance: 2020-2021

Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth
White	94.49%	95.49%	94%	95.26%	95.14%	94.70%	92.15%	94.64%
AA	95.70%	98.48%	97.38%	93.25%	93.18%	94.35%	94.74%	98.09%

Hispanic	93.17%	91.69%	91.97%	96.71%	87.83%	94.46%	94%	95.55%
American Indian	89.45%	100.00%	78.89%	n/a	n/a	n/a	n/a	n/a
Asian	96.32%	87.50%	96.43%	100%	96.11%	95.09%	100%	99.11%
Hawaiin Pacific Islander	98.11%	100.00%	n/a	n/a	n/a	n/a	n/a	98.21%
2 or more Races	94.47%	93.95%	94.10%	97.14%	89.14%	91.98%	97.22%	97.77%
Male	93.96%	94%	91.57%	95.15%	92.84%	94.83%	93.77%	95.59%
Female	93.46%	93.09%	93.71%	95.93%	88.16%	93.71%	93.82%	95.82%
SPED	94.58%	96.02%	92.67%	94.39%	94.01%	95.54%	93.31%	96.11%
EL	95.27%	n/a	96.40%	95.30%	98.20%	94.60%	97.20%	92.90%
504								
GT								
Eco Dis	92.67%	94.30%	91.35%	95.32%	87.21%	93.62%	91.87%	95.02%

Discipline: 2020-2021

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Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth
White	46.4% - 13	50% -1	60% -3	100% - 1	33% - 1	0	100% - 1	43.8% - 7
AA	10.7% - 3					0		18.8% -3
Hispanic	35.7% -10		40% -2		66% - 2	0		31.3% - 5
Two or More Races	7.1% -2	50% - 1				0		6.3% - 1
Male	78.6% -22	50% - 1	80% -4	100%-1	66% -2	0	100% -1	81.3% -13
Female	21.4% - 6	50% -1	20% -1		33%-1	0		18.7% -3
SPED	28.6% - 8	13% - 1	25% -2	0	13% - 1	0	13% -1	38% - 3
EL	0	0	0	0	0	0	0	0
504	4% - 1	50% -1				0		
GT	0	0	0	0	0	0	0	0
Eco Dis	68% - 19	100% -2	80% -4	100% - 1	33% - 1	0	100% -1	63% - 10
Total	28	2	5	1	3	0	1	16

Performance: 2020-2021

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Content:	Reading , Math	Reading, Math	Reading, Math	Reading, Math	Reading, Math, Writing	Reading, Math, Science	Reading, Math, Writing, Science	
All Students	Kinder MAP Data: RA:55 %, Rme: 32%, Rma: 18% MA:64 %, Mme:41% , Mma:23%	1st MAP Data: RA:47% , Rme:29% , Rma:10% MA:47% , Mme21:% , Mma:6%	2nd MAP Data: RA:53% , Rme:29% , Rma:10% MA:74% , Mme:54% , Mma:23%	3rd Grade 2019: RA:70%, Rme:51%, Rma:30%, MA:81%, Mme:56%, Mma:36% 3rd Grade 2021: R: 64%, RA75%: , Rme36%: , Rma18%: M: 68.5%, MA:78% , Mme:53% , Mma:20%	4th Grade2019: RA: 75%, Rme:51%, Rma:11% MA:63%, Mme:30%, Mma:17% WA:62%, Wme:20%, Wma:5% 4th Grade 2021: R: 62%%, RA:65% %, Rme:34 %, Rma:9 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % W: 55%, WA: 56%, Wme:16 %, Wma:0 %	5th Grade 2019: RA:82% , Rme:43% , Rma:15% MA:84% , Mme:46% , Mma:29% SA: 57%, Sme:24% , Sma:5% 5th Grade 2021: R: 56%, RA:50 %, Rme:34 %, Rma:13 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % S: 44%, SA:27 %, Sme:6 %, Sma:1 %	Whole Campus: (3,4,5) All Subject: A :72% , Me:38% , Ma:19% Reading: A: 76%, Me42%: , Ma:18% Math: A:76% , Me:44% , Ma:28% Writing: A:62% , Me:20% , Ma:5% Science: A:57% , Me24%: , Ma:5%	Whole Campus: (3,4,5) All Subject: 56%, A 57:% , Me:26% , Ma:10% Reading:61%, A:64 %, Me:33%: , Ma:14% Math:56%, A:61% , Me:31% , Ma:13% Writing:55% A::56% , Me:16% , Ma:0% Science:44%, A:27% , Me:6%: , Ma:1%

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Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
White				3rd Grade 2019: RA:60%, Rme:32%, Rma:34% MA:68%, Mme:48%, Mma:32% 3rd Grade 2021: R: 66%, RA:73% , Rme:53% , Rma:33% M: 76%, MA: 93%, Mme:73% , Mma:27%	4th Grade 2019: RA:5% , Rme: 38%, Rma:4% MA: 67%, Mme:38% , Mma:17% WA:63% , Wme:21% , Wma:4% 4th Grade 2021: R: 66%, RA:68 %, Rme:47 %, Rma:11 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % W: 60%, WA:71 %, Wme:29 %, Wma:0 %	5th Grade2019: RA:81% , Rme:38%, Rma:5% MA: 76%, Mme:62% , Mma:33% SA:67% , Sme: 28%, Sma:6% 5th Grade 2021: R: 48%, RA:38 %, Rme:21 %, Rma:8 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % S:38 %, SA:17 %, Sme:4 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A: 69%, Me: 38%, Ma:16% Reading:A71%: , Me36%: , Ma:11% Math: A:70% , Me:49% , Ma:27% Writing: A:63% , Me21%: , Ma4%: Science: A:67% , Me:28% , Ma:6%	Whole Campus: (3,4,5) All Subject: 55%A :54% , Me:33% , Ma:12% Reading:59% A:57 %, Me38%: , Ma:16% Math: 57% A60:% , Me:40% , Ma:16% Writing: 60% A:71% , Me:29% , Ma0:% Science: 38% A:17% , Me 4%: , Ma:0%

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Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
AA				3rd Grade 2019 RA: 64%, Rme: 55%, Rma:36% MA:82% , Mme:45% , Mma:35% 3rd Grade 2021: R:50% %, RA:40% , Rme:20% , Rma:0% M: 58%, MA: 60%, Mme:20% , Mma:20%	4th Grade 2019: RA: 67%, Rme33%: , Rma:17% MA:83% , Mme:50% , Mma:17% WA: 57%, Wme:0% , Wma:0% 4th Grade 2021: R: 51%, RA:33 %, Rme:11 %, Rma:0 % M: 49%, MA:67 %, Mme:11 %, Mma:0 % W:46 %, WA:33 %, Wme:0 %, Wma:0 %	5th Grade 2019: RA:56% , Rme:22%, Rma:11% MA: 67%, Mme: 11%, Mma:11% SA: 33%, Sme:11% , Sma:11% 5th Grade 2021: R: 60%, RA: 63%, Rme: 38%,Rma:25 % M: 49%, MA:67 %, Mme:11 %, Mma:0 % S: 41%, SA:25 %, Sme:13 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A64%: , Me30%: , Ma19%: Reading:A62%: , Me:38% , Ma:23% Math: A:77% , Me: 35%, Ma:23% Writing: A: 67%, Me0%: , Ma:0% Science: A:33% , Me:11% , Ma:11%	Whole Campus: (3,4,5) All Subject: 50%A :44% , Me:16% , Ma:5% Reading: 54% A:45 %, Me23%: , Ma:9% Math:50% A55:% , Me:18% , Ma5:% Writing: 46% A33:% , Me:0% , Ma0% Science:41% A:25% , Me 13%: , Ma0:%

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Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data	
Hispanic				3rd Grade 2019 RA:76% , Rme: 59%, Rma35%: MA:86% , Mme:59% , Mma:38% 3rd Grade 2021: R: 64%, RA: 76%, Rme:34% , Rma:17% M: 65%, MA:72% , Mme:45% , Mma:17%	4th Grade 2019: RA: 78%, Rme:30% , Rma:14% MA: 51%, Mme: 22%, Mma:16% WA: 62%, Wme: 19%, Wma:8% 4th Grade 2021: R: 65%, RA:74 %, Rme:35 %, Rma: 12% M: 58%, MA:65 %, Mme:32 %, Mma:15 % W:55 %, WA:56 %, Wme:15 %, Wma:0 %	5th Grade 2019: RA:85% , Rme:45%, Rma:21% MA:89% , Mme:47% , Mma:32% SA: 55%, Sme:23% , Sma:4% 5th Grade 2021: R: 62%, RA: 63%, Rme:34 %,Rma:14 % M: 58%, MA:65 %, Mme:32 %, Mma:15 % S: 48%, SA: 34%, Sme:6 %, Sma:3 %	Whole Campus (3,4,5) All Subjects: A: 73%, Me38%: , Ma21%: Reading:A80%: , Me:45% , Ma:23% Math: A:77% , Me:43% , Ma:29% Writing: A:62% , Me: 19%, Ma:8% Science: A:55% , Me:23% , Ma:4%	Whole Campus: (3,4,5) All Subject: 58% A :61% , Me:25% , Ma10:% Reading:64% A: 70%, Me35%: , Ma:14% Math: 56% A:62% , Me:27% , Ma:12% Writing:55% A:56% , Me:15% , Ma:0% Science: 48% A34:% , Me6%: , Ma:3%	408

Demographics Strengths

District Indicators of Success- Blanton Report Card

- Met **Attendance** goal of 94%
- **STAAR Alt-** 3rd Math- 100% Met; 50% Accomplished
- **STAAR Alt-** 3rd Reading- 100% Met

- **STAAR Alt-** 4th Math- 100% Met
- **STAAR Alt-** 4th Reading- 33% Met; 33% Writing
- **STAAR Alt-** 5th Math- 100 % Met; 50% Accomplished
- **STAAR Alt-** 5th Reading-100% Met; 50% Accomplished
- **STAAR Alt-** 5th Science- 100 % Met; 100% Accomplished
- % of 3rd grade students **meeting/exceeding STAAR standards-**Goal was 26% , Actual was 45%
- % of students **meeting or exceeding MAP growth projection-** MOY 39%, Goal was 50%, Actual was 48%

Problem Statements Identifying Demographics Needs

Problem Statement 2: Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

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Student Achievement

Student Achievement Summary

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Content:	Reading , Math	Reading, Math	Reading, Math	Reading, Math	Reading, Math, Writing	Reading, Math, Science	Reading, Math, Writing, Science	
All Students	Kinder MAP Data: RA:55 %, Rme: 32%, Rma: 18% MA:64 %, Mme:41% , Mma:23%	1st MAP Data: RA:47% , Rme:29% , Rma:10% MA:47% , Mme21:% , Mma:6%	2nd MAP Data: RA:53% , Rme:29% , Rma:10% MA:74% , Mme:54% , Mma:23%	3rd Grade 2019: RA:70%, Rme:51%, Rma:30%, MA:81%, Mme:56%, Mma:36% 3rd Grade 2021: R: 64%, RA75%: , Rme36%: , Rma18%: M: 68.5%, MA:78% , Mme:53% , Mma:20%	4th Grade2019: RA: 75%, Rme:51%, Rma:11% MA:63%, Mme:30%, Mma:17% WA:62%, Wme:20%, Wma:5% 4th Grade 2021: R: 62%%, RA:65% %, Rme:34 %, Rma:9 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % W: 55%, WA: 56%, Wme:16 %, Wma:0 %	5th Grade 2019: RA:82% , Rme:43% , Rma:15% MA:84% , Mme:46% , Mma:29% SA: 57%, Sme:24% , Sma:5% 5th Grade 2021: R: 56%, RA:50 %, Rme:34 %, Rma:13 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % S: 44%, SA:27 %, Sme:6 %, Sma:1 %	Whole Campus: (3,4,5) All Subject: A :72% , Me:38% , Ma:19% Reading: A: 76%, Me42%: , Ma:18% Math: A:76% , Me:44% , Ma:28% Writing: A:62% , Me:20% , Ma:5% Science: A:57% , Me24%: , Ma:5%	Whole Campus: (3,4,5) All Subject: 56%, A 57:% , Me:26% , Ma:10% Reading:61%, A:64 %, Me:33%: , Ma:14% Math:56%, A:61% , Me:31% , Ma:13% Writing:55% A::56% , Me:16% , Ma:0% Science:44%, A:27% , Me:6%: , Ma:1%

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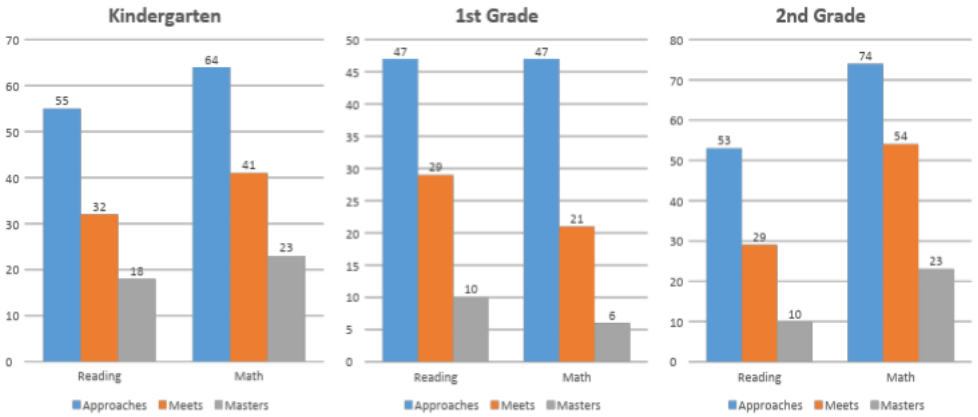
Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data	
White				3rd Grade 2019: RA:60%, Rme:32%, Rma:34% MA:68%, Mme:48%, Mma:32% 3rd Grade 2021: R: 66%, RA:73% , Rme:53% , Rma:33% M: 76%, MA: 93%, Mme:73% , Mma:27%	4th Grade 2019: RA:5% , Rme: 38%, Rma:4% MA: 67%, Mme:38% , Mma:17% WA:63% , Wme:21% , Wma:4% 4th Grade 2021: R: 66%, RA:68 %, Rme:47 %, Rma:11 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % W: 60%, WA:71 %, Wme:29 %, Wma:0 %	5th Grade2019: RA:81% , Rme:38%, Rma:5% MA: 76%, Mme:62% , Mma:33% SA:67% , Sme: 28%, Sma:6% 5th Grade 2021: R: 48%, RA:38 %, Rme:21 %, Rma:8 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % S:38 %, SA:17 %, Sme:4 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A: 69%, Me: 38%, Ma:16% Reading:A71%: , Me36%: , Ma:11% Math: A:70% , Me:49% , Ma:27% Writing: A:63% , Me21%: , Ma4%: Science: A:67% , Me:28% , Ma:6%	Whole Campus: (3,4,5) All Subject: 55%A :54% , Me:33% , Ma:12% Reading:59% A:57 %, Me38%: , Ma:16% Math: 57% A60:% , Me:40% , Ma:16% Writing: 60% A:71% , Me:29% , Ma0:% Science: 38% A:17% , Me 4%: , Ma:0%	411

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data	
AA				3rd Grade 2019 RA: 64%, Rme: 55%, Rma:36% MA:82% , Mme:45% , Mma:35% 3rd Grade 2021: R:50% %, RA:40% , Rme:20% , Rma:0% M: 58%, MA: 60%, Mme:20% , Mma:20%	4th Grade 2019: RA: 67%, Rme33%: , Rma:17% MA:83% , Mme:50% , Mma:17% WA: 57%, Wme:0% , Wma:0% 4th Grade 2021: R: 51%, RA:33 %, Rme:11 %, Rma:0 % M: 49%, MA:67 %, Mme:11 %, Mma:0 % W:46 %, WA:33 %, Wme:0 %, Wma:0 %	5th Grade 2019: RA:56% , Rme:22%, Rma:11% MA: 67%, Mme: 11%, Mma:11% SA: 33%, Sme:11% , Sma:11% 5th Grade 2021: R: 60%, RA: 63%, Rme: 38%,Rma:25 % M: 49%, MA:67 %, Mme:11 %, Mma:0 % S: 41%, SA:25 %, Sme:13 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A64%: , Me30%: , Ma19%: Reading:A62%: , Me:38% , Ma:23% Math: A:77% , Me: 35%, Ma:23% Writing: A: 67%, Me0%: , Ma:0% Science: A:33% , Me:11% , Ma:11%	Whole Campus: (3,4,5) All Subject: 50%A :44% , Me:16% , Ma:5% Reading: 54% A:45 %, Me23%: , Ma:9% Math:50% A55:% , Me:18% , Ma5:% Writing: 46% A33:% , Me:0% , Ma0% Science:41% A:25% , Me 13%: , Ma0:%	412

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Hispanic				3rd Grade 2019 RA:76% , Rme: 59%, Rma35%: MA:86% , Mme:59% , Mma:38% 3rd Grade 2021: R: 64%, RA: 76%, Rme:34% , Rma:17% M: 65%, MA:72% , Mme:45% , Mma:17%	4th Grade 2019: RA: 78%, Rme:30% , Rma:14% MA: 51%, Mme: 22%, Mma:16% WA: 62%, Wme: 19%, Wma:8% 4th Grade 2021: R: 65%, RA:74 %, Rme:35 %, Rma: 12% M: 58%, MA:65 %, Mme:32 %, Mma:15 % W:55 %, WA:56 %, Wme:15 %, Wma:0 %	5th Grade 2019: RA:85% , Rme:45%, Rma:21% MA:89% , Mme:47% , Mma:32% SA: 55%, Sme:23% , Sma:4% 5th Grade 2021: R: 62%, RA: 63%, Rme:34 %,Rma:14 % M: 58%, MA:65 %, Mme:32 %, Mma:15 % S: 48%, SA: 34%, Sme:6 %, Sma:3 %	Whole Campus (3,4,5) All Subjects: A: 73%, Me38%: , Ma21%: Reading:A80%: , Me:45% , Ma:23% Math: A:77% , Me:43% , Ma:29% Writing: A:62% , Me: 19%, Ma:8% Science: A:55% , Me:23% , Ma:4%	Whole Campus: (3,4,5) All Subject: 58% A :61% , Me:25% , Ma10:% Reading:64% A: 70%, Me35%: , Ma:14% Math: 56% A:62% , Me:27% , Ma:12% Writing:55% A:56% , Me:15% , Ma:0% Science: 48% A34:% , Me6%: , Ma:3%

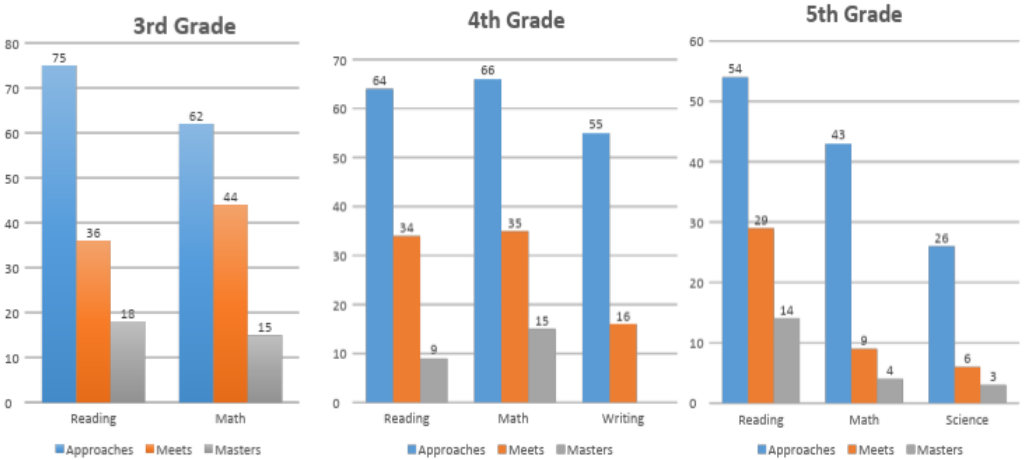
413

NWEA Map Data



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STAAR Data



Student Achievement Strengths

- **STAAR Alt-** 3rd Math- 100% Met; 50% Accomplished
- **STAAR Alt-** 3rd Reading- 100% Met
- **STAAR Alt-** 4th Math- 100% Met
- **STAAR Alt-** 4th Reading- 33% Met; 33% Writing
- **STAAR Alt-** 5th Math- 100 % Met; 50% Accomplished
- **STAAR Alt-** 5th Reading-100% Met; 50% Accomplished
- **STAAR Alt-** 5th Science- 100 % Met; 100% Accomplished
- % of 3rd grade students **meeting/exceeding STAAR standards-**Goal was 26% , Actual was 45%
- % of students **meeting or exceeding MAP growth projection-** MOY 39%, Goal was 50%, Actual was 48%

Problem Statements Identifying Student Achievement Needs

415

Problem Statement 1: The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

Problem Statement 2: Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Problem Statement 3: Differententiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Problem Statement 4: Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

School Culture and Climate

School Culture and Climate Summary

During the 2020-2021 school year, two teachers and two aides resigned their positions in the Fall. Teachers were moved from primary grade levels to an upper grade level to cover the loss of the two teachers. In Spring 2021, campus principal resigned from position and is moved to another ECISD campus for the remainder or contracted school year. Staff moral was at a ultimate low with 50% of staff wanting to resign immediately. By end of year 32% of staff resigned, retired or transferred to another ECISD school.

Fall 2020 Panorama Staff Survey Results-

- Teacher Well-Being- 43%
- Teacher Belonging- 37%
- Leadership Support- 55%
- School Leadership Effectiveness- 55%
- Positive Relationship between Staff and Leadership- 49%
- School Leadership (Teacher Support and Environment)- 30%
- Overall School Climate- 45%
-

Student discipline in 5th grade was high among students identified as Hispanic, White, Economically Disadvantaged males.

Demographic %/#	All Students	PK	Kinder	First	Second	Third	Fourth	Fifth
White	46.4% - 13	50% -1	60% -3	100% - 1	33% - 1	0	100% - 1	43.8% - 7
AA	10.7% - 3					0		18.8% -3
Hispanic	35.7% -10		40% -2		66% - 2	0		31.3% - 5
Two or More Races	7.1% -2	50% - 1				0		6.3% - 1
Male	78.6% -22	50% - 1	80% -4	100%-1	66% -2	0	100% -1	81.3% -13
Female	21.4% - 6	50% -1	20% -1		33%-1	0		18.7% -3
SPED	28.6% - 8	13% - 1	25% -2	0	13% - 1	0	13% -1	38% - 3
EL	0	0	0	0	0	0	0	0
504	4% - 1	50% -1				0		
GT	0	0	0	0	0	0	0	0
Eco Dis	68% - 19	100% -2	80% -4	100% - 1	33% - 1	0	100% -1	63% - 10
Total	28	2	5	1	3	0	1	16

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School Culture and Climate Strengths

After change in leadership in Spring 2021.

Spring 2021 Panorama Staff Survey Results-

- Teacher Well-Being- 64% increase 21 %
- Teacher Belonging- 85% increase 48%
- Leadership Support- 87% increase 52%
- School Leadership Effectiveness- 87% increase 32%
- Positive Relationship between Staff and Leadership- 93% increase 41%
- School Leadership (Teacher Support and Environment)- 85% increase 32%
- Overall School Climate- 59% increase 14%

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

Problem Statement 2: Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Problem Statement 3: Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

Problem Statement 4: Differententiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Degree/Experience Demographics:

Teachers by Highest Degree Held at Campus	No Degree %/#	Bachelors %/#	Masters %/#	Doctorate %/#
	0	74.6%/19	25.4%/6	0

Teachers Years of Experience	Beginning Teachers %/#	1-5 Years %/#	6-10 Years %/#	11-20 Years %/#	20+ Years %/#
	20%/5	20%/5	12%/3	40%/10	8%/2

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Staff Quality, Recruitment, and Retention Strengths

Starting the 2021-2022 school year, we have recruited quality, veteran teachers and moved teachers around to other grade levels. The following is the teaching staff demographics for 2021-2022-

26 teachers(coach, librarian and music teacher).

5 teachers- 0-2 years experience

4 teachers- 5-10 years experience

17 teachers- 10+ years experience

There is one teacher (0-2 years experience) placed at each grade level, PK-3rd, with strong verteran teachers as mentors.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

Problem Statement 2: Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Problem Statement 3: The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

Problem Statement 4: Differententiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Progress and Performance 2020-2021:

Grade	Kinder	First	Second	Third	Fourth	Fifth	Base Line: STAAR 2019 or End of Year Assessment	Most Recent Assessment Data
Content:	Reading , Math	Reading, Math	Reading, Math	Reading, Math	Reading, Math, Writing	Reading, Math, Science	Reading, Math, Writing, Science	
All Students	Kinder MAP Data: RA:55 %, Rme: 32%, Rma: 18% MA:64 %, Mme:41% , Mma:23%	1st MAP Data: RA:47% , Rme:29% , Rma:10% MA:47% , Mme21:% , Mma:6%	2nd MAP Data: RA:53% , Rme:29% , Rma:10% MA:74% , Mme:54% , Mma:23%	3rd Grade 2019: RA:70%, Rme:51%, Rma:30%, MA:81%, Mme:56%, Mma:36% 3rd Grade 2021: R: 64%, RA75%: , Rme36%: , Rma18%: M: 68.5%, MA:78% , Mme:53% , Mma:20%	4th Grade2019: RA: 75%, Rme:51%, Rma:11% MA:63%, Mme:30%, Mma:17% WA:62%, Wme:20%, Wma:5% 4th Grade 2021: R: 62%%, RA:65% %, Rme:34 %,Rma:9 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % W: 55%, WA: 56%, Wme:16 %, Wma:0 %	5th Grade 2019: RA:82% , Rme:43% , Rma:15% MA:84% , Mme:46% , Mma:29% SA: 57%, Sme:24% , Sma:5% 5th Grade 2021: R: 56%, RA:50 %, Rme:34 %, Rma:13 % M: 59%, MA:66 %, Mme:35 %, Mma:15 % S: 44%, SA:27 %, Sme:6 %, Sma:1 %	Whole Campus: (3,4,5) All Subject: A :72% , Me:38% , Ma:19% Reading: A: 76%, Me42%: , Ma:18% Math: A:76% , Me:44% , Ma:28% Writing: A:62% , Me:20% , Ma:5% Science: A:57% , Me24%: , Ma:5%	Whole Campus: (3,4,5) All Subject: 56%, A 57:% , Me:26% , Ma:10% Reading:61%, A:64 %, Me:33%: , Ma:14% Math:56%, A:61% , Me:31% , Ma:13% Writing:55% A::56% , Me:16% , Ma:0% Science:44%, A:27% , Me:6%: , Ma:1%

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White				3rd Grade 2019: RA:60%, Rme:32%, Rma:34% MA:68%, Mme:48%, Mma:32% 3rd Grade 2021: R: 66%, RA:73% , Rme:53% , Rma:33% M: 76%, MA: 93%, Mme:73% , Mma:27%	4th Grade 2019: RA:5% , Rme: 38%, Rma:4% MA: 67%, Mme:38% , Mma:17% WA:63% , Wme:21% , Wma:4% 4th Grade 2021: R: 66%, RA:68 %, Rme:47 %, Rma:11 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % W: 60%, WA:71 %, Wme:29 %, Wma:0 %	5th Grade2019: RA:81% , Rme:38%, Rma:5% MA: 76%, Mme:62% , Mma:33% SA:67% , Sme: 28%, Sma:6% 5th Grade 2021: R: 48%, RA:38 %, Rme:21 %, Rma:8 % M: 64%, MA:68 %, Mme:47 %, Mma:21 % S:38 %, SA:17 %, Sme:4 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A: 69%, Me: 38%, Ma:16% Reading:A71%: , Me36%: , Ma:11% Math: A:70% , Me:49% , Ma:27% Writing: A:63% , Me21%: , Ma4%: Science: A:67% , Me:28% , Ma:6%	Whole Campus: (3,4,5) All Subject: 55%A :54% , Me:33% , Ma:12% Reading:59% A:57 %, Me38%: , Ma:16% Math: 57% A60:% , Me:40% , Ma:16% Writing: 60% A:71% , Me:29% , Ma0:% Science: 38% A:17% , Me 4%: , Ma:0%	421

AA				3rd Grade 2019 RA: 64%, Rme: 55%, Rma:36% MA:82% , Mme:45% , Mma:35% 3rd Grade 2021: R:50% %, RA:40% , Rme:20% , Rma:0% M: 58%, MA: 60%, Mme:20% , Mma:20%	4th Grade 2019: RA: 67%, Rme33%: , Rma:17% MA:83% , Mme:50% , Mma:17% WA: 57%, Wme:0% , Wma:0% 4th Grade 2021: R: 51%, RA:33 %, Rme:11 %, Rma:0 % M: 49%, MA:67 %, Mme:11 %, Mma:0 % W:46 %, WA:33 %, Wme:0 %, Wma:0 %	5th Grade 2019: RA:56% , Rme:22%, Rma:11% MA: 67%, Mme: 11%, Mma:11% SA: 33%, Sme:11% , Sma:11% 5th Grade 2021: R: 60%, RA: 63%, Rme: 38%,Rma:25 % M: 49%, MA:67 %, Mme:11 %, Mma:0 % S: 41%, SA:25 %, Sme:13 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A64%: , Me30%: , Ma19%: Reading:A62%: , Me:38% , Ma:23% Math: A:77% , Me: 35%, Ma:23% Writing: A: 67%, Me0%: , Ma:0% Science: A:33% , Me:11% , Ma:11%	Whole Campus: (3,4,5) All Subject: 50%A :44% , Me:16% , Ma:5% Reading: 54% A:45 %, Me23%: , Ma:9% Math:50% A55:% , Me:18% , Ma5:% Writing: 46% A33:% , Me:0% , Ma0% Science:41% A:25% , Me 13%: , Ma0:%	422

Hispanic				3rd Grade 2019 RA:76% , Rme: 59%, Rma35%: MA:86% , Mme:59% , Mma:38% 3rd Grade 2021: R: 64%, RA: 76%, Rme:34% , Rma:17% M: 65%, MA:72% , Mme:45% , Mma:17%	4th Grade 2019: RA: 78%, Rme:30% , Rma:14% MA: 51%, Mme: 22%, Mma:16% WA: 62%, Wme: 19%, Wma:8% 4th Grade 2021: R: 65%, RA:74 %, Rme:35 %, Rma: 12% M: 58%, MA:65 %, Mme:32 %, Mma:15 % W:55 %, WA:56 %, Wme:15 %, Wma:0 %	5th Grade 2019: RA:85% , Rme:45%, Rma:21% MA:89% , Mme:47% , Mma:32% SA: 55%, Sme:23% , Sma:4% 5th Grade 2021: R: 62%, RA: 63%, Rme:34 %, Rma:14 % M: 58%, MA:65 %, Mme:32 %, Mma:15 % S: 48%, SA: 34%, Sme:6 %, Sma:3 %	Whole Campus (3,4,5) All Subjects: A: 73%, Me38%: , Ma21%: Reading:A80%: , Me:45% , Ma:23% Math: A:77% , Me:43% , Ma:29% Writing: A:62% , Me: 19%, Ma:8% Science: A:55% , Me:23% , Ma:4%	Whole Campus: (3,4,5) All Subject: 58% A :61% , Me:25% , Ma10:% Reading:64% A: 70%, Me35%: , Ma:14% Math: 56% A:62% , Me:27% , Ma:12% Writing:55% A:56% , Me:15% , Ma:0% Science: 48% A34:% , Me6%: , Ma:3%	423
Male								
Female								

SPED				3rd Grade 2019 RA: 37%, Rme: 26%, Rma:11% MA:58% , Mme: 26%, Mma21%: 3rd Grade 2021: R: 43%, RA: 0%, Rme:0% , Rma:0% M: 27%, MA: 0%, Mme: , Mma:0%	4th Grade 2019: RA:40% , Rme:40% , Rma:0% MA: 5%, Mme:40% , Mma:30% WA:30% , Wme:30% , Wma:20% 4th Grade 2021: R: 51%, RA:33 %, Rme:17 %, Rma:17 % M: 53%, MA:50 %, Mme:33 %, Mma:17 % W:44 %, WA:20 %, Wme:0 %, Wma:0 %	5th Grade 2019: RA: 56%, Rme:11%, Rma:0% MA: 67%, Mme: 22%, Mma:0% SA:44% , Sme: 22%, Sma:0% 5th Grade 2021: R: 36%, RA:8 %, Rme:8 %, Rma:0 % M: 53%, MA:50 %, Mme:33 %, Mma:17 % S: 32%, SA:0 %, Sme:0 %, Sma:0 %	Whole Campus (3,4,5) All Subjects: A: 47%, Me:27% , Ma:12% Reading:A:42% , Me: 26%, Ma:5% Math: A :58%, Me:29% , Ma:18% Writing: A:30% , Me:30% , Ma:20% Science: A:44% , Me:22% , Ma:0%	Whole Campus: (3,4,5) All Subject: 38% A :18% , Me:7% , Ma:4% Reading:41% A: 15%, Me10%: , Ma:5% Math:38% A:30% , Me:10% , Ma:5% Writing: 44% A:20% , Me:0% , Ma:0% Science: 32% A:0% , Me0%: , Ma:0%	424

Econ Dis				3rd Grade 2019: RA: 70%, Rme:53% , Rma:37% MA: 83%, Mme:57% , Mma:40% 3rd Grade 2021: R: 60%%, RA:71% , Rme:32% , Rma:6% M: 64%, MA:74% , Mme: 45%, Mma:10%	4th Grade 2019: RA: 71%, Rme:32% , Rma:6% MA: 58%, Mme:26% , Mma:16% WA: 55%, Wme: 16%, Wma:6% 4th Grade 2021: R: 64%, RA:66 %, Rme:40 %, Rma:14 % M: 61%, MA:71 %, Mme:34 %, Mma:17 % W:57 %, WA:58 %, Wme:15 %, Wma:0 %	5th Grade 2019: RA:73% , Rme:33%, Rma:8% MA:80% , Mme:35% , Mma:20% SA: 51%, Sme:26% , Sma:0% 5th Grade 2021: R: 57%, RA:50 %, Rme:34 %, Rma:13 % M: 61%, MA:71 %, Mme:34 %, Mma:17 % S: 42%, SA:21 %, Sme: 5%, Sma:3 %	Whole Campus (3,4,5) All Subjects: A: 68%, Me: 34%, Ma:16% Reading:A: 71%, Me:39% , Ma:16% Math: A:74% , Me39%: , Ma:25% Writing: A: 55%, Me:16% , Ma:24% Science: A:51% , Me:26% , Ma:0%	Whole Campus: (3,4,5) All Subject: 55%, A :55% , Me:26% , Ma:9% Reading:60% A:62 %, Me36: , Ma:12% Math: 55%, A:61% , Me:27% , Ma:11% Writing:57%, A:58% , Me15:% , Ma:0% Science:42% A:21% , Me5%: , Ma:3%	425
504									
GT									

EL				3rd Grade 2019: RA: 100%, Rme:80% , Rma:40% MA:100% , Mme: 100%, Mma:80% 3rd Grade 2021: R: 70%, RA:83%: , Rme: ,33% Rma:17% M: 82%%, MA:100% , Mme:83% , Mma:33%	4th Grade 2021: R: 63%, RA:60 %, Rme:40 %, Rma:0 % M: 71%, MA:80 %, Mme:60 %, Mma:60 % W: 56%, WA:60 %, Wme:20 %, Wma:0 %	5th Grade 2021: R: 61%, RA:100 %, Rme:0 %, Rma:0 % M: 71%, MA:80 %, Mme:60 %, Mma:60 % S: 57%, SA: 50%, Sme:0 %, Sma:0 %	Whole Campus: All Subject: A :74% , Me:48% , Ma:26% Reading: A: 89%, Me44%: , Ma:22% Math: A:78% , Me:67% , Ma:44% Writing: A: , Me: , Ma: Science: A: , Me: , Ma:	Whole Campus: (3,4,5) All Subject: 67% A :76% , Me:39% , Ma:18% Reading:66% A:77 %, Me31%: , Ma:8% Math:73% A85:% , Me:62% , Ma:38% Writing:56% A:60% , Me:20% , Ma:0% Science:57% A:50% , Me0%: , Ma:0%

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Curriculum, Instruction, and Assessment Strengths

- Met **Attendance** goal of 94%
- **STAAR Alt-** 3rd Math- 100% Met; 50% Accomplished
- **STAAR Alt-** 3rd Reading- 100% Met
- **STAAR Alt-** 4th Math- 100% Met
- **STAAR Alt-** 4th Reading- 33% Met; 33% Writing
- **STAAR Alt-** 5th Math- 100 % Met; 50% Accomplished
- **STAAR Alt-** 5th Reading-100% Met; 50% Accomplished
- **STAAR Alt-** 5th Science- 100 % Met; 100% Accomplished

- % of 3rd grade students **meeting/exceeding STAAR standards-**Goal was 26% , Actual was 45%
- % of students **meeting or exceeding MAP growth projection-** MOY 39%, Goal was 50%, Actual was 48%

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

Problem Statement 2: Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Problem Statement 3: Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

Problem Statement 4: Differententiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Parent and Community Engagement

Parent and Community Engagement Summary

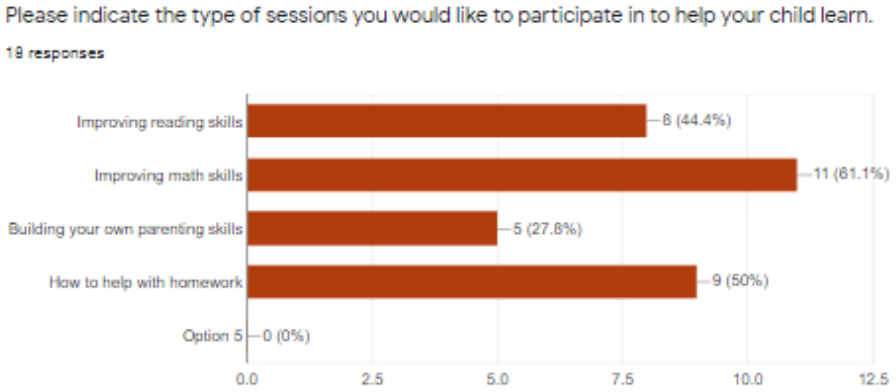
72% of parents feel welcome at school.

100% of parents feel the school communicates parent involvement opportunities in multiple ways.

65% find the activities provided are helpful.

60% of parents prefer activities from 5-7pm; 22% prefer activities 1-4pm; 28 prefer mornings activities from 8-11am.

88% of parents had teacher conferences with the teacher at least once in the fall:12% of parents were invited or the child did not attend in the fall.



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Parent and Community Engagement Strengths

For the beginning of the 2021-2022 school year we have had 45 parents/families sign up for PTA and 21 of those indicated they were interested in holding a board position for the 2021-2022 school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: During the 2020-2021 school year there was limited face to face interaction with parents and families. Most of the communication was through technology. **Root Cause:** COVID pandemic.

School Context and Organization

School Context and Organization Summary

School Organizational structure for the 2021-2022 school year is as follows-

Leadership

1- Principal; 1- Assistant Principal; 1- Principal Resident; 1- Instructional Coach; 1- part time counselor

Office Staff

1- Secretary; 1-Clerk

Instructional Staff-

22 teachers (2- PK; 2- Kinder; 3- 1st grade; 3- 2nd grade; 3- 3rd grade; 4- 4th grade; 3- 5th grade; 2 SPED)

Special Area Teachers-1 Coach; 1 Coaching Aide; 1- LTS- Music Teacher; 1- Librarian/Media Specialist

Support Staff-

1- Flex aide; 5- SPED Aides; 2- PK aides

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School Context and Organization Strengths

Starting the 2021-2022 school year, we have recruited quality, veteran teachers and moved teachers around to other grade levels. There is one teacher (0-2 years experience) placed at each grade level, PK-3rd, with strong verteran teachers as mentors.



Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Quality Tier 1 instruction in every classroom. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

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Problem Statement 2: Ineffective organizational processes and procedures that were not aligned to effective learning environment. **Root Cause:** Ineffective organizational processes and procedures

Problem Statement 3: The needs of all students were not being met in all classrooms on every grade levels to achieve meets/masters level on state assessments. **Root Cause:** Organizational structures not centered on learning to meet the needs of all students.

Problem Statement 4: Differententiating instruction for individual student needs. **Root Cause:** Teachers not knowing their standards, how to effectively teach it, how to assess it and how to monitor it.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, and Elmos. Each grade level has "one to one" technology.PK and K have Ipads and 1st through 5th grade have Chromebooks. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and STAAR. Students have district access to Imagine Math, Imagine Reading and Brainchild.

Technology Strengths

Students are able to take home their devices to continue to work on academics for virtual learning or homework.

Problem Statements Identifying Technology Needs

Problem Statement 1: 40% of ECISD students lack internet connectivity at home. **Root Cause:** Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.

431

Priority Problem Statements

432

Goals

Goal 1: Foundational Excellence: Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.

Performance Objective 1: Annual student attendance will increase from 94.2% in 2021 to 96% in 2022.

Evaluation Data Sources: Student attendance for 2021-2022 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blanton will follow matrix of roles and responsibilities for elementary staff. Blanton will have a 3, 6 and 9 week award for the class with the highest attendance. **Strategy's Expected Result/Impact:** Blanton attendance will improve to 96% **Staff Responsible for Monitoring:** Administration, office staff, counselor, teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

433

Goal 1: Foundational Excellence: Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.

Performance Objective 2: Blanton will prioritize the social, emotional and learning needs of all students.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student engagement in classrooms will increase among all subpopulations with behavior referrals between 0-5% per semester.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Equip each PK and Kinder classroom with updated, age appropriate furniture, supplies, materials, and resources. **Strategy's Expected Result/Impact:** Students will be more engaged in their learning as evident through walkthroughs, performance assessments. **Staff Responsible for Monitoring:** Leadership, teachers and staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Campus Budget/Title 1 Funds - Title One School- Improvement - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Blanton will create a schedule where students will engage in the sensory motor lab on a weekly basis. **Strategy's Expected Result/Impact:** Student engagement in classrooms will increase among all subpopulations with behavior referrals between 0-5% per semester. **Staff Responsible for Monitoring:** Leadership, Teachers and Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Motor Lab Equipment - Instructional Continuity Grant - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.

Performance Objective 3: Blanton will prioritize the Positive Based Intervention System schoolwide and CHAMPS expectations in each classroom.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student engagement in classrooms will increase among all subpopulations with behavior referrals between 0-5% per semester.

435

Goal 1: Foundational Excellence: Blanton will create an organization that operates as a structured learning environment that meets the needs of all learner.

Performance Objective 4: Blanton will increase parent engagement.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Meeting minutes, sign in sheets, and pictures.
Student performance and progress will increase by 15% each quarter- (Aug-Oct., Nov- -Jan., Feb-March, April-May).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blanton will establish an active PTA and increase collaboration and support by engage parents in monthly activities. **Strategy's Expected Result/Impact:** Parents will engage with the school to meet the social, emotional and learning needs of all students. Therefore, increasing students' confidence and well-being to be successful in the classroom. **Staff Responsible for Monitoring:** Leadership, teachers, staff **Title I Schoolwide Elements:** 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Blanton will communicate with parents and families in variety of ways- face to face, parent link, letters/flyers/newsletters, technology- SeeSaw, Schoology, Class Dojo, campus website, Twitter and Facebook. **Strategy's Expected Result/Impact:** Parents will be well informed about their child's academic performance and progress at school. Parents will partner with the campus in building their child's self confidence. Students will believe in themselves and engage more in the classroom, increasing their performance and progress by 20% each quarter (Aug-Oct., Nov- -Jan., Feb-March, April-May). . **Staff Responsible for Monitoring:** Leaders, Teachers, Staff **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Conscious Discipline - Title One School-wide - $1,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and feedback meetings per week. **Strategy's Expected Result/Impact:** Campus leaders will document walkthroughs and coaching on spreadsheet after each walkthrough. Teaching trends will be monitored. Expected result or impact will be a 20% increase in student performance and progress each quarter. **Staff Responsible for Monitoring:** leadership, Teachers and Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				437

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Blanton will focus on coaching teachers on effective Tier 1 instruction.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student performance and progress will increase 20% each quarter.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Every Monday after school school will be reserved for professional development with teachers as a faculty, grade level, or individual. **Strategy's Expected Result/Impact:** The impact will be observed in the strategies or techniques being implemented in he classroom with students. Evidence of the impact will be a 20% increase in student performance and progress each quarter. **Staff Responsible for Monitoring:** Leadership, Teachers and Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

438

Goal 2: Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Teachers will meet monthly with their perspective campus leader to review student data (performance and progress) and discuss teacher needs to increase student performance and progress.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 100 % of teachers will maintain student data binder with evidence of student performance and progress- whole class and individual students. Each leader will also have data binder with evidence of data meeting with each teacher.

439

Goal 3: Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals. Blanton will ensure all students receive high quality instruction in every classroom that lays a strong foundation for life-long learning.

Performance Objective 1: The percentage of students performing at Meets/Masters in Reading and Math will be at 75% in all grade levels, K-5th, by End of Year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the ELAR and Math Framework set by ECISD.	Formative			Summative
Strategy's Expected Result/Impact: 100% of teachers will be implementing rigorous, targeted instruction for all students as evident through walkthroughs.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Leadership, teachers and staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			440
Strategy 2: During grade level meetings, leadership will use the backward planning model to map curriculum with teachers on each grade level. Leadership will will use the DDI (Data Driven Instruction) method to plan, teach, review, extended/intervene lessons in the classroom.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 100% of teachers will be well informed of what standards are expected to be taught, the level of rigor that is expected, and the days that the standards are being taught.				
Staff Responsible for Monitoring: Leadership, Teachers and Staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will meet monthly with their perspective campus leader to review student data (performance and progress) and discuss teacher needs to increase student performance and progress. **Strategy's Expected Result/Impact:** 100 % of teachers will maintain student data binder with evidence of student performance and progress- whole class and individual students. Each leader will also have data binder with evidence of data meeting with each teacher. **Staff Responsible for Monitoring:** Leadership, teachers, staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

441

Goal 3: Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals. Blanton will ensure all students receive high quality instruction in every classroom that lays a strong foundation for life-long learning.

Performance Objective 2: Students will increase their performance and progress on benchmarks by 20% each assessment.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: SCAs, DBAs, CBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During grade level meetings, leadership will use the backward planning model to map curriculum with teachers on each grade level. Leadership will will use the DDI (Data Driven Instruction) method to plan, teach, review, extended/intervene lessons in the classroom. **Strategy's Expected Result/Impact:** 100% of teachers will be well informed of what standards are expected to be taught, the level of rigor that is expected, and the days that the standards are being taught. **Staff Responsible for Monitoring:** Leadership, Teachers and Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will spiral curriculum, prioritize academic vocabulary in ELAR, MATH, SCIENCE through approved supplemental resources- LoneStar, Forde Ferrier, Writing without Tears, Mentoring Minds. **Strategy's Expected Result/Impact:** Supplemental resources will be used to sprial learning, used in learning centers **Staff Responsible for Monitoring:** Leadership, Teachers and Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Title 1 Funds - Title One School- Improvement - $25,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Approved accelerated programs will be utilitized to close achievement gaps for identified students performing at the Approaches and Did Not Meet levels as determined by MAP and STAAR data. LLI kits will used by all teachers teaching ELAR. FEV or another approved online tutoring program will be utilized. **Strategy's Expected Result/Impact:** Through the utilization of LLI and online tutoring program, students' performance and progress will increase by 20%. **Staff Responsible for Monitoring:** Leadership, teachers and staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Campus Funding Summary

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Campus Budget/Title 1 Funds		$30,000.00
3	2	2	Title 1 Funds		$25,000.00
				Sub-Total	$55,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	Conscious Discipline		$1,000.00
				Sub-Total	$1,000.00

Instructional Continuity Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Motor Lab Equipment		$2,500.00
				Sub-Total	$2,500.00
				Grand Total	$58,500.00

Addendums

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Ector County Independent School District

Bonham Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

Bonham Middle School is committed to providing a safe and healthy environment where we will work collaboratively to ensure that our students become responsible citizens and lifelong learners.

Vision

Motivate, Empower, Inspire...Repeat

Core Beliefs

At Bonham Middle School we believe:

that students, staff, family and community members will operate within a culture of collaboration to ensure student growth.

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in forging and nurturing positive and healthy relationships.

in meeting individual student needs and in creating a culturally responsive environment for all learners.

in motivating and inspiring every student to engage in innovative and rigorous learning experiences while striving for new knowledge.

in providing our students with the necessary tools to successfully navigate life.

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Comprehensive Needs Assessment

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Priority Problem Statements

Problem Statement 8: Lack of effective and timely communication with families and the community

Root Cause 8: Inconsistent expectations and communication methods

Problem Statement 8 Areas: School Culture and Climate - Parent and Community Engagement - Perceptions

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

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Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: BMS will ensure efficient systems and procedures are in place to increase safety by reducing the number of discipline infractions by 20% and productivity by creating a campus leadership team and a crisis management team to meet the needs of all stakeholders.

Evaluation Data Sources: Parent/Student/Staff Surveys
Safety Drills, Updated Emergency Operations Plan
STAAR Data
Growth Tracker
Discipline and Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will create and implement a master schedule conducive to high levels of productivity and with minimum to no errors. **Strategy's Expected Result/Impact:** Reduce the number of schedule changes in the first few weeks of school (in a traditional school setting). **Staff Responsible for Monitoring:** Principal Counselors Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				453

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: BMS will continue to focus on student /staff safety on the school campus and functions through active, preventative measures, the Emergency Operations Plan, and regular Safety Drills. **Strategy's Expected Result/Impact:** Staff and students will understand and follow proper fire, tornado, lock-down and bus evacuation procedures. Staff and students will know which actions to take in the event of an actual event. **Staff Responsible for Monitoring:** Principal Assistant Principals Deans of Students Teachers Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: BMS will implement school culture routines campus-wide and in classrooms to help safeguard students and staff. **Strategy's Expected Result/Impact:** Maintain a safe and healthy campus culture for students and staff. We expect improved attendance, an increase in student learning and achievement, and we expect our students will have an improved sense of belonging. **Staff Responsible for Monitoring:** Principal Assistant Principals Deans of Students Teachers Counselors **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: BMS will assemble a Behavior Support Team to regularly monitor student and teacher data; revise discipline practices; and develop and implement a campus-wide PBIS system that will reduce disproportional in-school and out of school placements. **Strategy's Expected Result/Impact:** Reduce the number of Level 3 and 4 infractions. Reduce the disproportional statistics of student discipline consequences by sub-population. Reduce the total number of office level discipline referrals. **Staff Responsible for Monitoring:** Principal Assistant Principals Deans of Students Behavior Support Team **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				454

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: BMS will implement the Yondr program to eliminate cell phone distractions and increase student engagement and participation in class. **Strategy's Expected Result/Impact:** Increased student achievement Reduced discipline referrals Increase student engagement Increase teacher effectiveness **Staff Responsible for Monitoring:** Principal Assistant Principals Deans of Students Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Redesign of the library to create an innovative learning space where students can achieve at high levels. **Strategy's Expected Result/Impact:** Higher student outcomes Increased social and emotional well-being Increased learning time Increased learning space **Staff Responsible for Monitoring:** Principal Assistant Principal				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

455

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: BMS will implement a robust ELAR learning framework to ensure that 100% of students are connecting academically and have access to equitable learning experiences.

Evaluation Data Sources: Attendance
Walk Through
Grading Cycles
Frequent contact

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth. **Strategy's Expected Result/Impact:** Increase the percentage of students who are participating in remote learning. Minimize the achievement gap. **Staff Responsible for Monitoring:** Assistant principal, principal, and dept chair **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: BMS will implement a culture of observation and feedback across the campus using RELAY and TNTP strategies. **Strategy's Expected Result/Impact:** All teachers/admin will be able to conduct observations and provide bite size feedback and action steps continuously. **Staff Responsible for Monitoring:** Campus Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: At BMS 100% of all staff will teach SEL lessons to all students on a weekly basis from the 7 mindsets of SEL curriculum adopted by ECISD.

Evaluation Data Sources: Improve student culture and climate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will make an adjustment to the schedule to include time for Social Emotional Learning (SEL) - 7 Mindsets. **Strategy's Expected Result/Impact:** Increased student connectivity Increase student achievement **Staff Responsible for Monitoring:** Counselors SAS Counselors Principal Assistant Principals Dean of Students **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Student Assistance Services (SAS) Counselor will provide mental health counseling and guidance to at-risk students, as well as consultations for school personnel, and parents in an effort to promote our students' social and emotional well-being. **Strategy's Expected Result/Impact:** Increased attendance Reduced student apathy **Staff Responsible for Monitoring:** Assistant Principals Clerks Counselors SAS counselors **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communities In Schools (CIS) will offer support to our at-risk students by providing dropout prevention counseling; assisting families in meeting basic and mental health needs, crisis response counseling and extended learning time, in an effort to increase student engagement and achievement, and prepare them for life beyond school. **Strategy's Expected Result/Impact:** Improved SEL experiences for all learners Improved community-school relations Increased community engagement Decrease in dropout rate Improve the promotion and graduation rate **Staff Responsible for Monitoring:** Counselors SAS Counselors Community In School Counselors Assistant Principals **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

458

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: BMS will increase communication with families by 60% using multiple mediums based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Monitor communication through different mediums

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Communicate regularly with all stakeholders using all communication mediums: robo-calls, email, phone calls, social media, newsletters, and face-to-face. **Strategy's Expected Result/Impact:** Increased communication and parental involvement in activities, events and academics. **Staff Responsible for Monitoring:** Principal, ISD, Assistant Principals, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: BMS will develop a vision, mission and core beliefs that considers our campus priorities: School Culture, Classroom Rigor, Data Practices and the Feedback Observation process. **Strategy's Expected Result/Impact:** Create a Vision, Mission and Core Beliefs with the staff that aligns with our campus prioritites **Staff Responsible for Monitoring:** Principal **Problem Statements:** Staff Quality, Recruitment, and Retention 3				459

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Use data from the Panorama Survey to move from 42% in Connectivity to 60% or better according to the Panaroma Survey by the Spring.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Create team to evaluate the Panorama Survey data led by our counseling department. **Strategy's Expected Result/Impact:** Students feel connected. Students feel like the belong and are valued **Staff Responsible for Monitoring:** All **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

460

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Attendance will increase from 92% t0 94% or higher by the end of the 2021-2022 school year.

Evaluation Data Sources: Attendance Data
Academic Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Review and monitor attendance data frequently. Use incentives to consistently promote attendance. Celebrate attendance accomplishments **Strategy's Expected Result/Impact:** Increased learning time Increased student outcomes **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Students Principal Fellow Counselors SAS Counselor CIS Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				461

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: BMS leaders will implement targeted and personalized coaching strategies to develop and retain up to 85% of high- quality staff.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Teachers Evaluation and Support System (T-TESS)
Staff Retention Rates
STAAR Data
STRIVE Classroom Observations
Weekly Data Meetings
Staff Exit Survey Data
Staffing Report

Strategy 1 Details	Reviews			
Strategy 1: BMS will use T-TESS to develop quality teachers.	Formative			Summative
Strategy's Expected Result/Impact: Improve Tier I instruction Improve Student achievement	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist				462
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
Strategy 2: BMS will use the "Get Better Faster" RELAY observation feedback model to regularly coach teachers and provide timely feedback.	Formative			Summative
Strategy's Expected Result/Impact: Increase teacher retention, Improve Tier 1 Instruction, retain highly qualified teachers and student progress growth	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist Department Chairs				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers new to BMS and ECISD will participate in a teacher mentor program. **Strategy's Expected Result/Impact:** Reduce the teacher attrition rate by 50% **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Services Director **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers new to BMS will attend PBIS training... **Strategy's Expected Result/Impact:** Improve classroom management and increase learning time **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Services Director, and Instructional specialists **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

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Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: For the 2021-2022 school year, BMS will be 100% staffed with teachers who at the minimum have a bachelor's degree and/or are enrolled in a alternative teaching program.

Targeted or ESF High Priority

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will utilize a clear selection criteria, protocols and hiring process aligned with the school's vision, mission values and goals. **Strategy's Expected Result/Impact:** Fully staffed with qualified teachers and aides **Staff Responsible for Monitoring:** Principal and Instructional Services Director **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

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Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: 100% of BMS campus leaders will become effective instructional leaders with clear roles and responsibilities and receive training and development to address the causes of low performance indicated in T-PESS by engaging in BOY, MOY and EOY meetings.

Targeted or ESF High Priority

Evaluation Data Sources: STRIVE: T-PESS
Weekly Data Meetings
Short Cycle Assessment Data
Lesson Plan Tracker
T-TESS Tracker
Classroom Observation Data
Calendars
Weekly meeting agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders will be trained and evaluated using the Texas Principal Evaluation and Support System (T-PESS). **Strategy's Expected Result/Impact:** Student progress growth and teacher development. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				465

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: BMS principal will implement clear, written, transparent roles and responsibilities and ensure they are scheduled on weekly calendars. **Strategy's Expected Result/Impact:** Clear and concise expectations for core leadership Effective accountability for core campus leaders **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: BMS campus leaders will attend the Relay Coaching Retreat presented by TNTP. **Strategy's Expected Result/Impact:** Teacher coaching, growth and development. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Domain I will increase from 58 to 70: Approaches 67, Meets 33 and Masters 13
Domain II will increase from 57 to 66 by the spring benchmark in reading and math
Domain III will increase from 30 to 70 by the spring benchmark in reading and math.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data
Short-Cylce assessment Data
Know and Show Chart
Benchmark data
MAP Data
TTO Data
Weekly Data Meetings
PLC agendas
Lead4ward

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core teachers will use daily PLC time (virtual or face-to-face) to review and analyze data regularly to plan and script re-teaches using the data driven instruction model by RELAY. **Strategy's Expected Result/Impact:** Increase student performance by sub populations **Staff Responsible for Monitoring:** Campus LeadershipTeam **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: We will track data using goal setting methods and student data tracking charts in every core class. **Strategy's Expected Result/Impact:** Improved student achievement Close achievement gap **Staff Responsible for Monitoring:** Teachers Campus Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: BMS will use the "Get Better Faster" RELAY observation feedback model to coach every teacher and provide timely feedback to improve classroom rigor and engagement.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved student achievement Closing the achievement gap in math in reading. **Staff Responsible for Monitoring:** Campus Leaders **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use short-cycle assessments and other formative assessments that are aligned to the standards to evaluate student progress.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve student achievement Close the achievement gap **Staff Responsible for Monitoring:** Principal Assistant Principals ISD IS				

Strategy 5 Details	Reviews			
Strategy 5: BMS will extend the Teach to One (TTO) Math program to include 8th and build in an opportunity for students to learn and master priority standards. 6th-8th grade Math will all participate in 90 minute blocks for TTO.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Close the achievement gap in math **Staff Responsible for Monitoring:** Principal Assistant principals Instructional Services Director Instructional Specialists Department Chairs				

Strategy 6 Details	Reviews			
Strategy 6: Teachers and campus leaders will use the know and show chart to unpack the learning standards before each unit begins to effectively determine what students should be learning. They will use the know and show chart to create exemplars to determine the learning gap.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Principal Campus Leadership Team				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: In 8th grade math and 8th grade reading, we will utilize a multi-classroom leader (Opportunity Culture) to increase student outcomes. **Strategy's Expected Result/Impact:** Increase in our Measure of Academic Progress. **Staff Responsible for Monitoring:** Multi-Classroom Leader Principal Assistant Principal Instructional Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Select specific students to engage in high dosage tutoring to maximize student academic growth and performance. **Strategy's Expected Result/Impact:** Improved student achievement **Staff Responsible for Monitoring:** Teachers Staff Campus leadership				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.

Performance Objective 2: BMS will improve from a TELPAS rating of 19.7% of English Learners achieving to a minimum of 35% of English Learners achieving.

Evaluation Data Sources: TELPAS Data
EL Data on Short-Cylce assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and students will receive targeted training to gain a better understanding of TELPAS and the key components in the spring and in the fall. **Strategy's Expected Result/Impact:** Increased score on TELPAS **Staff Responsible for Monitoring:** Language Proficiency Assessment Committee (LPAC) Coordinator Principal Assistant principals Instructional Services Director **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: BMS teachers will incorporate sheltered instruction strategies into their lesson plans. **Strategy's Expected Result/Impact:** Increase EL performance and language acquisition **Staff Responsible for Monitoring:** Assistant principal Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: BMS will use Summit K-12 for TELPAS support for students. **Strategy's Expected Result/Impact:** Obtain **Staff Responsible for Monitoring:** Instructional Leadership Team Campus Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Obtain a minimum of 60% of students obtaining growth in the Measure of Academic Progress data from Spring 2021 to Spring 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Select specific students to engage in high dosage tutoring to maximize student academic growth and performance. **Strategy's Expected Result/Impact:** Student Growth **Staff Responsible for Monitoring:** Teachers Campus Leadership Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Addendums

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Ector County Independent School District

Bowie Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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Mission Statement

Mission

The mission of Bowie Middle School is to work in partnership with students and families as a learning community, striving to ensure that each student gains the knowledge, skills, and core values needed to achieve personal success and to enrich their community.

Vision

Vision

Our vision is that Bowie is a community of learners focused on a positive culture, consistent and meaningful learning, and uplifting relationships.

Core Beliefs

1. Each person has inherent worth and unique strengths.
2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.
3. People are interdependent.
4. Each Individual has a responsibility to add value to self and community.
5. Individuals are accountable for their choices and actions.
6. Education creates opportunity and opportunity creates a better world.

7. Progress improves and adds value to human life.

8. Fear limits life's potential; Courage inspires living.

9. There is a difference between right and wrong.

10. Values learned at home affect a lifetime.

11. Leadership is influence; Everyone is a leader.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Total Enrollment 1,182 students
- 6th Grade - 32.2% 381 students
- 7th Grade - 33.8% 399 students
- 8th Grade -34.0% 402 students
- Etnic Diversity Two or More - 1.3%; Native Hawaiian/Pacific Islander - 0.4%; American Indian or Alaska Native - 0.1%; Asian - 1.0%; Black or African American - 3.6%; White - 10.4 %; Hispanic Latino - 83.3%
- Special Population: At Risk - 72.2%; Eco Dis - 55.3%; LEP - 19.9%; Special Education - 10.5%; ESL Education - 10.8%; Alternative Language - 8.2%;Gifted & Talented Education - 14.0%; Immigrant - 1.2%; Migrant - 0.3%; Military Connected - 1.1%; Foster Care - 0.8%; Homeless - 3.1%; Dyslexia - 5.0%

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Demographics Strengths

1. Demomgrahics have little mobility.

2. Size of ESL vs LEP Population

3. Size of the Gifted and Talented program

4. Diversity of population

5. Even distribution amougst grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5

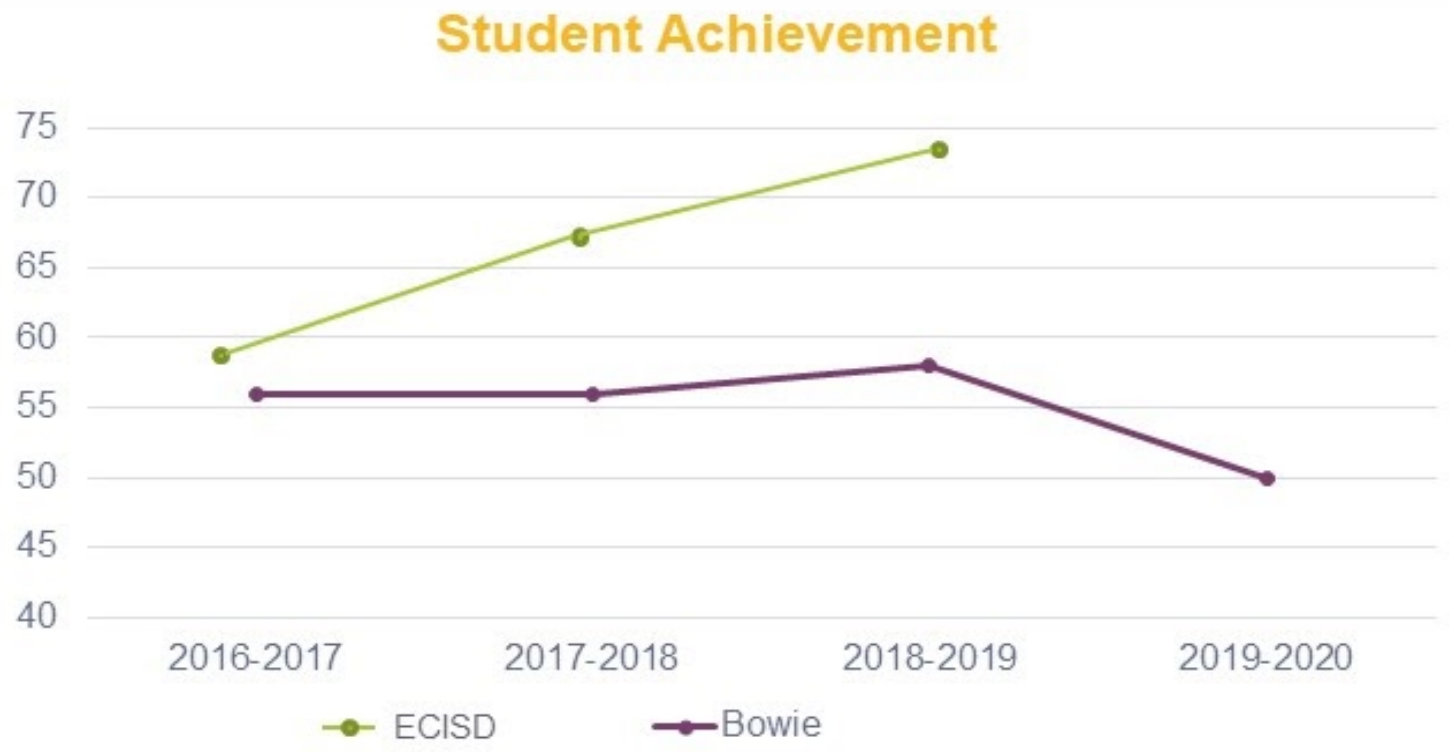
teachers. **Root Cause:** This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution)

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Student Learning

Student Learning Summary

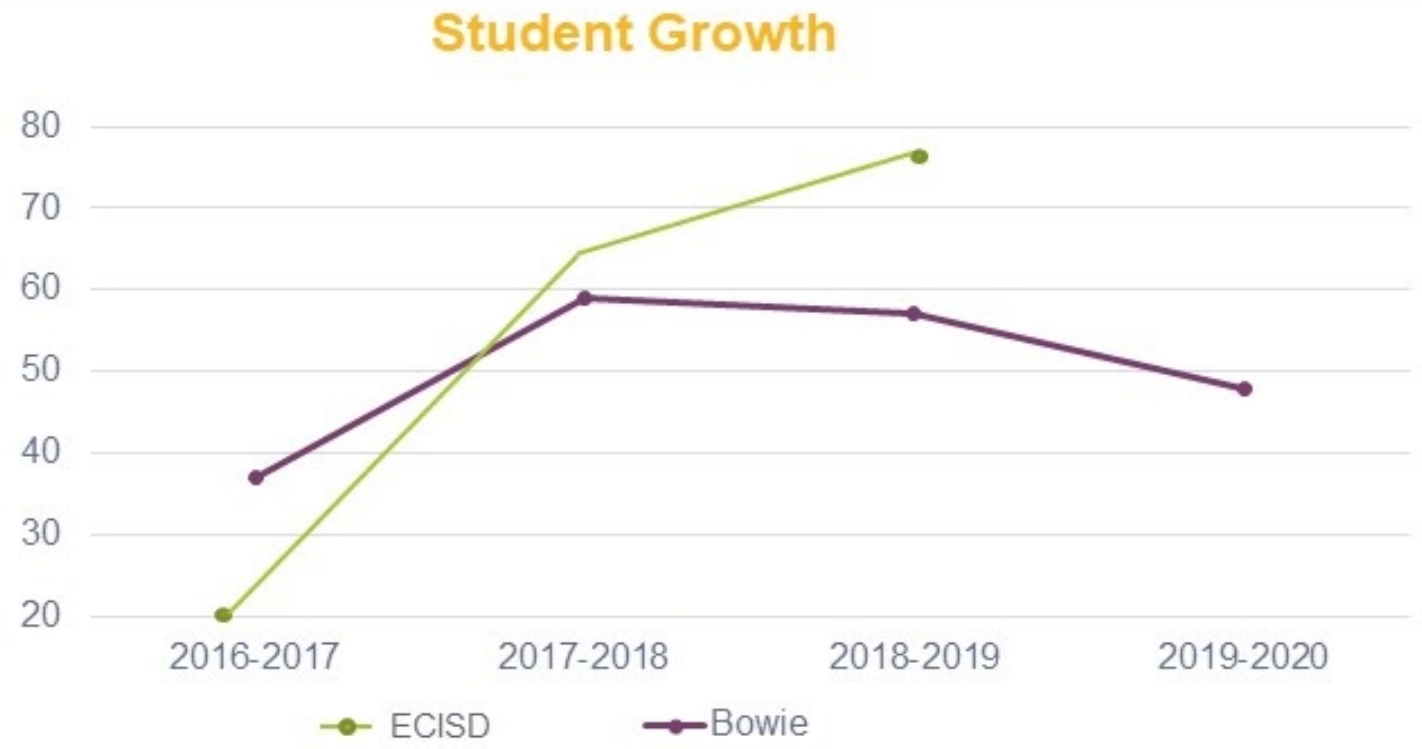
Bowie and ECISD



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Source:
2016-2017, 2017-2018, 2018-2019: TEA Report Cards (Index 1/Domain 1- Student Achievement) 1.3.21

Bowie and ECISD



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Source:
2016-2017, 2017-2018, 2018-2019: TEA Report Cards (Index 2/Domain 2) 1.3.21
2019-2020: Eduphoria STAAR Released Benchmark (Lead4Ward Report Card Template) 3.3.20

Bowie and ECISD



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Student Learning Strengths

1. students grow with project based asssignements

2. studest work well in peer groups

3. studnets have critical thinking and problems solving skills

4. students have grit

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause:** There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

Problem Statement 2 (Prioritized): The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement. **Root Cause:** A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.

Problem Statement 3: Lack of quality TIER 1 instruction has resulted in continued poor student performance of all sub populations in all core areas. **Root Cause:** We continue to struggle finding qualified SpEd staff, as well as a lack of highly qualified teachers working in key content areas.

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School Processes & Programs

School Processes & Programs Summary

1. RISE

2. BRES

3. Imangine Math and Reading

4. Summit k-12

5. FEB Tutoring

6. SEL ccurriculum

School Processes & Programs Strengths

Consistant and undifferentated communication between administration and teacher, teacher and teacher, teacher and studnets.

Extended school day for enrichment and reinforcement of learning.

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Instant feedback for learning.

Coaching for best teaching method.

Well defined roles and goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause:** Ineffective demographic tracking and lack of parent eyes on messages sent out.

Problem Statement 2 (Prioritized): Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers. **Root Cause:** The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.

Problem Statement 3 (Prioritized): Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning

and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Problem Statement 4: Though we have an abundance of technology options, we struggle with effective use of some of the online resources available to teachers, including leveraging Summit K12, Imagine Math/Reading, and MAP resources. **Root Cause:** Training, tracking and teacher mindset are contributing causes.

Perceptions

Perceptions Summary

There has been a regular dissonance between teacher culture and student/parent culture in the past years. As Bowie changed from an AP campus to a comprehensive school, the staff did not adjust accordingly. This led to conflict in the community and an adversarial relationship between staff and families. This resulted in a steadily decreasing parent and community involvement.

With our RISE realignment, and tied to our Title I project plans, we will be dedicating trianing, time, and resources to rebuild this situation. This includes part-time community liaison positions, additional resources for work with CIS, a reboot of the PTA program, development of parent school monthly events, and a comprehensive communications plan.

Perceptions Strengths

- Parents and community are primed for a change and for new programs.
-

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus has been teacher-focused instead of student-focused. **Root Cause:** High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

Problem Statement 2: Parent involvement is low due to various contributing factors. **Root Cause:** Outside of COVID restrictions, factors include, lack of an established PTA, lack of success in implementation of parental involvement strategies and events by the campus and lack of a effective parent communication, often due to shifting contact information, resulting in information not reaching home.

Priority Problem Statements

Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board.

Root Cause 1: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement.

Root Cause 2: A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers.

Root Cause 3: The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.

Problem Statement 3 Areas: School Processes & Programs

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Problem Statement 4: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement.

Root Cause 4: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus has been teacher-focused instead of student-focused.

Root Cause 5: High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities.

Root Cause 6: Ineffective demographic tracking and lack of parent eyes on messages sent out.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key

areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5 teachers.

Root Cause 7: This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution)

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

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Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Foundational Excellence: Bowie Middle School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Under the RISE program, Bowie Middle School will work to provide an environment conducive to the educational and Social/Emotional needs of its students in conjunction with the continued development of a sustainable program that will continue beyond the 2-year RISE grant as demonstrated by decreased discipline and placement referrals, an increase in student belonging survey responses, and a increase in student achievement adn attendance.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama, Truancy data, Discipline reports, Attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will continue to implement BRES strategies of instructional rigor and student engagement to ensure student progress and teacher efficiency. **Strategy's Expected Result/Impact:** Implementation of BRES school-wide routines and procedures will result in improved student and teacher productivity. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3 **Funding Sources:** Funding for BRES Services - Local				489

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie will implement a District-Approved Social and Emotional Learning Program and Restorative Justice Discipline Model and then embed those strategies into the planning and execution of our academic program and non-academic activities. **Strategy's Expected Result/Impact:** Students will perform better academically, report better connectedness and satisfaction in school surveys, and have fewer discipline **Staff Responsible for Monitoring:** Administration, ILT, CIS, Counseling Team, and Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** PD for staff in SEL strategies and Restorative Justice Model. - Title One School-wide - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bowie will increase involvement in the school's parent community through the establishment of a PTA and Monthly Parent School Program **Strategy's Expected Result/Impact:** Increase the communication and involvement of our parent community at Bowie Middle School, supporting the overall health of our community and increasing student performance. **Staff Responsible for Monitoring:** Administration, ILT, CIS, Counseling Team **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Funding for materials, advertising, and activities within PTA and Parent School - Title One School-wide - $10,000				490

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Bowie Middle School will establish an extended hour tutoring/activity program in order to support the targeted academic needs of our students as well as the non-academic growth and social/emotional opportunities. **Strategy's Expected Result/Impact:** Targeted before/after school tutoring will result in increased student performance and closing learning gaps, while the activity program will allow all students at Bowie the opportunity to participate in high-interest clubs and extracurricular activities. **Staff Responsible for Monitoring:** Administration, ILT, Department Chairs, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** Materials and support - Local - $5,000, Materials and support - Title One School-wide - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Bowie Middle School will support culture by redesigning symbols of the school, including the logo and uniform, in order to support a positive culture and sense of belonging among students. **Strategy's Expected Result/Impact:** Students will feel more connected to their campus and school program because of consistent symbols and a team-focused uniform. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Funding for Eco-Dis student uniforms - Title One School-wide - $20,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

Problem Statement 2: The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement. **Root Cause**: A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.

School Processes & Programs

Problem Statement 1: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause**: Ineffective demographic tracking and lack of parent eyes on messages sent out.

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Perceptions

Problem Statement 1: The campus has been teacher-focused instead of student-focused. **Root Cause**: High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

Goal 1: Foundational Excellence: Bowie Middle School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Bowie Middle School will ensure that efficient systems are in place to increase student and teacher productivity to meet our RISE Growth Goals.

Evaluation Data Sources: BRES Data and Students Academic Data (SCA, MAP,)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School Assistant Principals will calendar out and consistently devote 75% of their daily schedule to directly working with teachers and students to improve academic and social/emotional performance. This will be accomplished by co-planning and leading PLC meetings, WDM, and CRPM, as well as RTC of BRES objectives across all classrooms and courses. **Strategy's Expected Result/Impact:** Students will achieve their individual MAP and STAAR performance goals. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 3				492

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School Principal will calendar out and consistently devote 60% of their daily schedule to directly working with teachers, staff, and students to improve academic and social/emotional performance. This will be accomplished by co-planning and leading PLC meetings, WDM, and CRPM, as well as RTC of BRES objectives across all classrooms and courses. **Strategy's Expected Result/Impact:** Students will achieve their individual MAP and STAAR performance goals. Teachers and administrators will receive the coaching needed to directly improve our academic performance. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bowie Middle School will create a campus aligned planning process to yield consistent planning that is connected directly to the unit plans and assessments at the district level. **Strategy's Expected Result/Impact:** The programmatic expectation is an TEA rating of B to A within two years, demonstrating a 60% student growth rate on MAP assessments. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Bowie Middle School will review and adjust the master schedule to ensure daily PLCs are occurring in Reading and Math daily so that lesson plans are supported by the ILT. **Strategy's Expected Result/Impact:** The programmatic expectation is an TEA rating of B to A within two years, demonstrating a 60% student growth rate on MAP assessments. **Staff Responsible for Monitoring:** Administration, ILT, Department Chairs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** **Problem Statements:** School Processes & Programs 3				493

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5 teachers. **Root Cause**: This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution)

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

Student Learning

Problem Statement 2: The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement. **Root Cause**: A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.

School Processes & Programs

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Perceptions

Problem Statement 1: The campus has been teacher-focused instead of student-focused. **Root Cause**: High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

Goal 1: Foundational Excellence: Bowie Middle School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Annual student attendance will increase from 92.7 in 2020-2021 to 94.0 in 2021-2022.

Evaluation Data Sources: iTTCS Attendance Data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will provide incentives for perfect attendance each six weeks in an effort to improve attendance to 94.0 %, using the RISE Program Incentives. **Strategy's Expected Result/Impact:** Attendance will improve to 94.0% **Staff Responsible for Monitoring:** Attendance Clerks, APs, SAS Counselor **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 **Funding Sources:** Incentives and Materials for Renaissance Program. - Title One School-wide - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School will monitor student attendance through the attendance clerks and through the Advisory Program, making contact with parents of students that fail to achieve the 90% rule of required attendance. **Strategy's Expected Result/Impact:** Increased awareness by parents of students with attendance issues and improved rate of student attendance. **Staff Responsible for Monitoring:** Attendance Clerks, SAS Counselors and APs, CIS **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 **Funding Sources:** Part-Time community liaison - Title One School-wide - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

School Processes & Programs

Problem Statement 1: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause**: Ineffective demographic tracking and lack of parent eyes on messages sent out.

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

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Goal 1: Foundational Excellence: Bowie Middle School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Bowie Middle School will provide and safe and supportive school environment resulting in a measurable reduction in discipline and criminal referrals.

Targeted or ESF High Priority

Evaluation Data Sources: Referral and police activity data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie will establish both a House System and Small Group Advisory program, encompassing all instructional staff and students, in order to promote unity, action, and safety on campus. **Strategy's Expected Result/Impact:** Fewer referrals reported, safety issues more quickly addressed, and communication with student and parent community increased, resulting in increased sense of belonging and better academic performance. **Staff Responsible for Monitoring:** Administration, ILT, Department Chairs, and Teachers. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Materials and Resources - Title One School-wide - $10,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.
Perceptions
Problem Statement 1: The campus has been teacher-focused instead of student-focused. **Root Cause**: High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

Goal 1: Foundational Excellence: Bowie Middle School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Bowie Middle School will develop a comprehensive communication plan focused on increasing exposure and promoting parent and community engagement.

Evaluation Data Sources: Communication tracking (blackboard), meeting attendance sheets, improved survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will improve our social media feed appearance, including website redesign/reorganization and increase postings. **Strategy's Expected Result/Impact:** Increase exposure of Bowie Program to parent and school community. **Staff Responsible for Monitoring:** Webmaster, Administration, ILT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School will post weekly on Marquee and highlight Monthly goals to share with community. This will include SEL, Academic, and Cultural announcements and student highlights. **Strategy's Expected Result/Impact:** Increased exposure **Staff Responsible for Monitoring:** Office Staff, Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				498

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bowie Middle School will complete a Monthly Audit of parent communication data to ensure that 90% of family demographic data is current and accurate, allowing for better communication with the school community. **Strategy's Expected Result/Impact:** Increased distribution and effectiveness of weekly announcements and parent communication. **Staff Responsible for Monitoring:** Administration, Registrar, Attendance clerks. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Monthly Parent Meetings (Parent School) will include a school update and demographic information review. **Strategy's Expected Result/Impact:** Increased distribution and effectiveness of weekly announcements and parent communication. **Staff Responsible for Monitoring:** Administration, SAS, CIS **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause**: Ineffective demographic tracking and lack of parent eyes on messages sent out.

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Goal 2: Invest in Talent: Bowie Middle School will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Throughout the 2021-22 schoolyear, Bowie Middle School will include and provide for professional learning opportunities, including those focused on RISE, Restorative Justice, Instructional Excellence, Classroom Management, Classroom Rigor, Cultural Sensitivity, Communication, and Collaboration.

HB3 Goal

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will leverage our BRES partnership and RISE program to front-load learning during 10 additional summer PD days. **Strategy's Expected Result/Impact:** An Effective and smooth start to the School year. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Processes & Programs 3				500

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Throughout the school year, Staff will be offered additional opportunities to visit schools, colleagues, and trainings to support their professional learning and student achievement. **Strategy's Expected Result/Impact:** Increased satisfaction survey results, higher retention, and increased academic performance. **Staff Responsible for Monitoring:** Administration, ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Substitute Funding for additional opporutnities - Title One School-wide - $10,000, PD Funding - Title One School-wide - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each Bowie Middle School administrator will conduct a minimum of five documented walkthroughs and/or observation and feedback meetings per week, including BRES and TTESS. **Strategy's Expected Result/Impact:** Improve visibility and instruction which will have a positive impact on student outcomes. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5 teachers. **Root Cause**: This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution) 501

Student Learning

Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

School Processes & Programs

Problem Statement 2: Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers. **Root Cause**: The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Goal 2: Invest in Talent: Bowie Middle School will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Bowie Middle School will utilize strategic teacher placement to ensure the most effective use of talent to improve student outcomes.

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will leverage the Opportunity Culture Program available with current and potential staff in order to ensure a variety of classroom and teacher leaders working to impact student achievement. **Strategy's Expected Result/Impact:** Effective instructional practices across all classrooms. Impact is improve outcomes on MAP and STAAR. **Staff Responsible for Monitoring:** Principal and ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

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School Processes & Programs
Problem Statement 2: Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers. **Root Cause**: The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.

Goal 2: Invest in Talent: Bowie Middle School will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: The Bowie Middle School campus teacher retention rate will increase from 39% in 2021 to 80% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Staff Position Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strategic Hiring for the 2021-2022 School year to include the most qualified candidates and a clear understanding of the situation and expectations. **Strategy's Expected Result/Impact:** Strong teacher performance and group collaboration to improve student achievement and teacher experience. **Staff Responsible for Monitoring:** Administration, ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Real time BRES and RISE coaching will be implemented by administrative and ILT through use of observation and feedback to identify gaps in instruction and foster teacher improvement. **Strategy's Expected Result/Impact:** Train and grow highly effective teachers. **Staff Responsible for Monitoring:** Administration, ILT **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Bowie Middle School will work with SAS and CIS to ensure that we provide interventions for our homeless, foster, and military families to help remove barriers to school attendance and success. We will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Evaluation Data Sources: Eduphoria
Attendance Reports
Drop Out Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Advisory group leaders and Attendance clerks will communicate weekly with Counseling, SAS, and CIS to share current trends and concerns. Those concerns will be documented, and followed up on by an Attendance Team. **Strategy's Expected Result/Impact:** Improved attendance, better resources for students, increased academic performance, and better communication with at-risk families. **Staff Responsible for Monitoring:** Administration, SAS, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parent contact and offer of support meetings will be documented monthly in order to provide at-risk students and families additional tools and resources. **Strategy's Expected Result/Impact:** Better communication and improved attendance/academic performance. **Staff Responsible for Monitoring:** SAS, CIS, and Administration **Title I Schoolwide Elements:** 2.5, 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

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No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Grade 6 Reading "Meets Standard" percentage will increase from 13 % in 2020 to 60% in 2021 as measured by the STAAR.

Evaluation Data Sources: District benchmarks and STAAR test data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience. **Strategy's Expected Result/Impact:** lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** FEV tutoring - Title One School-wide - $50,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning. **Strategy's Expected Result/Impact:** Close student gaps in Reading and Math. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bowie Middle School will leverage K-12 Summit to improve language acquisition for ELs. **Strategy's Expected Result/Impact:** lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Part Time-Summit K-12 Tutor - Title One School-wide - $15,000				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Grade 6 Math "meets" percentage will increase from 13% in 2020 to 60% in 2021 as measured by the STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: MAP data, District benchmarks, and STAAR test data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience. **Strategy's Expected Result/Impact:** lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** FEV tutoring - Title One School-wide - $50,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning. **Strategy's Expected Result/Impact:** Close student gaps in Reading and Math. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

School Processes & Programs

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

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Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Grade 8 Reading "meets standard" percentage will increase from 20% in 2020 to 55% in 2021 as measured by the STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** FEV tutoring - Title One School-wide - $50,000				

Strategy 2 Details	Reviews			
Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Close student gaps in Reading and Math. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
Strategy 3: Bowie Middle School will leverage K-12 Summit to improve language acquisition for ELs.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.				

Staff Responsible for Monitoring: Administration, ILT

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 3

Funding Sources: Part Time-Summit K-12 Tutor - Title One School-wide - $15,000

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.
School Processes & Programs
Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

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Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Grade 8 Math "meets" percentage will increase from 2% in 2020 to 35% in 2021 as measured by the STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience. **Strategy's Expected Result/Impact:** lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** FEV tutoring - Title One School-wide - $50,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning. **Strategy's Expected Result/Impact:** Close student gaps in Reading and Math. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.

School Processes & Programs

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

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Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Grade 8 Science "meets" percentage will increase from 19% in 2020 to 50% in 2021 as measured by the STAAR.

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School Eighth Grade Science Teachers will have a PLC and planning period daily in order to disaggregate data and plan in WDM and CRPMs. **Strategy's Expected Result/Impact:** Increase percentage of students who achieve "Meets" on Eighth Grade Science STAAR. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School will integrate Science into ELAR during non fiction units. **Strategy's Expected Result/Impact:** Support Science through reading across the curriculum. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3				512

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.
School Processes & Programs
Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The percentage of students scoring "Meets" on the Algebra I EOC will increase from 19% to 65% will improve as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience. **Strategy's Expected Result/Impact:** lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** FEV tutoring - Title One School-wide - $50,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.
School Processes & Programs
Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Goal 3: Learning Journey: Bowie Middle School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bowie will equip students to be adaptable in an ever-changing society.

Performance Objective 8: The percentage of students that Met Standard on all subjects/grades tested will increase from 10% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience. **Strategy's Expected Result/Impact:** lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** FEV tutoring - Title One School-wide - $50,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning. **Strategy's Expected Result/Impact:** Close student gaps in Reading and Math. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bowie Middle School will leverage K-12 Summit to improve language acquisition for ELs. **Strategy's Expected Result/Impact:** lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3 **Funding Sources:** Part Time-Summit K-12 Tutor - Title One School-wide - $15,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning. **Strategy's Expected Result/Impact:** Close student gaps in Reading and Math. **Staff Responsible for Monitoring:** Administration, ILT **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause**: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.
School Processes & Programs
Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Funding for BRES Services		$0.00
1	1	4	Materials and support		$5,000.00
				Sub-Total	$5,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	PD for staff in SEL strategies and Restorative Justice Model.		$10,000.00
1	1	3	Funding for materials, advertising, and activities within PTA and Parent School		$10,000.00
1	1	4	Materials and support		$5,000.00
1	1	5	Funding for Eco-Dis student uniforms		$20,000.00
1	3	1	Incentives and Materials for Renaissance Program.		$3,000.00
1	3	2	Part-Time community liaison		$15,000.00
1	4	1	Materials and Resources		$10,000.00
2	1	2	Substitute Funding for additional opporutnities		$10,000.00
2	1	2	PD Funding		$10,000.00
3	2	1	FEV tutoring		$50,000.00
3	2	3	Part Time-Summit K-12 Tutor		$15,000.00
3	3	1	FEV tutoring		$50,000.00
3	4	1	FEV tutoring		$50,000.00
3	4	3	Part Time-Summit K-12 Tutor		$15,000.00
3	5	1	FEV tutoring		$50,000.00
3	7	1	FEV tutoring		$50,000.00
3	8	1	FEV tutoring		$50,000.00
3	8	3	Part Time-Summit K-12 Tutor		$15,000.00
				Sub-Total	$438,000.00
				Grand Total	$443,000.00

Addendums

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Ector County Independent School District

Burleson Elementary

2021-2022 Campus Improvement Plan



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Mission Statement

Burleson Elementary will provide quality instruction in a nurturing, fun learning environment in order that all students can reach their full potential and meet or exceed state standards.

Vision

Burleson Elementary will be a successful learning environment where students will enjoy learning while we work toward excellence in student achievement. Our students will learn to be lifelong learners, appreciate diversity, and respect themselves and others.

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- Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 31
- Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 32

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Economically Disadantaged:

08 Economically Disadvantaged Percent

CMP	GR	TOT	ECO DIS		ECO DIS ELL		ECO DIS MVG		ECO DIS SPED		ECO DIS DYS		ECO DIS GT		ECO DIS ASIAN			ECO DIS BLACK			ECO DIS HISPANIC		
			TOT	% CMP	TOT	% ECO	TOT	% ECO	TOT	% ECO	TOT	% ECO	TOT	% ECO	TOT	% ECO	% CMP	TOT	% ECO	% CMP	TOT	% ECO	% CMP
103-BURLESON ELEM SCHOOL	KG	74	60	81.08 %	16	26.67 %	4	6.67%	10	16.67 %	0	%	0	%	1	1.67%	1.35%	1	1.67%	1.35%	52	86.67 %	70.27%
	01	93	70	75.27 %	10	14.29 %	4	5.71%	17	24.29 %	0	%	0	%	2	2.86%	2.15%	0	%	0.00%	57	81.43 %	61.29%
	02	92	78	84.78 %	20	25.64 %	5	6.41%	20	25.64 %	0	%	2	2.56%	1	1.28%	1.09%	4	5.13%	4.35%	64	82.05 %	69.57%
	03	86	72	83.72 %	13	18.06 %	5	6.94%	28	38.89 %	5	6.94%	2	2.78%	2	2.78%	2.33%	3	4.17%	3.49%	58	80.56 %	67.44%
	04	75	67	89.33 %	20	29.85 %	4	5.97%	10	14.93 %	4	5.97%	4	5.97%	2	2.99%	2.67%	2	2.99%	2.67%	56	83.58 %	74.67%
	05	61	51	83.61 %	12	23.53 %	3	5.88%	11	21.57 %	4	7.84%	2	3.92%	1	1.96%	1.64%	0	%	0.00%	45	88.24 %	73.77%
	TOT CMP :	**481**	**398**	**82.74 %**	**91**	**22.86 %**	**25**	**6.28%**	**96**	**24.12 %**	**13**	**3.27%**	**10**	**2.51%**	**9**	**2.26%**	**1.87%**	**10**	**2.51%**	**2.08%**	**332**	**83.42 %**	**69.02%**
	TOT RPT:	**481**	**398**	**82.74 %**	**91**	**22.86 %**	**25**	**6.28%**	**96**	**24.12 %**	**13**	**3.27%**	**10**	**3.27%**	**9**	**2.26%**	**1.87%**	**10**	**2.51%**	**2.08%**	**332**	**83.42 %**	**69.02%**

At Risk:

02 At Risk (AR) Percent

CMP	GR	TOT	AT-RISK		AR ELL		AR ECO DIS		AR SPED		AR DYS		AR GT		AR ASIAN			AR BLACK			AR HISPANIC		
			TOT	% CMP	TOT	% AR	TOT	% AR	TOT	% AR	TOT	% AR	TOT	% AR	TOT	% AR	% CMP	TOT	% AR	% CMP	TOT	% AR	% CMP
103-BURLESON ELEM SCHOOL	KG	74	21	28.38%	19	90.48 %	18	85.71 %	2	9.52%	0	0.00%	0	0.00%	1	4.76%	1.35%	0	0.00%	0.00%	20	95.24 %	27.03 %

	01	93	20	21.51%	13	65.00 %	16	80.00 %	2	10.00%	0	0.00%	0	0.00%	1	5.00%	1.08%	0	0.00%	0.00%	19	95.00 %	20.43 %
	02	92	27	29.35%	21	77.78 %	25	92.59 %	6	22.22%	0	0.00%	1	3.70%	0	0.00%	0.00%	0	0.00%	0.00%	25	92.59 %	27.17 %
	03	86	24	27.91%	18	75.00 %	18	75.00 %	5	20.83%	3	12.50 %	2	8.33%	1	4.17%	1.16%	1	4.17%	1.16%	21	87.50 %	24.42 %
	04	75	26	34.67%	20	76.92 %	25	96.15 %	3	11.54%	1	3.85%	3	11.54 %	1	3.85%	1.33%	1	3.85%	1.33%	22	84.62 %	29.33 %
	05	61	39	63.93%	13	33.33 %	36	92.31 %	8	20.51%	3	7.69%	0	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	35	89.74 %	57.38 %
	TOT CMP :	**481**	**157**	**32.64%**	**104**	**66.24 %**	**138**	**87.90 %**	**26**	**16.56%**	**7**	**4.46%**	**6**	**3.82%**	**4**	**2.55%**	**0.83%**	**2**	**1.27%**	**0.42%**	**142**	**90.45 %**	**29.52 %**
	TOT RPT:	**481**	**157**	**32.64%**	**104**	**66.24 %**	**138**	**87.90 %**	**26**	**16.56%**	**7**	**4.46%**	**6**	**4.46%**	**4**	**2.55%**	**0.83%**	**2**	**1.27%**	**0.42%**	**142**	**90.45 %**	**29.52 %**

Sp Ed Population:

35b SPED Special Populations

CMP	GR	TOT STU	SPED		SPED ECO DIS		SPED LEP	
			TOT	% CMP	TOT	% SPED	TOT	% SPED
103-BURLESON ELEM SCHOOL	KG	74	12	16.22%	10	83.33%	2	16.67%
	01	93	20	21.51%	17	85%	1	5%
	02	92	20	21.74%	20	100%	5	25%
	03	86	30	34.88%	28	93.33%	3	10%
	04	75	13	17.33%	10	76.92%	0	%
	05	61	13	21.31%	11	84.62%	2	15.38%
	TOT CMP :	**481**	**108**	22.45%	**96**	88.89%	**13**	12.04%
	TOT RPT :	**481**	**108**	**22.45%**	**96**	**88.89%**	**13**	**12.04%**

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Gender:

43 Campus Gender Ethnicity Percent

CAMPUS	TOT STU	F	M	ASIAN	BLACK	HISPANIC	MULTI RACIAL	PACIFIC ISLANDER	WHITE

103-BURLESON ELEM SCHOOL	481	229	47.61%	252	52.39%	9	1.87%	15	3.12%	397	82.54%	11	2.29%	5	1.04%	44	9.15%
TOT RPT:	**481**	**229**	47.61%	**252**	52.39%	**9**	1.87%	**15**	3.12%	**397**	82.54%	**11**	2.29%	**5**	1.04%	**44**	9.15%

Economically Disadvantaged by Ethinicity:

11 - Economically Disadvantaged Ethnicity Tally

CAMPUS ID	GR	AMER IND	ASIAN	BLACK	HISP	MULTI	PAC ISL	WHITE	TOTAL
103	KG	0	1	1	52	2	0	4	60
	01	0	2	0	57	1	0	10	70
	02	0	1	4	64	1	0	8	78
	03	0	2	3	58	2	3	4	72
	04	0	2	2	56	0	1	6	67
	05	0	1	0	45	2	0	3	51
		0	***9***	***10***	***332***	***8***	***4***	***35***	***398***
		0	***9***	***10***	***332***	***8***	***4***	***35***	***398***

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Problem Statements Identifying Demographics Needs

Problem Statement 1: 30% of Burleson Teachers have less than 5 years of teaching experience. **Root Cause:** Lack of structure for what needs to happen to support inexperienced teachers, PLC process and ongoing support.

Student Learning

Student Learning Summary

Historical STAAR data:

3	Mathematics (E)	All Students	All Students	% Approaches Grade Level Performance	64.0	48.0	53.0
				% Masters Grade Level Performance	8.0	2.0	5.0
				% Meets Grade Level Performance	28.0	17.0	21.0
		Economic Status	Econ Disadv	% Approaches Grade Level Performance	57.0	51.0	50.0
				% Masters Grade Level Performance	9.0	2.0	4.0
				% Meets Grade Level Performance	30.0	19.0	18.0
			Not Econ Disadv	% Approaches Grade Level Performance	83.0	36.0	58.0
				% Masters Grade Level Performance	6.0	0.0	6.0
				% Meets Grade Level Performance	22.0	9.0	26.0
		ELL/LEP	LEP	% Approaches Grade Level Performance	90.0	58.0	73.0
				% Masters Grade Level Performance	0.0	0.0	13.0
				% Meets Grade Level Performance	30.0	33.0	33.0
			Other Non-LEP	% Approaches Grade Level Performance	60.0	46.0	48.0
				% Masters Grade Level Performance	10.0	2.0	3.0
				% Meets Grade Level Performance	27.0	13.0	18.0
		Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	64.0	49.0	51.0
				% Masters Grade Level Performance	9.0	2.0	6.0
				% Meets Grade Level Performance	24.0	18.0	19.0
			White	% Approaches Grade Level Performance	71.0	33.0	50.0
				% Masters Grade Level Performance	7.0	0.0	0.0
				% Meets Grade Level Performance	43.0	17.0	10.0
		Special Education	Not Special Ed	% Approaches Grade Level Performance	68.0	52.0	56.0
				% Masters Grade Level Performance	9.0	2.0	4.0
				% Meets Grade Level Performance	30.0	19.0	19.0
			Special Education	% Approaches Grade Level Performance	17.0	17.0	33.0
				% Masters Grade Level Performance	0.0	0.0	11.0
				% Meets Grade Level Performance	0.0	0.0	33.0

524

Reading (E)	All Students	All Students	% Approaches Grade Level Performance	57.0	46.0	58.0
			% Masters Grade Level Performance	17.0	5.0	11.0
			% Meets Grade Level Performance	25.0	16.0	16.0
	Economic Status	Econ Disadv	% Approaches Grade Level Performance	48.0	47.0	52.0
			% Masters Grade Level Performance	17.0	6.0	10.0
			% Meets Grade Level Performance	23.0	17.0	16.0

		Not Econ Disadv	% Approaches Grade Level Performance	82.0	40.0	68.0
			% Masters Grade Level Performance	18.0	0.0	13.0
			% Meets Grade Level Performance	29.0	10.0	16.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	50.0	55.0	80.0
			% Masters Grade Level Performance	17.0	9.0	13.0
			% Meets Grade Level Performance	17.0	9.0	27.0
		Other Non-LEP	% Approaches Grade Level Performance	57.0	43.0	53.0
			% Masters Grade Level Performance	17.0	4.0	11.0
			% Meets Grade Level Performance	25.0	17.0	14.0
	Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	57.0	48.0	52.0
			% Masters Grade Level Performance	17.0	4.0	10.0
			% Meets Grade Level Performance	26.0	15.0	13.0
		White	% Approaches Grade Level Performance	62.0	17.0	80.0
			% Masters Grade Level Performance	23.0	17.0	10.0
			% Meets Grade Level Performance	23.0	17.0	20.0
	Special Education	Not Special Ed	% Approaches Grade Level Performance	60.0	49.0	61.0
			% Masters Grade Level Performance	19.0	6.0	11.0
			% Meets Grade Level Performance	27.0	18.0	17.0
		Special Education	% Approaches Grade Level Performance	17.0	17.0	33.0
			% Masters Grade Level Performance	0.0	0.0	11.0
			% Meets Grade Level Performance	0.0	0.0	11.0

525

4	Mathematics (E)	All Students	All Students	% Approaches Grade Level Performance	64.0	69.0	48.0
				% Masters Grade Level Performance	11.0	8.0	14.0
				% Meets Grade Level Performance	32.0	31.0	23.0

STAAR Detail Results Grid By School

ECTOR COUNTY ISD

Source: TEA STAAR Data

					2017	2018	2019
4	Mathematics (E)	Economic Status	Econ Disadv	% Approaches Grade Level Performance	60.0	65.0	43.0
				% Masters Grade Level Performance	7.0	11.0	13.0

		% Meets Grade Level Performance	29.0	30.0	25.0
	Not Econ Disadv	% Approaches Grade Level Performance	79.0	76.0	58.0
		% Masters Grade Level Performance	21.0	3.0	17.0
		% Meets Grade Level Performance	43.0	31.0	17.0
ELL/LEP	LEP	% Approaches Grade Level Performance	89.0	83.0	74.0
		% Masters Grade Level Performance	22.0	0.0	16.0
		% Meets Grade Level Performance	67.0	33.0	42.0
	Other Non-LEP	% Approaches Grade Level Performance	60.0	67.0	40.0
		% Masters Grade Level Performance	9.0	10.0	14.0
		% Meets Grade Level Performance	26.0	30.0	17.0
Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	63.0	67.0	49.0
		% Masters Grade Level Performance	12.0	9.0	13.0
		% Meets Grade Level Performance	29.0	28.0	23.0
	African American	% Approaches Grade Level Performance		67.0	
		% Masters Grade Level Performance		0.0	
		% Meets Grade Level Performance		50.0	
	White	% Approaches Grade Level Performance	64.0	82.0	63.0
		% Masters Grade Level Performance	9.0	9.0	38.0
		% Meets Grade Level Performance	45.0	36.0	38.0
Special Education	Not Special Ed	% Approaches Grade Level Performance	67.0	73.0	53.0
		% Masters Grade Level Performance	12.0	7.0	16.0
		% Meets Grade Level Performance	35.0	33.0	25.0
	Special Education	% Approaches Grade Level Performance		38.0	0.0
		% Masters Grade Level Performance		13.0	0.0
		% Meets Grade Level Performance		13.0	0.0

526

Reading (E)	All Students	All Students	% Approaches Grade Level Performance	56.0	61.0	44.0
			% Masters Grade Level Performance	7.0	7.0	10.0
			% Meets Grade Level Performance	22.0	25.0	23.0
	Economic Status	Econ Disadv	% Approaches Grade Level Performance	54.0	55.0	42.0
			% Masters Grade Level Performance	5.0	7.0	12.0
			% Meets Grade Level Performance	20.0	26.0	25.0
		Not Econ Disadv	% Approaches Grade Level Performance	62.0	69.0	48.0
			% Masters Grade Level Performance	15.0	7.0	5.0
			% Meets Grade Level Performance	31.0	24.0	14.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	75.0	75.0	60.0
			% Masters Grade Level Performance	0.0	13.0	0.0
			% Meets Grade Level Performance	13.0	38.0	33.0
		Other Non-LEP	% Approaches Grade Level Performance	52.0	59.0	40.0
			% Masters Grade Level Performance	9.0	6.0	12.0

			% Meets Grade Level Performance	24.0	24.0	20.0
	Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	46.0	59.0	45.0
			% Masters Grade Level Performance	8.0	6.0	9.0
			% Meets Grade Level Performance	21.0	26.0	23.0
		African American	% Approaches Grade Level Performance		50.0	
			% Masters Grade Level Performance		0.0	
			% Meets Grade Level Performance		0.0	
		White	% Approaches Grade Level Performance	82.0	70.0	63.0
			% Masters Grade Level Performance	0.0	20.0	25.0
			% Meets Grade Level Performance	27.0	40.0	38.0
	Special Education	Not Special Ed	% Approaches Grade Level Performance	59.0	67.0	49.0
			% Masters Grade Level Performance	8.0	8.0	11.0
			% Meets Grade Level Performance	24.0	27.0	25.0
		Special Education	% Approaches Grade Level Performance		13.0	0.0
			% Masters Grade Level Performance		0.0	0.0
			% Meets Grade Level Performance		13.0	0.0
Writing (E)	All Students	All Students	% Approaches Grade Level Performance	60.0	46.0	45.0
			% Masters Grade Level Performance	11.0	0.0	4.0
			% Meets Grade Level Performance	22.0	17.0	18.0

STAAR Detail Results Grid By School

ECTOR COUNTY ISD

Source: TEA STAAR Data

				2017	2018	2019
Writing (E)	Economic Status	Econ Disadv	% Approaches Grade Level Performance	56.0	46.0	46.0
			% Masters Grade Level Performance	10.0	0.0	5.0
			% Meets Grade Level Performance	22.0	12.0	21.0
		Not Econ Disadv	% Approaches Grade Level Performance	71.0	45.0	41.0
			% Masters Grade Level Performance	14.0	0.0	0.0
			% Meets Grade Level Performance	21.0	24.0	9.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	57.0	57.0	62.0

			% Masters Grade Level Performance	14.0	0.0	0.0
			% Meets Grade Level Performance	29.0	0.0	15.0
		Other Non-LEP	% Approaches Grade Level Performance	60.0	44.0	42.0
			% Masters Grade Level Performance	10.0	0.0	5.0
			% Meets Grade Level Performance	21.0	19.0	18.0
	Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	58.0	45.0	48.0
			% Masters Grade Level Performance	15.0	0.0	3.0
			% Meets Grade Level Performance	20.0	15.0	19.0
		African American	% Approaches Grade Level Performance		17.0	
			% Masters Grade Level Performance		0.0	
			% Meets Grade Level Performance		17.0	
		White	% Approaches Grade Level Performance	73.0	70.0	63.0
			% Masters Grade Level Performance	0.0	0.0	13.0
			% Meets Grade Level Performance	36.0	30.0	25.0
	Special Education	Not Special Ed	% Approaches Grade Level Performance	63.0	50.0	51.0
			% Masters Grade Level Performance	12.0	0.0	4.0
			% Meets Grade Level Performance	23.0	18.0	20.0
		Special Education	% Approaches Grade Level Performance		13.0	0.0
			% Masters Grade Level Performance		0.0	0.0
			% Meets Grade Level Performance		13.0	0.0

5	Mathematics (E)	All Students	All Students	% Approaches Grade Level Performance	50.0	58.0	59.0
				% Masters Grade Level Performance	9.0	8.0	16.0
				% Meets Grade Level Performance	14.0	21.0	31.0
		Economic Status	Econ Disadv	% Approaches Grade Level Performance	46.0	58.0	60.0
				% Masters Grade Level Performance	6.0	7.0	14.0
				% Meets Grade Level Performance	7.0	19.0	30.0
			Not Econ Disadv	% Approaches Grade Level Performance	60.0	56.0	59.0
				% Masters Grade Level Performance	20.0	13.0	21.0
				% Meets Grade Level Performance	30.0	25.0	34.0
		ELL/LEP	LEP	% Approaches Grade Level Performance	83.0	91.0	87.0
				% Masters Grade Level Performance	8.0	18.0	40.0
				% Meets Grade Level Performance	25.0	45.0	67.0
			Other Non-LEP	% Approaches Grade Level Performance	42.0	50.0	54.0
				% Masters Grade Level Performance	7.0	7.0	11.0
				% Meets Grade Level Performance	8.0	13.0	24.0
		Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	50.0	61.0	59.0
				% Masters Grade Level Performance	11.0	8.0	17.0
				% Meets Grade Level Performance	16.0	21.0	33.0
			African American	% Approaches Grade Level Performance			50.0

			% Masters Grade Level Performance			0.0
			% Meets Grade Level Performance			33.0
		White	% Approaches Grade Level Performance	71.0	50.0	67.0
			% Masters Grade Level Performance	0.0	13.0	11.0
			% Meets Grade Level Performance	0.0	25.0	11.0
	Special Education	Not Special Ed	% Approaches Grade Level Performance	51.0	61.0	60.0
			% Masters Grade Level Performance	10.0	9.0	17.0
			% Meets Grade Level Performance	13.0	22.0	34.0
		Special Education	% Approaches Grade Level Performance	40.0	17.0	56.0
			% Masters Grade Level Performance	0.0	0.0	11.0
			% Meets Grade Level Performance	20.0	0.0	11.0
Reading (E)	All Students	All Students	% Approaches Grade Level Performance	29.0	46.0	55.0
			% Masters Grade Level Performance	1.0	8.0	12.0
			% Meets Grade Level Performance	8.0	24.0	34.0

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STAAR Detail Results Grid By School

ECTOR COUNTY ISD

Source: TEA STAAR Data

				2017	2018	2019
Reading (E)	Economic Status	Econ Disadv	% Approaches Grade Level Performance	25.0	44.0	59.0
			% Masters Grade Level Performance	0.0	5.0	11.0
			% Meets Grade Level Performance	5.0	22.0	36.0
		Not Econ Disadv	% Approaches Grade Level Performance	40.0	53.0	48.0
			% Masters Grade Level Performance	5.0	18.0	14.0
			% Meets Grade Level Performance	15.0	29.0	31.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	8.0	40.0	79.0
			% Masters Grade Level Performance	0.0	0.0	14.0
			% Meets Grade Level Performance	0.0	10.0	50.0
		Other Non-LEP	% Approaches Grade Level Performance	31.0	45.0	51.0
			% Masters Grade Level Performance	2.0	10.0	11.0
			% Meets Grade Level Performance	8.0	23.0	31.0

	Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	32.0	48.0	59.0
			% Masters Grade Level Performance	2.0	8.0	11.0
			% Meets Grade Level Performance	9.0	23.0	32.0
		African American	% Approaches Grade Level Performance			33.0
			% Masters Grade Level Performance			0.0
			% Meets Grade Level Performance			17.0
		White	% Approaches Grade Level Performance	14.0	38.0	44.0
			% Masters Grade Level Performance	0.0	0.0	11.0
			% Meets Grade Level Performance	0.0	25.0	44.0
	Special Education	Not Special Ed	% Approaches Grade Level Performance	30.0	51.0	59.0
			% Masters Grade Level Performance	1.0	9.0	11.0
			% Meets Grade Level Performance	9.0	26.0	36.0
		Special Education	% Approaches Grade Level Performance	17.0	0.0	22.0
			% Masters Grade Level Performance	0.0	0.0	22.0
			% Meets Grade Level Performance	0.0	0.0	22.0
Science (E)	All Students	All Students	% Approaches Grade Level Performance	40.0	40.0	44.0
			% Masters Grade Level Performance	4.0	3.0	7.0
			% Meets Grade Level Performance	13.0	10.0	21.0
	Economic Status	Econ Disadv	% Approaches Grade Level Performance	40.0	41.0	41.0
			% Masters Grade Level Performance	3.0	4.0	7.0
			% Meets Grade Level Performance	12.0	11.0	15.0
		Not Econ Disadv	% Approaches Grade Level Performance	41.0	35.0	50.0
			% Masters Grade Level Performance	6.0	0.0	7.0
			% Meets Grade Level Performance	18.0	6.0	32.0
	ELL/LEP	LEP	% Approaches Grade Level Performance	33.0	64.0	73.0
			% Masters Grade Level Performance	0.0	0.0	20.0
			% Meets Grade Level Performance	0.0	18.0	40.0
		Other Non-LEP	% Approaches Grade Level Performance	39.0	33.0	37.0
			% Masters Grade Level Performance	2.0	3.0	4.0
			% Meets Grade Level Performance	13.0	8.0	16.0
	Race/Ethnicity	Hispanic	% Approaches Grade Level Performance	43.0	40.0	45.0
			% Masters Grade Level Performance	5.0	3.0	7.0
			% Meets Grade Level Performance	15.0	12.0	22.0
		African American	% Approaches Grade Level Performance			33.0
			% Masters Grade Level Performance			0.0
			% Meets Grade Level Performance			0.0
		White	% Approaches Grade Level Performance	29.0	33.0	33.0
			% Masters Grade Level Performance	0.0	0.0	22.0
			% Meets Grade Level Performance	0.0	0.0	33.0

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Special Education	Not Special Ed	% Approaches Grade Level Performance	41.0	42.0	46.0
		% Masters Grade Level Performance	4.0	3.0	8.0
		% Meets Grade Level Performance	13.0	10.0	22.0
	Special Education	% Approaches Grade Level Performance	20.0	17.0	25.0
		% Masters Grade Level Performance	0.0	0.0	0.0
		% Meets Grade Level Performance	20.0	0.0	13.0

Burleson Retention Rate:

89	0.00%	0	86	0.00%	0	68	0.00%
94	2.13%	6	100	6.00%	1	90	1.11%
96	7.29%	2	104	1.92%	1	90	1.11%
88	0.00%	0	82	0.00%	0	85	0.00%
91	0.00%	0	81	0.00%	0	78	0.00%
85	0.00%	4	88	4.55%	0	62	0.00%
543	1.66%	12	541	2.22%	2	473	0.42%

Burleson Map Data:

Growth: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012 | Goal Performance

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Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and M Transactions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	
Spring 2020-2021	03	18	191.4	13.8	191	193.4	14.2	190.9	15.0	190.3	13.2	190.6	
Winter 2020-2021	03	18	189.2	13.1	191	***185.4***	15.0	193.3	15.7	187.9	14.8	188.7	
Fall 2020-2021	03	18	180.9	10.6	180	181.7	12.1	179.3	12.8	180.4	11.8	182.7	
Spring 2020-2021	4	20	203.9	16.0	204	201.6	18.9	205.4	17.4	203.2	16.2	205.3	
Winter 2020-2021	4	20	198.0	15.7	199	198.9	17.5	201.3	16.7	***192.9***	17.5	199.7	
Fall 2020-2021	4	22	193.0	17.5	194	191.0	20.7	194.0	18.4	191.4	18.7	195.0	
Spring 2020-2021	5	12	206.1	16.3	211	208.3	18.2	208.8	15.5	203.9	17.4	203.4	
Winter 2020-2021	5	12	202.3	14.1	206	202.4	17.8	207.6	15.6	***197.6***	9.4	202.0	
Fall 2020-2021	5	13	193.7	15.4	187	194.5	16.8	199.2	19.1	191.6	15.9	***188.5***	

Growth: Math K-2 TX 2012

TX Essential Knowledge and Skills Math: 2012 | Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	
Spring 2020-2021	K	1											
Winter 2020-2021	K	1											
Fall 2020-2021	K	1											

Spring 2020-2021	01	2											
Winter 2020-2021	01	2											
Fall 2020-2021	01	3											
Spring 2020-2021	2	21	169.3	16.5	170	169.0	17.8	172.1	15.6	167.4	23.1	168.4	
Winter 2020-2021	2	21	168.0	23.0	170	168.3	24.1	172.9	19.2	165.2	28.3	165.2	
Fall 2020-2021	2	22	163.7	22.3	165	163.0	21.8	167.5	22.9	162.5	24.9	161.5	

Language Arts: Reading

BURLESON ELEM SCHOOL

Program: English Language Learner (ELL)

Growth: Reading 2-5 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017 | Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Vocabulary		Multiple Genres		Author's Purpose and C	
						Mean	Std Dev	Mean	Std Dev	Mean	S
Spring 2020-2021	03	18	188.8	16.2	187	*184.0*	15.4	193.1	15.9	189.1	
Winter 2020-2021	03	18	182.4	16.7	185	179.5	16.1	185.8	18.3	182.4	
Fall 2020-2021	03	18	172.8	16.8	169	171.2	16.4	175.9	18.6	171.6	
Spring 2020-2021	4	20	197.1	14.8	202	197.9	14.8	197.1	14.7	196.2	
Winter 2020-2021	4	19	190.1	17.0	196	190.9	19.6	189.4	17.1	190.4	
Fall 2020-2021	4	22	189.4	15.4	190	189.5	17.8	190.4	15.0	188.4	532
Spring 2020-2021	5	12	201.9	15.7	207	205.2	19.6	200.2	14.1	199.8	
Winter 2020-2021	5	12	196.8	15.2	197	195.8	12.5	197.5	19.0	196.8	
Fall 2020-2021	5	13	192.2	15.7	195	191.2	17.8	190.7	14.4	194.6	

Growth: Reading K-2 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017 | Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Beginning Reading and Writing		Foundational Language Skills: Vocabulary		Multiple Genres; Author's Purpose and Craft		Composition; Inc Researc	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	
Spring 2020-2021	K	18	137.9	9.2	137	136.7	8.4	138.2	12.2	141.7	10.1	135.1	
Winter 2020-2021	K	16	131.9	10.6	132	133.1	10.9	132.1	9.1	135.4	14.3	*128.4*	
Fall 2020-2021	K	1											
Spring 2020-2021	01	13	148.3	11.9	152	148.1	13.0	146.1	13.4	155.6	15.4	*143.2*	
Winter 2020-2021	01	2											
Fall 2020-2021	01	3											
Spring 2020-2021	2	21	153.1	19.3	153	153.3	18.7	153.6	21.2	154.9	19.6	150.8	

2021 STAAR data:

	May 2021 STAAR Mathematics, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	74	16	1360	50.23%	51.35%	16.22%	6.76%
Economic Disadvantage	62	16	1349	49.02%	51.61%	12.9%	3.23%
Asian	2	22	1508	69%	50%	50%	50%
Black/African American	2	13	1299	39%	50%	0%	0%
Hispanic	63	16	1358	50.25%	52.38%	14.29%	4.76%
Native Hawaiian/Pacific Islander	2	17	1377	53%	50%	50%	0%
Two or More Races	2	8	1207	23.50%	0%	0%	0%
White	3	19	1435	60.67%	66.67%	33.33%	33.33%
LEP	18	16	1367	49.67%	44.44%	16.67%	11.11%
Special Ed Indicator	22	13	1309	42%	36.36%	4.55%	0%

	May 2021 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	76	17	1328	48.80%	44.74%	15.79%	7.89%
Economic Disadvantage	63	17	1331	49.37%	46.03%	14.29%	4.76%
Asian	2	29	1617	85.50%	100%	100%	50%
Black/African American	2	16	1317	47%	50%	0%	0%
Hispanic	64	16	1323	48.39%	45.31%	12.5%	6.25%
Native Hawaiian/Pacific Islander	3	15	1307	45%	33.33%	33.33%	0%
Two or More Races	2	7	1145	19.50%	0%	0%	0%
White	3	20	1401	57.67%	33.33%	33.33%	33.33%
LEP	19	17	1336	48.74%	42.11%	21.05%	15.79%
Special Ed Indicator	22	15	1291	43.27%	31.82%	9.09%	4.55%

	May 2021 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	68	14	1427	41.62%	32.35%	7.35%	4.41%
Economic Disadvantage	61	14	1429	42.02%	32.79%	8.2%	4.92%
Black/African American	2	11	1370	31%	0%	0%	0%

Native Hawaiian/Pacific Islander	1	16	1457	47%	0%	0%	0%
Hispanic	56	14	1422	40.88%	30.36%	7.14%	3.57%
White	7	15	1454	45.29%	42.86%	14.29%	14.29%
Asian	2	20	1509	57.50%	100%	0%	0%
LEP	19	18	1488	52.32%	52.63%	21.05%	10.53%
Special Ed Indicator	10	9	1338	25.90%	0%	0%	0%

	May 2021 STAAR Reading, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	67	16	1370	43.63%	29.85%	5.97%	0%
Economic Disadvantage	60	16	1370	43.60%	28.33%	5%	0%
Black/African American	2	11	1294	29.50%	0%	0%	0%
Native Hawaiian/Pacific Islander	1	13	1333	36%	0%	0%	0%
Hispanic	55	15	1365	42.69%	25.45%	5.45%	0%
White	7	19	1415	51.86%	57.14%	14.29%	0%
Asian	2	21	1448	58.50%	100%	0%	0%
LEP	19	18	1406	49.95%	42.11%	15.79%	0%
Special Ed Indicator	10	13	1326	36%	20%	0%	0%

	May 2021 STAAR Writing, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	69	14	3253	45.20%	31.88%	4.35%	0%
Economic Disadvantage	62	14	3244	44.92%	30.65%	4.84%	0%
Black/African American	2	10	2871	29.50%	0%	0%	0%
Native Hawaiian/Pacific Islander	1	17	3441	53%	0%	0%	0%
Hispanic	57	14	3237	44.68%	29.82%	3.51%	0%
White	7	15	3325	47.43%	42.86%	14.29%	0%
Asian	2	21	3754	64%	100%	0%	0%
LEP	19	17	3478	53.16%	52.63%	10.53%	0%
Special Ed Indicator	10	11	2892	33.20%	10%	0%	0%

	April 2021 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	56	16	1501	45.14%	42.86%	19.64%	5.36%
Economic Disadvantage	47	16	1495	43.72%	40.43%	17.02%	6.38%
White	4	17	1503	46%	25%	25%	0%
Hispanic	49	16	1491	43.18%	40.82%	16.33%	4.08%
Asian	1	23	1589	64%	100%	0%	0%
Black/African American	1	28	1672	78%	100%	100%	0%
Two or More Races	1	31	1741	86%	100%	100%	100%
LEP	12	22	1599	60.25%	66.67%	41.67%	8.33%
Special Ed Indicator	9	10	1397	28.11%	11.11%	11.11%	0%

	April 2021 STAAR Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	55	20	1453	51.89%	38.18%	16.36%	7.27%
Economic Disadvantage	46	19	1435	48.70%	30.43%	13.04%	8.7%
Hispanic	48	19	1438	49.65%	33.33%	10.42%	4.17%
White	4	20	1457	52.75%	50%	25%	0%
Asian	1	34	1712	89%	100%	100%	100%
Black/African American	1	30	1609	79%	100%	100%	0%
Two or More Races	1	35	1751	92%	100%	100%	100%
LEP	11	19	1432	48.91%	27.27%	9.09%	0%
Special Ed Indicator	9	14	1364	36.56%	11.11%	0%	0%

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	May 2021 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
BURLESON ELEM SCHOOL	55	17	3309	46.24%	23.64%	10.91%	1.82%
Economic Disadvantage	46	16	3275	44.57%	19.57%	13.04%	2.17%
Hispanic	48	16	3275	44.71%	18.75%	8.33%	2.08%
White	4	16	3247	43.75%	25%	0%	0%

Asian	1	28	4000	78%	100%	100%	0%
Black/African American	1	22	3611	61%	100%	0%	0%
Two or More Races	1	30	4180	83%	100%	100%	0%
LEP	12	18	3412	50.17%	33.33%	16.67%	8.33%
Special Ed Indicator	9	13	3049	35%	11.11%	0%	0%

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School Processes & Programs

School Processes & Programs Summary

Burleson Teachers by year of experience:

Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 20	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	P
Beginning Teachers	11	37.7%	2	7.7%	4	12.2%	8.4	23.9%	5.5	
All Core Subjects	10.2	93.1%	1.8	92.9%	3.7	92.7%	5.4	64.1%	3.2	
Reading / ELA	5	46.0%	0.7	37.4%	1.8	46.5%	2.1	25.0%	1.5	
Mathematics	2.3	21.0%	0.4	19.2%	0	0.0%	2.5	29.3%	0.7	
Science	1.9	17.1%	0.4	18.2%	1.1	27.3%	0	0.0%	0.5	
Social Studies	1	9.0%	0.4	18.2%	0.8	18.9%	0.8	9.8%	0.5	
1 - 5 Years Experience	11.2	38.4%	14	53.6%	14.1	43.0%	9.1	25.9%	7.8	
All Core Subjects	9.2	81.8%	12	85.6%	11.9	84.3%	8.3	90.5%	5.6	
Reading / ELA	4.8	43.0%	4.6	33.1%	4	28.4%	4.4	48.2%	2.6	
Mathematics	2.2	19.4%	2.7	19.3%	3.6	25.3%	1.5	16.9%	1.2	
Science	1.4	12.8%	2.5	18.2%	2.1	14.6%	0.9	9.4%	0.9	
Social Studies	0.7	6.6%	2.1	15.0%	2.3	16.1%	1.5	16.1%	0.9	
6 - 10 Years Experience			1.8	6.9%	1.2	3.7%	4	11.4%	6	
All Core Subjects			1.6	92.7%	0.9	79.3%	2.8	69.4%	4.6	
Reading / ELA			0.7	37.3%	0.4	31.9%	0.9	22.7%	2	
Mathematics			0.3	19.2%	0.2	16.4%	0.4	10.5%	1	
Science			0.3	18.1%	0.2	15.5%	0.6	16.2%	0.8	
Social Studies			0.3	18.1%	0.2	15.5%	0.8	20.0%	0.8	
11 - 20 Years Experience	6.1	20.9%	6.9	26.4%	9.9	30.2%	7.9	22.4%	6.5	
All Core Subjects	3.7	60.1%	4.6	66.4%	7.5	75.4%	3.7	46.8%	4	
Reading / ELA	1.7	28.2%	2.1	30.3%	3.5	35.6%	2.5	32.3%	1.9	
Mathematics	0.9	14.3%	0.8	10.9%	1.4	14.0%	0.7	8.5%	0.8	
Science	0.6	10.4%	0.7	10.4%	1.3	12.9%	0	0.0%	0.6	
Social Studies	0.4	7.2%	1	14.8%	1.3	12.9%	0.5	5.9%	0.6	
Over 20 Years Experience					3.7	11.3%	5.8	16.5%	7.3	
All Core Subjects					1.3	36.0%	2.7	47.5%	4.6	
Reading / ELA					0.5	14.4%	1.6	27.8%	2.3	
Mathematics					0.3	7.4%	0.7	11.6%	1	
Science					0.3	7.1%	0	0.0%	0.7	
Social Studies					0.3	7.1%	0.5	8.1%	0.7	
Total Teacher FTEs	29.2	100.0%	26.1	100.0%	32.8	100.0%	35.2	100.0%	33.2	

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Total Teacher FTEs	29.2	100.0%	26.1	100.0%	32.8	100.0%	33.2	100.0%	33.2					

Burleson Attendance:

							5/24/21 to 5/27/21	RDA Indicators						
Schools	Weekly Attendance % 5/24/21 to 5/27/21	Current Year to Date Attendance % through 5/27/2021	2019-2020 Final Official Attendance %	Membership on 5/27/2021	Number of Students with 1 or more Truancy Court Filings	Total Number of Truancy Contacts Submitted	Drop Outs on 6/7/2021 (Students who enrolled this year and dropped out)	CTE 2&3 Drop Outs	EL Drop Outs	Migrant Drop Outs	Homeless	Foster Care	Military Connected	SPED Drop Outs
103 - BURLESON ELEM SCHOOL	92	94.5	94.7	481	12	441								
	93.8	92.5	93.6	31,067	391	15,486	#REF!	47	53	0	32	2	1	40
Campus Level Goals: PreK 92.7, Elementary Non Magnet 94.7, Elementary Magnet 97.7, Middle School 95.5, High School 92.9														
Red indicates an attendance % below the goal for the Campus Level														
0-.9% Improvement over goal for Campus Level														538
1% to 1.9% Improvement over goal for Campus Level														
2% or more improvement over goal for Campus Level														

Burleson Retention Rate:

068901103 - Burleson EL	KG	0	89	0.00%	0	86	0.00%	0
068901103 - Burleson EL	1	2	94	2.13%	6	100	6.00%	1
068901103 - Burleson EL	2	7	96	7.29%	2	104	1.92%	1
068901103 - Burleson EL	3	0	88	0.00%	0	82	0.00%	0
068901103 - Burleson EL	4	0	91	0.00%	0	81	0.00%	0
068901103 - Burleson EL	5	0	85	0.00%	4	88	4.55%	0
068901103 - Burleson EL	All	9	543	1.66%	12	541	2.22%	2

Student Mobility Rate:

Student Mobility Rate Report for All Campuses

	2020 - 2021	2019 - 2020	2018 - 2019

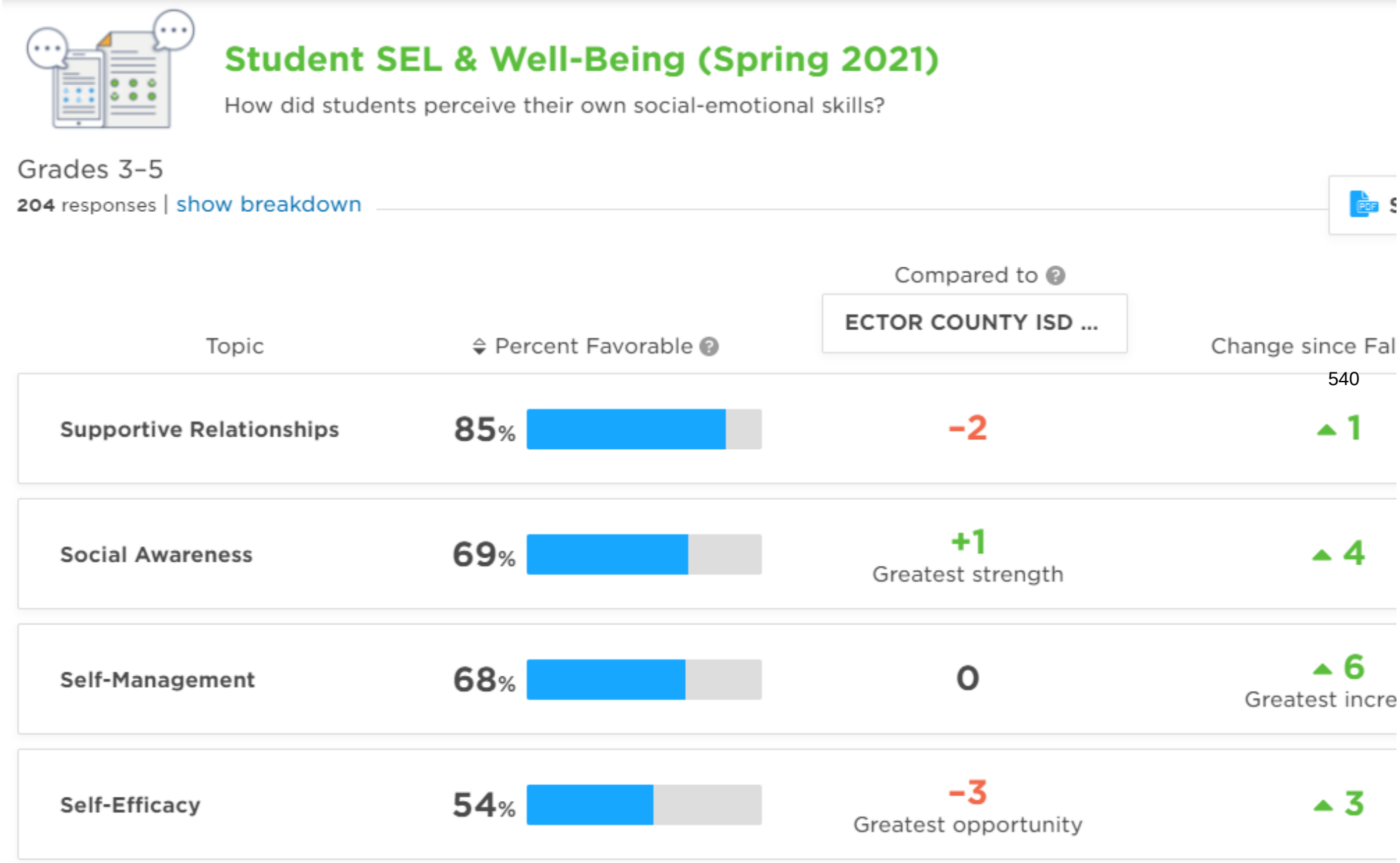
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility R
Burleson EL	85	458	18.56%	80	506	15.81%	148	535	27.66%

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Perceptions

Perceptions Summary

Student SEL & Well Being:



Student Supports and Enriroment:



Student Supports + Environment (Spring 2021)

What feedback did students have for their school?

Grades 3–5

204 responses | show breakdown

Topic	Percent Favorable	Compared to ECTOR COUNTY ISD ...	Change since Fa
Rigorous Expectations	80%	-1	▲ 4 Greatest incre
Connectedness Indicator	71%	0	▲ 1
School Climate	68%	-1	▼ 3
Sense of Belonging	68%	0	▲ 2
Engagement	67%	+1	0

541

Greatest strength

Adult SEL & Well-Being:



Adult SEL & Well-Being (Spring 2021)

What feedback did teachers & staff have for their school?

Staff Survey

16 responses | show breakdown

Compared to

Topic	Percent Favorable	ECTOR COUNTY ISD ...	Change since Fall
Well-being	81%	+8 Greatest strength	▲ 14 Greatest incre
Belonging	61%	-10 Greatest opportunity	▼ 3
Cultural Awareness and Action (Adult Focus)	47%	-5	0

542

Teacher Survey:

Teacher Survey

29 responses | show breakdown

Topic	Percent Favorable	Compared to ECTOR COUNTY ISD ...	Change since Fal
Teaching Efficacy	82%	+5	▲ 6
Faculty Growth Mindset	69%	+4	▲ 7
Well-being	67%	+6 Greatest strength	▲ 11 Greatest incre
Belonging	58%	-3	▲ 2
Cultural Awareness and Action (Adult Focus)	38%	-16 Greatest opportunity	▼ 11

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Staff Supports & Environment:



Staff Supports & Environment (Spring 2021)

What feedback did teachers & staff have for their school?

Staff Survey

16 responses

Save as PDF

Topic	Percent Favorable	Compared to ECTOR COUNTY ISD	Change since Fall 2020
Staff-Leadership Relationships	71%	-6	▲ 10
School Climate	62%	0	▲ 11
School Leadership	62%	-8	▲ 4
Feedback and Coaching	56%	+1 Greatest strength	▲ 16 Greatest increase
Staff-Family Relationships	55%	-2	▼ 2
Professional Learning	53%	-8	▲ 2

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Teacher Survey:

Teacher Survey

28 responses

Save as PDF

Topic	Percent Favorable	Compared to ECTOR COUNTY ISD	Change since Fall 2020
Student Mindset	80%	+10	▲ 1
Feedback and Coaching	77%	+23 Greatest strength	▲ 9
Staff-Leadership Relationships	76%	+7	▲ 13
School Leadership	70%	+11	▲ 13
School Climate	63%	+7	▲ 11
Professional Learning	59%	+9	▲ 4
Staff-Family Relationships	55%	0	▲ 1

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Priority Problem Statements

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Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: ECISD will provide a data structure that can be utilized and accessed to inform processes.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: ECISD will provide and safe and supportive school environment

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Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: ECISD will provide strategic staffing and compensation systems during 2021-2022.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: ECISD will promote SEL for all students across the district.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

553

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability ratings

Addendums

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Ector County Independent School District

Burnet Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Building a Strong Foundation

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Mission Statement

Burnet Mission

Provide a Safe & Positive School Family

Promote Respectful Communication

Academic Excellence

Vision

Through a growth mindset we will create, maintain, and continually work to improve the school community and culture by creating new positive engaging experiences which are embraced through setting high expectations for all, growing ourselves professionally and personally, taking risks, and creating teacher leaders so that students are afforded a positive environment to grow academically, socially, and emotionally.

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Campus Motto

Building a Strong Foundation

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Comprehensive Needs Assessment

Needs Assessment Overview

Burnet has struggled to meet the state expectations in all academic areas (Math, Reading, Science, and Writing). The campus has received an "F" rating 2 years in a row and based on the Spring 2020 district benchmark, Burnet was in risk of not meeting Domain I and Domain III. There was a slight possibility to meet domain II. The percentage of students achieving the "Meets" criteria continue to be low in all areas and has steadily declined from 2017 to 2019.

There was a high percentage of students reading below grade level, 27.9% reading 1+ below grade level, and 10.9% reading 2 years below grade level. Teacher feedback provided evidence of a lack of early reading assessments. Students in grades K-2nd did not perform assessment to determine students fluency with basic Math skills. The lack of data makes it difficult to be able to define the gap in the lower grades and how that could be impacting students performance with state assessments.

In terms of our demographics, enrollment at Burnet has remain steady during the last four years both as a campus and by grade level, ranging from 500-550 and around 100 per grade level. The enrollment by special populations has also remained in the last four years with the exception of Special Education which has been higher than the district and state average. Students participating in Special Education has increased by almost 4%. Our economic disadvantaged population is at 64.84% and our Hispanic students make up most of the students enrolled at 62.32%.

The high at-risk population is an indicator of the need for teacher to be able to plan and deliver differentiated instruction that takes into account the needs of our students.

Professional Learning Communities (PLC's) need to be designed in a way that time is maximized by ensuring that teachers are using data to make instructional decisions. Teacher will need to know their students and their academic needs by using multiple data sets. A well structured and consistent RTI process needs to be implemented in order to track student progress or failure to make progress. Tier II interventions also need to be defined and implemented.

The school needs to find a way to improve the way information is communicated to the parents. It is going to be crucial for parents to understand the accountability system, the RTI process, and how they can help and support their children academically.

Another area of need is attendance. Prior to COVID-19, Burnet's attendance rate was about 3% below the state's expectation of 97%, this area of need was impacted even more with COVID-19. Burnet teachers, parents and staff will need to understand the importance of ensuring that our students are present at all times (synchronous and asynchronous) to ensure that they are successful with the academic content.

Demographics

Demographics Summary

Demographics

Burnet's ELL population has increased throughout the last five years, on 2020-21 the ELL population doubled in comparison with the 2018-19 school year and increased by 2.5% from the year 2019-20. It is important for our teachers and staff to be aware of our ELL students and to ensure that appropriate instructional accommodations be provided to this population either through ESL services or by an ESL teacher.

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
068901104 - Burnet EL	19	538	3.53%	22	580	3.79%	20	559	3.58%	25	546	4.58%	36	516	6.98%

Burnet's Special Education population has decreased in the last two years. Last year our SPED population was 11.63% compared to 14.3% during the 2018-19 school year. Burnet will continue to provide interventions through RTI to fill gaps and improve the identification of student need for services.

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
068901104 - Burnet EL	59	538	10.97%	65	580	11.21%	80	559	14.31%	72	546	13.19%	60	516	11.63%

Burnet's Economic Disadvantaged Population increased by almost 6% for the academic year 2020-21, the percentage of economically disadvantaged students for the year 2020-21 was 70.93%.

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent

068901104 - Burnet EL	336	538	62.45%	356	580	61.38%	367	559	65.65%	354	546	64.84%	366	516	70.93%

Student enrollment for the last three years has decreased at Burnet. Enrollment for the 2020-21 school year was impacted by COVID and by the economic impact of the decrease of employment in the oil fields.

Student Enrollment for Years:

	Grade	2018 - 2019	2019 - 2020	2020 - 2021
		Fall Enrollment	Fall Enrollment	Fall Enrollment
068901104 - Burnet EL	KG	83	97	66
068901104 - Burnet EL	1	91	94	99
068901104 - Burnet EL	2	85	84	80
068901104 - Burnet EL	3	93	85	76
068901104 - Burnet EL	4	99	89	74
068901104 - Burnet EL	5	108	97	83
068901104 - Burnet EL	All	559	546	478

The majority of the students for the 202-21 school year were Hispanic 68%, followed by 22 % White, 5% Black 6% all other races. The male population was 5% than the female population.

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Student Mobility:

Burnet's mobility rate has increased in the last 5 years. 2020-21 marked the highest rate of mobility at 22.48%. Mobility will need to be taken into account as instructional decisions are made to ensure that interventions are provided to the students that belong in this category.

Student Mobility Rate Report for All Campuses

County-District Number: 068901 District Name: ECTOR COUNTY ISD

Student Mobility Rate Report for All Campuses

	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017			2015 - 2016		
	Student	Student	Mobility Rate	Mobile Students	Student	Mobility Rate	Mobile Students	Student	Mobility Rate	Student	Student	Mobility Rate	Student	Student	Mobility Rate	Mobile Students	All Students	Mobility Rate
Burnet EL	105	467	22.48%	77	488	15.78%	96	537	17.88%	88	550	16.00%	98	538	18.22%	95	558	17.03%

Demographics Strengths

Despite COVID and the lack of employment at the oil fields, enrollment at Burnet has remained stable for the last three years. Our highest ethnic group enrolled is our Hispanic students which correlate with the general population of Odessa. When looking at Gender, both our male and female population is distributed equally.

Even though our attendance rates are lower than the State when we compare with the district we are slightly higher. During the 2020-21 school year we were able to increase our attendance rate, the goal for Burnet is to have 97% attendance rate.

Burnet does have a high percentage of At-Risk students, Homeless, Economically Disadvantaged, and Special Education students. Burnet will continue to raise awareness of the needs of these populations and will ensure that the needs of the students identified in these sub-groups are provided support academically and emotianally to ensure their success.

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Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Economically Disadvantaged students has increased in the last 5 years. **Root Cause:** Economic impact to families due to COVID, oil market.

Problem Statement 2: Attendance is lower than the state and the district. **Root Cause:** Change of staff, failure to communicate expectations to parents, and lack of follow through with expectations has cause attendance to suffer.

Student Achievement

Student Achievement Summary

Indicator of Success	Measure	2019 (BL)	2021		2022		2023		2024	
		Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Attendance	% student daily attendance	94.0%	94.0%	95.5%	94.5%		94.7%		95.0%	
Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	58%	63%		66.0%		69.0%		75.0%	
Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	43% MOY 2021	50%	42%	52.0%		54.0%		56.0%	
Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	37%	40%		45.0%		60.0%		65.0%	
3rd Grade Composite (Reading & Math)	% of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	7.0%	26.0%	10.0%	28.0%		31.0%		35.0%	
School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	65% Fall 2020	60.0%	62.0%	61.0%		62.0%		63.0%	

Burnet Met 2 of the District goals, Attendance and Student Connectedness, but failed to meet the student achievement goals, Growth and STAAR Scores.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	C E
All Subjects													563	
Percent of Tests														
At Approaches GL Standard or Above	33%	33%	28%	55%	-	100%	32%	22%	33%	33%	33%	26%	10%	
At Meets GL Standard or Above	10%	13%	7%	21%	-	33%	11%	0%	9%	5%	5%	5%	0%	
At Masters GL Standard	4%	3%	2%	12%	-	0%	0%	0%	3%	0%	0%	4%	0%	
Number of Tests														
At Approaches GL Standard or Above	181	13	111	46	-	3	6	2	122	13	13	20	2	
At Meets GL Standard or Above	53	5	27	18	-	1	2	0	32	2	2	4	0	
At Masters GL Standard	20	1	9	10	-	0	0	0	11	0	0	3	0	
Total Tests	554	39	400	84	-	3	19	9	372	39	39	77	20	
Participation														
% participation 2018-19	100%	100%	99%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	96%	100%	96%	97%	-	100%	100%	100%	95%	100%	100%	94%	100%	
ELA/Reading														
Percent of Tests														
At Approaches GL Standard or Above	43%	57%	37%	66%	-	100%	43%	0%	44%	38%	38%	31%	14%	
At Meets GL Standard or Above	15%	29%	11%	28%	-	0%	29%	0%	13%	8%	8%	3%	0%	
At Masters GL Standard	7%	7%	5%	16%	-	0%	0%	0%	6%	0%	0%	3%	0%	
Number of Tests														

At Approaches GL Standard or Above	89	8	56	21	-	1	3	0	61	5	5	9	1
At Meets GL Standard or Above	31	4	16	9	-	0	2	0	18	1	1	1	0
At Masters GL Standard	14	1	8	5	-	0	0	0	8	0	0	1	0
Total Tests	208	14	151	32	-	1	7	3	140	13	13	29	7
Participation													
% participation 2018-19	99%	100%	99%	100%	-	100%	100%	100%	99%	100%	100%	100%	100%
% participation 2020-21	96%	100%	96%	97%	-	100%	100%	100%	95%	100%	100%	94%	100%
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	28%	29%	23%	44%	-	100%	14%	67%	26%	23%	23%	24%	14%
At Meets GL Standard or Above	8%	7%	6%	16%	-	100%	0%	0%	8%	8%	8%	7%	0%
At Masters GL Standard	2%	0%	1%	9%	-	0%	0%	0%	1%	0%	0%	3%	0%
Number of Tests													
At Approaches GL Standard or Above	57	4	35	14	-	1	1	2	36	3	3	7	1
At Meets GL Standard or Above	16	1	9	5	-	1	0	0	11	1	1	2	0

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	C E
At Masters GL Standard	4	0	1	3	-	0	0	0	2	0	0	1	0	
Total Tests	207	14	150	32	-	1	7	3	139	13	13	29	7	
Participation														
% participation 2018-19	99%	100%	99%	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	
% participation 2020-21	96%	100%	95%	97%	-	100%	100%	100%	94%	100%	100%	94%	100%	
Writing														
Percent of Tests														
At Approaches GL Standard or Above	27%	0%	20%	60%	-	100%	100%	0%	30%	50%	50%	13%	0%	
At Meets GL Standard or Above	6%	0%	2%	30%	-	0%	0%	0%	4%	0%	0%	0%	0%	
At Masters GL Standard	2%	0%	0%	10%	-	0%	0%	0%	2%	0%	0%	0%	0%	
Number of Tests														
At Approaches GL Standard or Above	18	0	10	6	-	1	1	0	14	3	3	1	0	
At Meets GL Standard or Above	4	0	1	3	-	0	0	0	2	0	0	0	0	
At Masters GL Standard	1	0	0	1	-	0	0	0	1	0	0	0	0	
Total Tests	66	2	50	10	-	1	1	2	46	6	6	8	4	
Participation														

% participation 2018-19	100%	100%	100%	100%	-	100%	100%	-	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Science													
Percent of Tests													
At Approaches GL Standard or Above	23%	11%	20%	50%	-	-	25%	0%	23%	29%	29%	27%	0%
At Meets GL Standard or Above	3%	0%	2%	10%	-	-	0%	0%	2%	0%	0%	9%	0%
At Masters GL Standard	1%	0%	0%	10%	-	-	0%	0%	0%	0%	0%	9%	0%
Number of Tests													
At Approaches GL Standard or Above	17	1	10	5	-	-	1	0	11	2	2	3	0
At Meets GL Standard or Above	2	0	1	1	-	-	0	0	1	0	0	1	0
At Masters GL Standard	1	0	0	1	-	-	0	0	0	0	0	1	0
Total Tests	73	9	49	10	-	-	4	1	47	7	7	11	2
Participation													
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	94%	100%	93%	91%	-	-	100%	100%	91%	100%	100%	92%	100%
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	565 -

STAAR Longitudinal Data 2017-2021

Reading			
	All Grades		
	Approaches	Meets	Masters
2017	60	29	14
2018	55	25	10
2019	61	27	9
2021	43	15	7

Math			
	All Grades		
	Approaches	Meets	Masters
2017	69	33	12
2018	61	27	12
2019	55	21	8
2021	28	8	2

2021	43	13	7

2021	28	8	2

Writing			
	All Grades		
	Approaches	Meets	Masters
2017			
2018	58	36	7
2019	44	16	2
2021	27	6	2

Science			
	All Grades		
	Approaches	Meets	Masters
2017	68	26	7
2018	54	19	6
2019	39	16	3
2021	23	3	1

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Burnet scores in our STAAR assessments have been dropping consistently from 2017 to 2021. From 2019 to 2021 our overall scores dropped from 59% to 33%. ELAR scores decreased from 61% to 43% on approaches, from 27% to 15% on meets, and from 9% to 7% on masters. In Math scores decreased from 55% to 28% on the approaches, 21% to 8% on meets, and from 8% to 2% on masters. Writing socres decreased from 44% to 27% on approaches, from 16% to 6% on meets, the percent on masters stayed the same 2% to 2%. In Science scores decreased from 39% to 23%, from 16% to 3% and from 3% to 1%. There have been several factors that have impacted this decline, teacher retention, lack of rigor during planning and delivery of instruction, need for differentiation. Added to these factors, COVID 19 had a drastic negative impact on student learning.

MAP data has shown that students have many gaps and are functioning academically significantly below grade level. Almost 40% of students in 4th grade and almost 60% of students in 3rd grade are reading below grade level. Student's reading on level has become a priority for Burnet.

Scores also show that there is a need to provide intervention and remediation in Math. Math scores are lower than the Reading scores.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled
Academic Achievement Status													
ELA/Reading Target	44%	33%	37%	60%	43%	74%	45%	56%	33%	29%	19%	26%	46%

ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**
Target Met	**No**		**No**	**No**					**No**		**No**		**No**
% at Meets GL Standard or Above	15%	29%	11%	28%	-	0%	29%	0%	13%	8%	3%	0%	12%
# at Meets GL Standard or Above	31	4	16	9	-	0	2	0	18	1	1	0	20
Total Tests	208	14	151	32	-	1	7	3	140	13	29	7	172
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**
Target Met	**No**		**No**	**No**					**No**		**No**		**No**
% at Meets GL Standard or Above	8%	7%	6%	16%	-	100%	0%	0%	8%	8%	7%	0%	5%
# at Meets GL Standard or Above	16	1	9	5	-	1	0	0	11	1	2	0	9
Total Tests	207	14	150	32	-	1	7	3	139	13	29	7	171
Total Indicators													
Graduation Rate Status													
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**n/a**	**n/a**
Target Met													
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators													
English Language Proficiency Status													
Target										**36%**			
Target Met													
TELPAS Progress Rate										69%			
TELPAS Progress										11			
TELPAS Total										16			
Total Indicators													
Student Success Status													
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**	**43**	**48**
Target Met	**No**	**No**	**No**	**No**					**No**	**No**	**No**		**No**
STAAR Component Score	16	16	12	29	-	44	14	7	15	13	12	3	13
% at Approaches GL Standard or Above	33%	33%	28%	55%	-	100%	32%	22%	33%	33%	26%	10%	28%

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Burnet was not able to meet any of it's targets during the 2020-21 school year. The gap widen during the 2020-21 school year. Significant intervention will need to take place in order to close the gap for all students.

Burnet was re-structured for the school year 2021-22 and it became a RISE campus. The goal was to bring highly successful staff, a high dose of parent involvement, and enrichment opportunities for students. Burnet also became an Opportunity Culture campus with the intent of having MCL's in every grade level. Due to shortage of teachers in ECISD, Burnet had to hire inexperienced teachers in all grade levels and only 3 MCLs for grades 3rd, 4th, and 5th. Developing teacher capacity and continuing to closely look at data will be a priority for Burnet.

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Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 2 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 3 (Prioritized): STAAR Math scores are on the "Approaches Grade Level" are 28% and only at 8% on the "Meets Grade Level." Burnet's Goal was 46% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 4 (Prioritized): STAAR Science scores on the "Approaches Grade Level" were at 23% and only at 3% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 5 (Prioritized): STAAR Writing scores on the "Approaches Grade Level" were at 27% and only at 6% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 6: STAAR Reading scores are on the "Approaches Grade Level" were at 43% and only at 15% on the "Meets Grade Level." Burnet's Goal was 44% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

School Culture and Climate

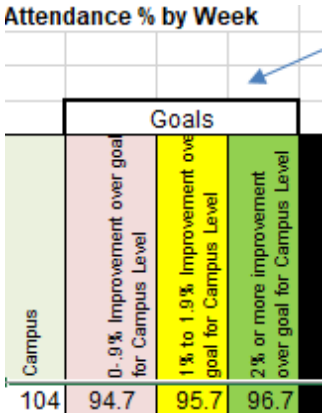
School Culture and Climate Summary

Enrollment:

Burnet's enrollment for the 2021-22 school year is 431 students, this is a decrease from the previous year by 61 students. Enrollment for the 21-22 school year could have been impacted by COVID-19 as well as by the changing economy in Odessa.

Attendance:

Attendance continues to be one of the challenges at Burnet. There is a need to educate parents on the importance of attendance as well as the need to follow through on the district procedures when parents are not meeting the attendance requirements. Ways to promote attendance and ways of rewarding students that come to school everyday will need to be established so that student can understand why being in school is important to their education.



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Burnet's 2020-21 Attendance Rate was 95.7%, we were short of our campus goal of 97% but we were able to improve our attendance from the previous year regardless of COVID. For the year 2021-22 attendance will be closely monitored to ensure that students are in school at least 97% of the time. An attendance procedure has been developed and will be implemented by all teachers and monitored by the administration. Additionally, a parent liaison will be hired to support parents and students with attendance issues.

RTI:

At Burnet RTI has been seen as a mode/requirement to refer students to Special Education instead of a way to keep students out of it. There is a correlation

in the high number of RTI and SPED refererral by grade level. RTI paperwork lack "SMART" goals and specific data that shows progress or lack of progress. RTI referral criterial will be developed and all staff will be trained on the RTI expectations.

Panorama Survey:

Burnet's connectedness indicator was above the district expectation of 60. Even though, Burnet's connectedness score was above the district's expectations, there was a slight decrease in the spring. Burnet has adopted a Social Emotional curriculum that will be implemented school wide for the 2020-21 school year to assist teachers in providing social and emotional support to students and ensuring that students feel connected to the school and school community.

Student Surveys	Connectedness Indicator		
	Fall 2020	Spring 2020	Change
ECISD	59	57	-2
ROSS ES	71	69	-2
DOWLING ES	71	69	-2
BOWIE MS	49	40	-9
HAYS ES	75	73	-2
NTO HS	54	55	1
BUICE ES	74	68	-6
BURLESON ES	70	71	1
BURNET ES	65	62	-3

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School Culture and Climate Strengths

Despite the high turnover of school personnel, Burnet has a strong sense of community. Parents and students continue to value the Burnet traditions and want what is best for their school. The high number of new staff will allow the opportunity to establish process and procedures that will allow the school system to funcion more effectively.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 20% of the students had 10 absences or more. **Root Cause:** Lack of parent education on the importance of attendance and lack of process by the school to ensure accountability with absenteeism.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and interstate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Rretention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Professional development both at the district and campus level provide staff with the tools needed to intervene and enrich the learning of all subgroups. In an effort to develop and retain highly qualified staff, Burnet will be implementing Opportunity Culture this school year. Opportunity Culture allowe for the hiring of Multi-Class Level Leaders that will serve as mentors and guides for the grade levels. The plan for the 2020-21 school year, called for 1 MCL per grade level unfortunately the district did not have enough MCLs for all the schools. Burnet was only able to hire 3 MCLs that have been placed in grades 3rd, 4th, and 5th and will be supporting the lower grades. In addition the district will be rolling-out a mentoring program to help and support new teachers. A new Counselor has also been hired to support students, parents and teachers with academic and social/emotional needs.

Burnet has had a high percentage of turn over of teachers and staff. The turn over in teachers turn over in 2019-20 was 40% and in 2020-21 was 63%. Out of the 63% of new teachers to the campus 46% have no experience in teaching and are going through an alternative certification program. The percentage of turn over for the 2021-22 year will be hired due to the re-structuring of Burnet as it becomes a RISE campus.

Burnet has had a change of Principal almost every year. There has been 4 pricipals and 3 assistant principals in the last 5 years. The lack of stability in administration has affected both teacher retention and campus initiatives. 372

It is going to be crucial for the administration to provide support and mentorship at the campus level. Staff development and immediate feedback will have to be provided to teachers as they grow their craft.

Teacher Retention:

Retention Rate By Campus	2019 - 2020	2020 - 2021
Campus		
068901 - District Rates	77.50%	84.60%
068901104 - Burnet EL	64.8%	43.3%

Teacher retention at Burnet has been decreasing. Teacher retention in 2019-20 was at 64.8% compared to 2020-21 at 43%. One of the biggest factors that

affected teacher retention in 2020-21 was the fact that Burnet was re-structured to become a RISE campus. All teachers were asked to re-apply and teachers that were not certified could not be re-hired.

Staff Quality, Recruitment, and Retention Strengths

Burnet has 3 experienced instructional specialist that will be able to provide support to teachers in their instructional and content knowledge development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 2: 46 % of teachers with no or limited experience. **Root Cause:** High turnover of teachers and lack of certified candidates.

Problem Statement 3: Limited understanding of district and campus initiatives. **Root Cause:** Lack of consistency in administration and instructional specialist.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The 2021 STAAR assessment demonstrates that Burnet has instructional weakness in all areas but the area that shows the biggest weakness is the area of Math. In addition, Burnet lacks a strong foundation in basic skills.

Burnet does not have a strategic method of monitoring student progress in the areas of Math, Reading, and Science. This lack of progress monitoring has limited the ability to pin point student's academic weakness. Additionally there has been an inconsistency with district and campus program implementation. In addition, lesson planning has been conducted in isolation and not as a grade level. Teachers have not had opportunities to plan vertically and this has also negatively impacted curriculum alignment.

For the school year 2021-22, emphasis will need to be placed on teachers becoming proficient with the TEKS, the use of the Texas Resource System (TRS), and Lead4ward documents, Know/Show chart process, DDI process in order to ensure that students are receiving instruction that is aligned to the TEKS and that it has the depht of rigor needed to help them excel. To help, teachers with the lesson planning process and understanding of the TEKS, Burnet will be using MCLs (Multi-Level Classrom Leaders) and has partnered with Big Rocks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions. 5.2.4

Problem Statement 2 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 3 (Prioritized): STAAR Math scores are on the "Approaches Grade Level" are 28% and only at 8% on the "Meets Grade Level." Burnet's Goal was 46% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 4 (Prioritized): STAAR Science scores on the "Approaches Grade Level" were at 23% and only at 3% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 5 (Prioritized): STAAR Writing scores on the "Approaches Grade Level" were at 27% and only at 6% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Parent and Community Engagement

Parent and Community Engagement Summary

Burnet offers several opportunities during the school year for parents and community members to be involved in students' learning. Some of the parent involvement opportunities offered had been: Meet the Teacher, Burnet block party, reading and math nights, reading celebrations, awards assemblies, monthly music programs, book fair family night, parent orientations, Title I parent conferences including compact and parent utility discussions, AVID night, technology night, and the Fall Festival.

For the year 2020-21, Burnet faced the challenge of developing and implementing parent engagement activities that take into consideration the impact of COVID-19 and still ensure that parent involvement continues to be one the schools areas of emphasis.

Parent and Community Engagement Strengths

We have had success with our social media platforms this year and parents knowing more of school events through Facebook, Twitter, and the use of the Blackboard Communication System. Burnet's alumni continue to support Burnet and have a deep sense of belonging.

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Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of data on parental involvement to help determine need. **Root Cause:** Turn over of administration and lack of documentation.

School Context and Organization

School Context and Organization Summary

Burnet had an average of 550 students for the 2019-20 school year. Enrollment for the 20-21 school year could be impacted by COVID-19. The need to provide different modes of instruction will bring new opportunities as well as new challenges.

For the 2020-21 Burnet will add Pre-K program to the campus. There will be 29 teachers PK-5th, 2 special education teachers that will provide students resource and inclusion services, 1 behavior support teacher and 1 paraprofessionals, 1 music teacher, 1 media specialist, and a P.E. Coach with an aide. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling will be provided throughout the school year.

This year Burnet will have 16 new teachers that will need guidance and support to ensure that they have a strong beginning as educators. In addition, all administrative staff (Principal, Assistant Principal, Counselor, and Instructional Specialists) and office personnel (Secretary and Registrar) are also new.

Burnet will continue to include a 45 minute intervention block to ensure that Tier II interventions are implemented with consistency. PLC time will be 90 minutes instead of 45 minutes to allow for meaningful conversations and data desegregation. The 90 minute PLC block will not impact instructional time.

Even though there were committees established in prior years, there was a lack of follow-through with the meetings. This school year, a committees will be set at the beginning of the school year and expectations will be set for every committee. Minutes of the meetings will be shared with all the campus to ensure the flow of communication and to allow the faculty and staff to be informed.

A committee meeting schedule has been developed to assist with communication and consistency of meeting times.

The employee handbook has been updated to communicate the teacher and staff expectations in writing and to increase compliance with those expectations.

Student expenditure per student is lower than the district and the state. It will be important to understand how budget decisions affect the way funding is distributed and how decisions can be more student centered.

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$5,924	$8,298	$9,844
Instruction	$4,250	$4,577	$5,492

Instruction	$4,250	$4,377	$3,492
Instructional Leadership	$148	$127	$155
School Leadership	$477	$553	$576

School Context and Organization Strengths

The master schedule has been redesigned to facilitate teachers and staff the ability to communicate and learn from each other through grade level meetings, PLC meetings, and other meetings

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 2 (Prioritized): Inconsistency with PLC and grade level meetings **Root Cause:** Lack of written plan and expectations.

Problem Statement 3: Student budget allotments are lower than the district and state. **Root Cause:** Lack of alignment in student needs and expenditures.

Technology

Technology Summary

Burnet will have at the start of the school year 2020-21 a device for each student. Students in grades 3rd-5th will receive Chromebooks and students PK-2nd will receive iPads. In addition all classrooms will be equipped with a document reader and a smart board. As a result of COVID-19, the district has rolled out technology initiatives and training to help support teachers with different platforms and programs that will assist both teachers and students transition with fluidity between asynchronous and synchronous learning.

About half of the parents 49% have chosen for their children to receive remote learning for the first 9 weeks of school. The master schedule has been designed to ensure that all teachers are given the opportunity to deliver asynchronous learning. As long as the parents are given the choice to have their students receive instruction on-line, teachers will team teach to allow them to provide asynchronous teaching half day and face to face (synchronous) teaching the other half of the day. Additionally, students will be given the opportunity to learn via the designated district platforms even if receiving face to face instruction. This will also allow teachers to practice and learn how to manage a true blended environment where technology can be used to enhance learning. The need to assess teacher's knowledge and staff development needs in terms of technology has come to the forefront. Teacher need to be provided training that will allow them to be proficient in both the use of tools and the understanding of how to leverage the technology.

Technology Strengths

All students will receive a device that will allow them to receive asynchrounous instruction at any time and any place. 578

Burnet will have the support of a technology instructial specialist from the district that will help and support teachers as they navigate through the intrecasies of doing a blended environment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 2 (Prioritized): Teachers lack of knowledge of different platforms and asynchronous resources (tools in district adopted resources) **Root Cause:** Teachers did not have an understanding of what blended learning is, there was use of technology but technology was not used as an instructional tool.

Priority Problem Statements

Problem Statement 1: Lesson plans lacked the rigor needed to ensure that students were successful.

Root Cause 1: PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 2: 50% of students are reading below grade level.

Root Cause 2: Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Technology

Problem Statement 3: STAAR Math scores are on the "Approaches Grade Level" are 28% and only at 8% on the "Meets Grade Level." Burnet's Goal was 46% on the "Meets Grade Level."

Root Cause 3: Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: STAAR Science scores on the "Approaches Grade Level" were at 23% and only at 3% on the "Meets Grade Level."

Root Cause 4: Lack of rigor in instruction and lack of individualized intervention plans.

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Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 5: STAAR Writing scores on the "Approaches Grade Level" were at 27% and only at 6% on the "Meets Grade Level."

Root Cause 5: Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 6: Inconsistency with PLC and grade level meetings

Root Cause 6: Lack of written plan and expectations.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Teachers lack of knowledge of different platforms and asynchronous resources (tools in district adopted resources)

Root Cause 7: Teachers did not have an understanding of what blended learning is, there was use of technology but technology was not used as an instructional tool.

Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

580

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

581

Goals

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 95.4% in 2020 to 97% for the school year 2021-22.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Communicate importance of school attendance to parents via parent link, social media (Facebook, Class Dojo, Twitter) and verbal/written communication. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Administration, Counselor, Teachers, and Attendance Clerk **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop an attendance incentive plan. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Administration, Counselors, Teachers and Attendance Clerk **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Establish an accountability structure for non-compliance of attendance policy. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers, and Attendance Cler. **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Burnet will hire a part-time parent liaison to help educate parents on the importance of students attending school. **Strategy's Expected Result/Impact:** Increase attendance to 97% **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Part-time Parent Liaison - Title One School-wide - $16,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

583

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the school forward in the future.

Evaluation Data Sources: Campus map and classroom set up.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All classrooms will set up in a way that allows for differentiated instruction. **Strategy's Expected Result/Impact:** Increased student learning results **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

584

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Student performance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Plan and implement effective transitions for K and 5th to maintain academic learning and support the social-emotional learning of students. **Strategy's Expected Result/Impact:** Student readiness for subsequent grade levels **Staff Responsible for Monitoring:** Administration, Counselor **Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Materials for parent information nights - Title One School-wide - $850				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement RTI process to identify and address the needs of struggling students as identified by district (Imagine Math/Imagine Reading, MAP/CIRCLE, district benchmarks) and campus assessments (Guided Reading/Math, campus developed assessments). **Strategy's Expected Result/Impact:** RTI minutes **Staff Responsible for Monitoring:** Administration, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				585

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: PLCs will focus on Data Driven Instruction (DDI) for the development of lesson plans and intervention plans. **Strategy's Expected Result/Impact:** Improved student performance on campus and district assessments in both Math and Reading to 75%. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, and Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Burnet School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology. **Strategy's Expected Result/Impact:** Increased student learning **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.5 **Funding Sources:** Supplemental assessments -DRA - Title One School-wide - $1,000	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide one to one devices to all students (iPads/Chromebooks) to ensure access to Synchronous and Asynchronous instruction and provide college readiness. **Strategy's Expected Result/Impact:** Increased student learning **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May 586

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Teachers will provide blended learning experiences on a daily basis to students. **Strategy's Expected Result/Impact:** Students ability to fluidly transition from a synchronous to an asynchronous environment. **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Students will use multiple platforms (ex: Seesaw, Schoology, Stem-scopes, Imagine Learning/Math). **Strategy's Expected Result/Impact:** Students will be able to transition from synchronous to asynchronous learning fluidly in a manner that will aid them in their acquisition of the State standards.	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Administration, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

587

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Training sign-in sheets and reflections

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Teacher and staff understanding of student's emotional needs and that way provide students differentiation according to their emotional needs. **Staff Responsible for Monitoring:** Administrator, Teachers, Counselor **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide information to parents about campus focus for Social and Emotional Learning, including the framework for PBIS as part of the campus discipline plan. **Strategy's Expected Result/Impact:** Decrease of students referrals, parent awareness of the importance of Social/Emotional learning. **Staff Responsible for Monitoring:** Administration, counselors, teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** SEL materials for parents - Title One School-wide - $500				588

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 7 Mindsets (SEL program) will be implemented on a daily basis. **Strategy's Expected Result/Impact:** Students social and emotional wellbeing will impact student learning. **Staff Responsible for Monitoring:** Administration, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Burnet School will provide a safe and supportive learning environment.

Evaluation Data Sources: Campus safety plan, including SEL and PBIS framework

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselor will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout campuses. **Strategy's Expected Result/Impact:** Positive school culture as measured by parent, staff, and student surveys. **Staff Responsible for Monitoring:** Administration, Counselor **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Development of a campus team made of 1 teacher per grade level, 1 office staff, 1 custodian, counselor, nurse and administrator that can respond to a school crisis. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Provide a safe school environment for students and staff as measured by student/staff surveys. **Staff Responsible for Monitoring:** Counselor				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** Positive school culture as measured by discipline referrals and student surveys. **Staff Responsible for Monitoring:** Administration, counselors, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Burnet will implement the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention. **Strategy's Expected Result/Impact:** Ensure a safe and bully free environment for students. **Staff Responsible for Monitoring:** Administration, Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Burnet will develop a systems to disaggregate discipline data and monitor inequities. **Strategy's Expected Result/Impact:** Insight to inequities in discipline issued. Data that will help campus staff make decision as to student needs. **Staff Responsible for Monitoring:** Administration, Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				590

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: All students will be provided free breakfast and lunch. **Strategy's Expected Result/Impact:** Students will have a nutritious meal that will ensure that their basic needs are being met. **Staff Responsible for Monitoring:** Administration and teachers. **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Goal 2: Burnet will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 43% in 2020 to 80% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher/Staff position report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will collaborate with district instructional specialists in order to provide support to teachers in the DDI process, understanding of TEKS, lesson planning, classroom delivery of instruction and classroom management. **Strategy's Expected Result/Impact:** Student performance results **Staff Responsible for Monitoring:** Administration and District Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

591

Goal 2: Goal 2: Burnet will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2020-21, Burnet will offer a job-embedded, personalized professional learning system for teachers.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: T-TESS, Staff development sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will conduct a minimum of 3 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Instruction that is rigorous and aligned to the TEKS as documented on the walk though data. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrators will implement RELAY strategies to support teachers. **Strategy's Expected Result/Impact:** Data driven instruction **Staff Responsible for Monitoring:** Administration, Instruction Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Burnet will form partnerships with leading staff development consultants in order to provide a strong foundation for all teachers and staff (Big Rocks, 7 Mindsets, Ron Clark, Region 18, Lead4Ward) **Strategy's Expected Result/Impact:** Lesson plans and instruction that demonstrate an alignment to the TEKS and differentiation according to the students' needs. **Staff Responsible for Monitoring:** Administrators, instructional specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Lead4forward, Region 18 - Title One School-wide - $10,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase by 15% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will provided targeted reading support via small groups, individualized instruction, and computer-based resources. **Strategy's Expected Result/Impact:** Increased number of students that are reading on level from 50% to 80% as measured by MAP. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading A-Z, Title I tutors - Title One School-wide - $12,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

593

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 14.49% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide targeted reading support via small groups, individualized instruction, and computer-based resources. **Strategy's Expected Result/Impact:** Increased student reading skills **Staff Responsible for Monitoring:** Administration, Reading Specialist, Instructional Specialists, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet will have an extended day for the school year 2021-22 to provide students an additional hour of tutoring and enrichment. **Strategy's Expected Result/Impact:** Increase students' mastery of state standards. **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				594

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd grade Math "Meets" percentages will increase from 5.71% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At-risk students will be provided targeted support for math via small groups, individualized instruction, and computer-based resources. **Strategy's Expected Result/Impact:** Increased percentage of students on the "Meets Level" expectation on STAAR from 10.98% to 40 %. **Staff Responsible for Monitoring:** Teachers, Title 1 Tutors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Guided Math resources and supplemental math programs (school wide)- manipulatives, assessments. STEMscopes Math, Title I tutors - Title One School-wide - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet will provide students an additional intervention period in Math. **Strategy's Expected Result/Impact:** Students' mastery of state standards. **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

595

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students that achieve the Met Standard on the Reading STAAR will increase from 15% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Extended day learning opportunities will be provided for students struggling in one or more subjects. **Strategy's Expected Result/Impact:** 40% of students achieving the "Met" standard in the STAAR assessment. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Extra Duty pay for teachers - Title One School-wide - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will use writing in all content areas to improve their writing skills. **Strategy's Expected Result/Impact:** Increased student writing skills **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Student writing resources-foldables, Writer's Journal - Title One School-wide - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with standard based Science instruction on a regular basis. **Strategy's Expected Result/Impact:** Students' mastery of state standards. **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Student ISN (Interactive Student Notebooks) - Title One School-wide - $1,760				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Reading Specialist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning				

Strategy 3 Details	Reviews			597
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path **Strategy's Expected Result/Impact:** Increased teacher capacity for Data-Driven Instruction **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Burnet will adopt and implement instructional programs that meet the learning needs interests, aspirations and cultural backgrounds of all students.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student performance on MAP and STAAR.

598

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The percentage of students that achieve the Met Standard on the Math STAAR will increase from 8% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Assessment

599

Campus Funding Summary

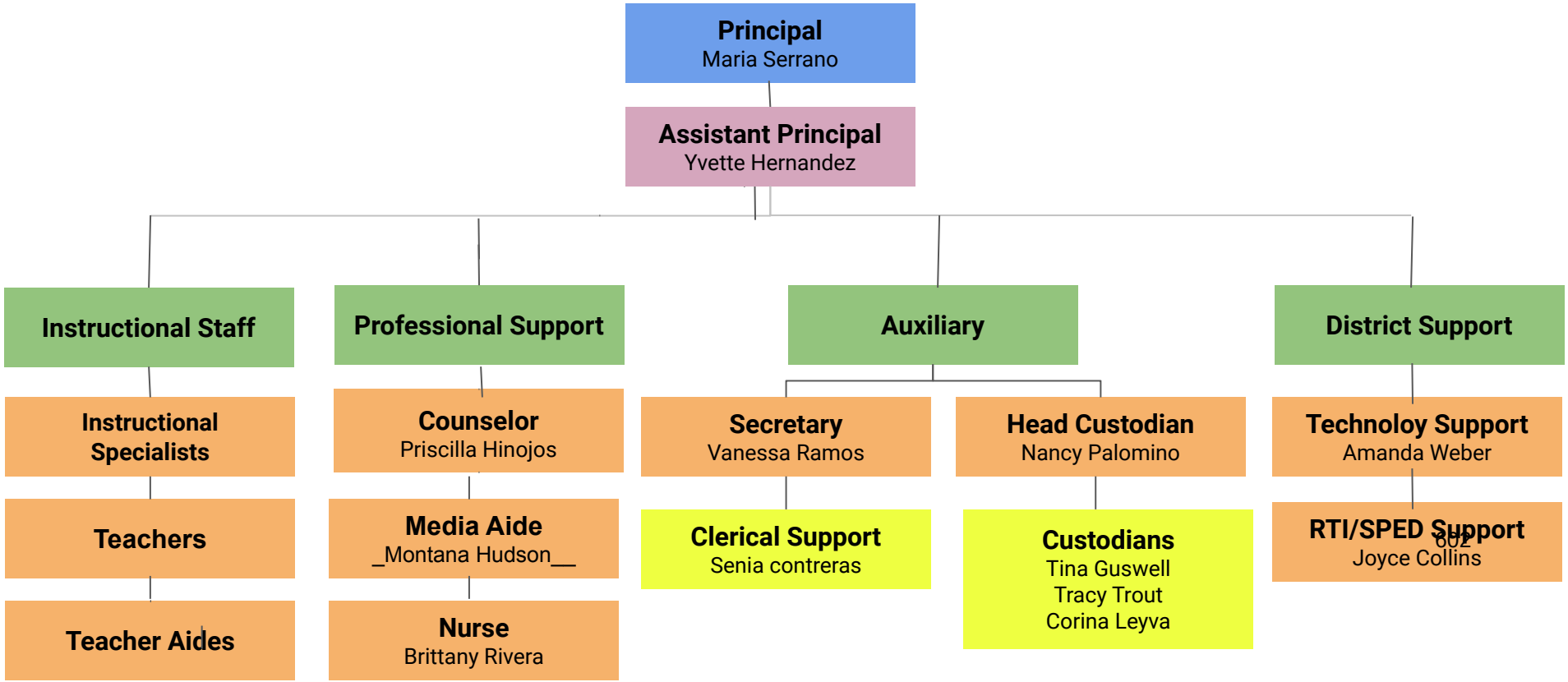
Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Part-time Parent Liaison		$16,000.00
1	3	1	Materials for parent information nights		$850.00
1	4	1	Supplemental assessments -DRA		$1,000.00
1	5	2	SEL materials for parents		$500.00
2	2	3	Lead4forward, Region 18		$10,000.00
3	1	1	Reading A-Z, Title I tutors		$12,000.00
3	3	1	Guided Math resources and supplemental math programs (school wide)-manipulatives, assessments. STEMscopes Math, Title I tutors		$12,000.00
3	4	1	Extra Duty pay for teachers		$4,000.00
3	4	2	Student writing resources-foldables, Writer's Journal		$1,500.00
3	4	3	Student ISN (Interactive Student Notebooks)		$1,760.00
				Sub-Total	$59,610.00
				Grand Total	$59,610.00

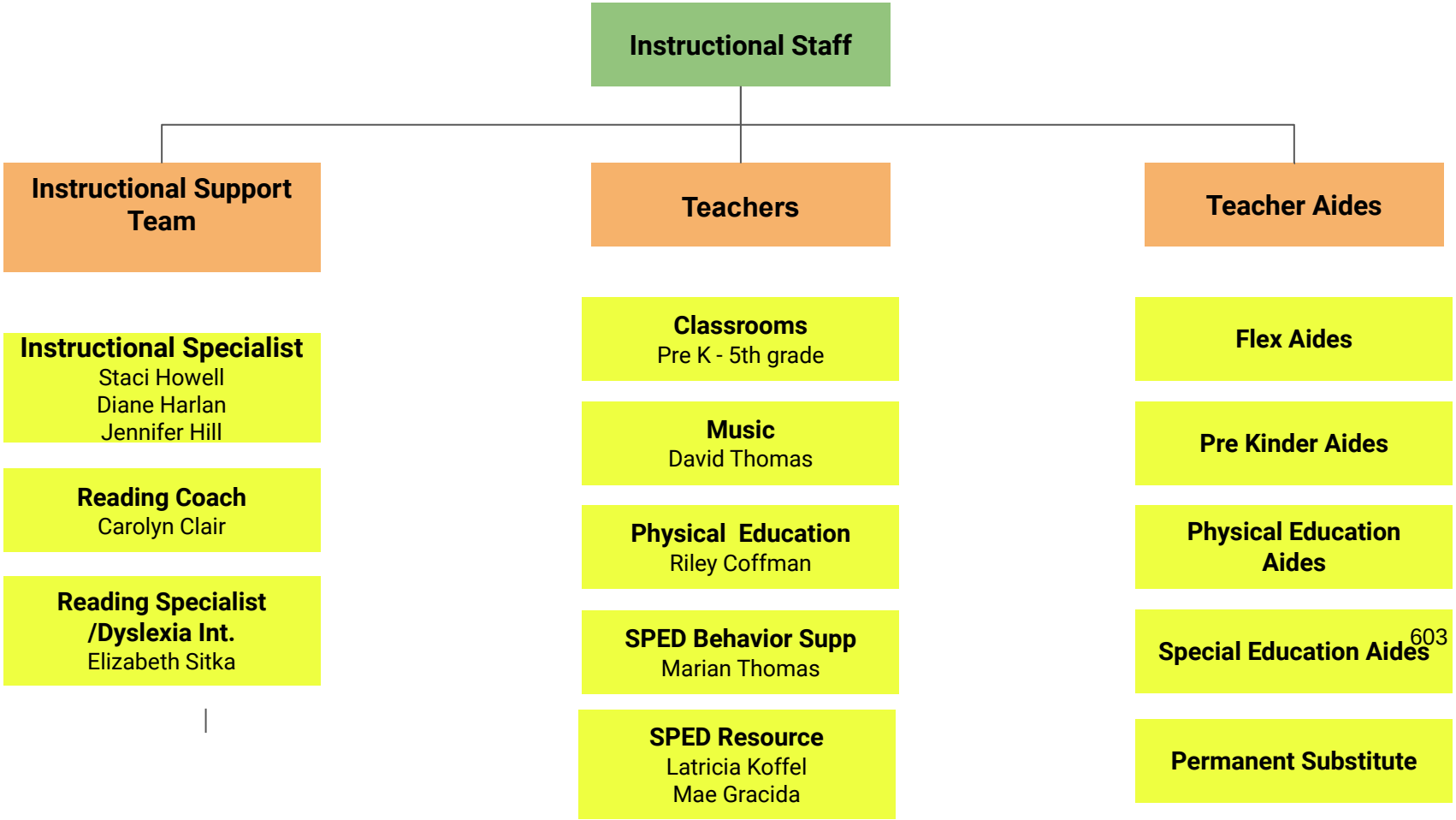
600

Addendums

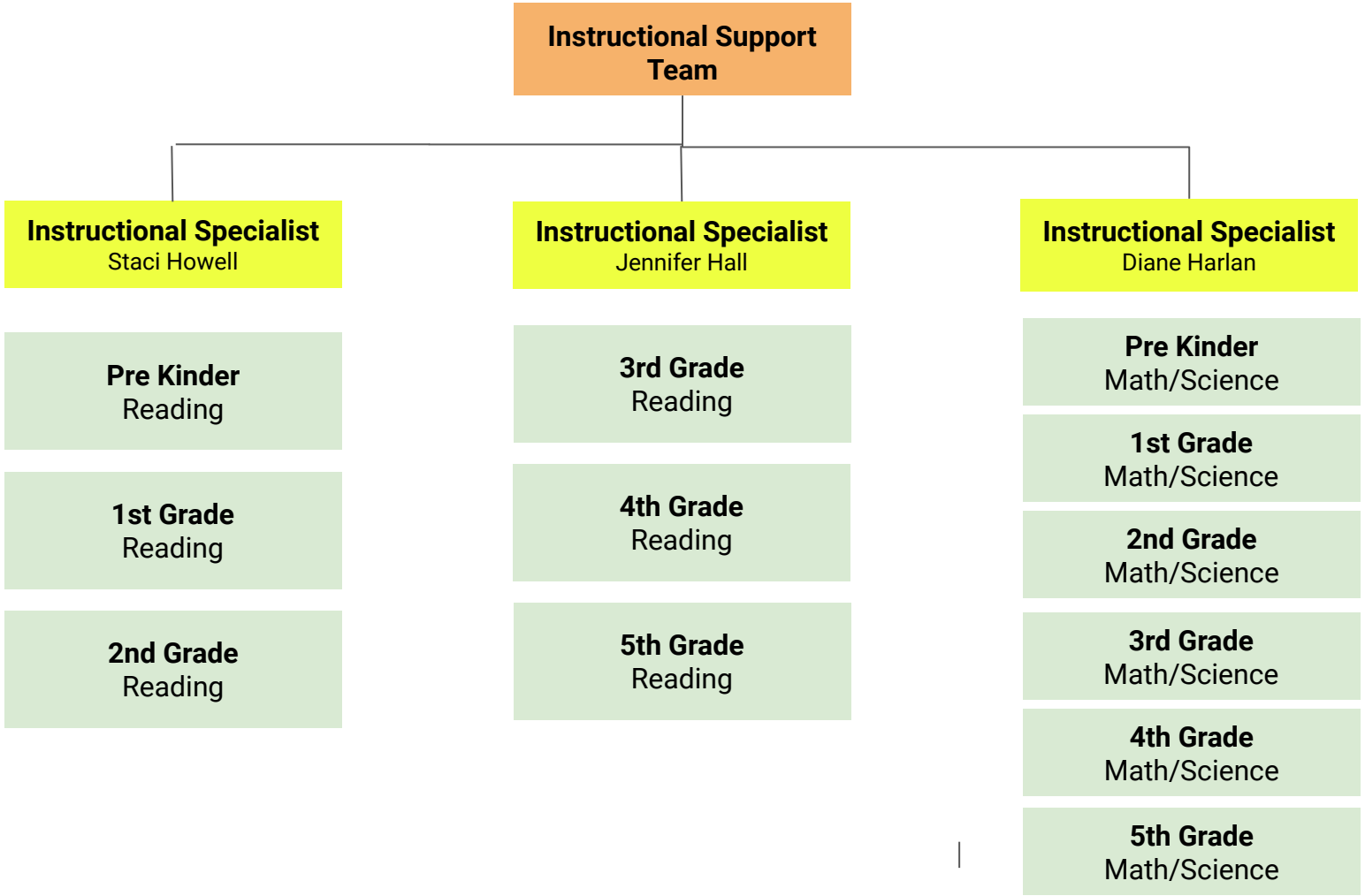
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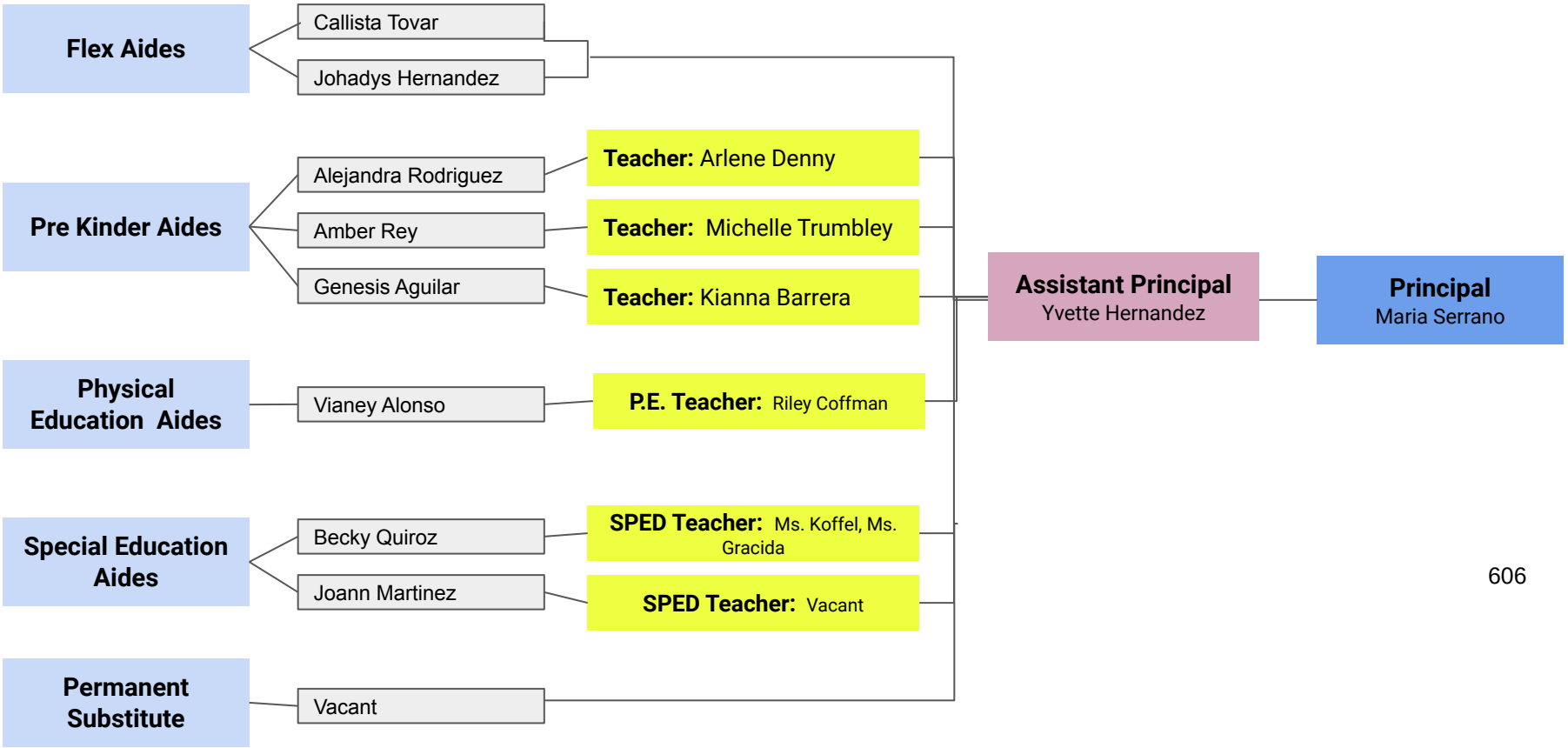
Burnet Elementary Organizational Chart




Instructional Staff
Instructional Support Team
Teachers
Teacher Aides
Instructional Specialist
Staci Howell
Diane Harlan
Jennifer Hill
Reading Coach
Carolyn Clair
Reading Specialist /Dyslexia Int.
Elizabeth Sitka
Classrooms
Pre K - 5th grade
Music
David Thomas
Physical Education
Riley Coffman
SPED Behavior Supp
Marian Thomas
SPED Resource
Latricia Koffel
Mae Gracida
Flex Aides
Pre Kinder Aides
Physical Education Aides
Special Education Aides
Permanent Substitute


Classroom Teachers
Pre Kinder
Arlene Denny
Michelle Trumbley
Kianna Barrera
Kinder
Hanna Chavez
Dionna Williams
Karla Lopez
Shayna Matthews
Sandra Jauregui
1st Grade
Patsy Rey
Jeannie Seymour
Ana Chavez
Savannah Linney
Alejandra Canedo
2nd Grade
Angela “Nikki” Friday
Elizabeth Ashmore
Robert Ruiz
Jessica Lopez
3rd Grade
Dana Gerber
Kimberlie Snyder
Danielle Dameron
Pamela Naylor
4th Grade
Neredia Benavides
Evelyn Frausto
John Simmons
Annette Martinez
5th Grade
Evonne Marruffo
Tiffany Barrera
Stephanie Parrilla


Instructional Support Team
Instructional Specialist
Staci Howell
Pre Kinder
Reading
1st Grade
Reading
2nd Grade
Reading
Instructional Specialist
Jennifer Hall
3rd Grade
Reading
4th Grade
Reading
5th Grade
Reading
Instructional Specialist
Diane Harlan
Pre Kinder
Math/Science
1st Grade
Math/Science
2nd Grade
Math/Science
3rd Grade
Math/Science
4th Grade
Math/Science
5th Grade
Math/Science


Flex Aides
Callista Tovar
Johadys Hernandez
Pre Kinder Aides
Alejandra Rodriguez
Amber Rey
Genesis Aguilar
Teacher: Arlene Denny
Teacher: Michelle Trumbley
Teacher: Kianna Barrera
Physical Education Aides
Vianey Alonso
P.E. Teacher: Riley Coffman
Special Education Aides
Becky Quiroz
Joann Martinez
SPED Teacher: Ms. Koffel, Ms. Gracida
SPED Teacher: Vacant
Permanent Substitute
Vacant
Assistant Principal
Yvette Hernandez
Principal
Maria Serrano

Ector County Independent School District

Cameron Dual Language Magnet

2021-2022 Campus Improvement Plan

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Mission Statement

Through collaboration between the community, parents, and educators, we will empower our students to become future scholars.

Vision

Cameron students will become global citizens by developing multilingual skills as lifelong learners.

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- Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 30
- Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 33

Addendums 40

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DAYS MEMBERSHIP BY GRADE	Stu Count	Days Memb	%Days Memb
Early Education	0	0.0	0.00%
Pre-Kindergarten	45	4,234.0	4.09%
Kindergarten	83	14,397.0	13.90%
Grade 1	87	14,894.0	14.38%
Grade 2	90	15,791.0	15.25%
Grade 3	89	15,494.0	14.96%
Grade 4	75	13,222.0	12.77%
Grade 5	78	13,739.0	13.27%
Grade 6	67	11,776.0	11.37%
Grade 7	0	0.0	0.00%
Grade 8	0	0.0	0.00%
Grade 9	0	0.0	0.00%
Grade 10	0	0.0	0.00%
Grade 11	0	0.0	0.00%
Grade 12	0	0.0	0.00%
TOTAL (distinct count)	614	103,547.0	100.00%

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COUNTS BY ETHNICITY	ALL Students	GT	LEP	BIL	ESL	CTE	SPEC ED
Hispanic/Latino	606	71	364	0	0	0	73
American Indian/Alaska	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black/African American	1	1	0	0	0	0	0
Hawaiian or Other Pacific	0	0	0	0	0	0	0
White	7	1	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
TOTAL	614	73	364	0	0	0	73

ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL	Stu Count	Days Memb	% Group	%Days Memb
Hispanic/Latino	255	44,210.0	99.60%	42.70%
American Indian/Alaska	0	0.0	0.00%	0.00%
Asian	0	0.0	0.00%	0.00%
Black/African American	0	0.0	0.00%	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%	0.00%
White	1	179.0	0.40%	0.17%
Two or More Races	0	0.0	0.00%	0.00%
TOTAL	256	44,389.0	100.00%	42.87%

OTHER ECON DISADV	Stu Count	Days Memb	% Group	%Days Memb

Hispanic/Latino	143	22,896.5	97.71%	22.11%
American Indian/Alaska	0	0.0	0.00%	0.00%
Asian	0	0.0	0.00%	0.00%
Black/African American	1	179.0	0.76%	0.17%
Hawaiian or Other Pacific	0	0.0	0.00%	0.00%
White	2	358.0	1.53%	0.35%
Two or More Races	0	0.0	0.00%	0.00%
TOTAL	146	23,433.5	100.00%	22.63%

DAYS MEMBERSHIP BY GENDER	Stu Count	Days Memb	%Days Memb
Male	302	50,393.5	48.67%
Female	312	53,153.5	51.33%
TOTAL	614	103,547.0	100.00%

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
CAMERON ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	508	528	531	602	71
Total Membership	508	528	531	602	71
Early Education	0	0	0	0	0
Pre-Kindergarten	43	44	41	42	1
Kindergarten	91	84	86	85	-1
Grade 1	83	82	88	84	-4
Grade 2	90	87	81	87	6
Grade 3	70	93	81	79	-2
Grade 4	60	74	86	79	-7
Grade 5	71	64	68	85	17
Grade 6				61	61
Ethnic Distribution					
White	10	7	10	11	1
Hispanic / Latino	497	520	520	589	69
Black or African American	1	1	1	1	0
Asian	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian/Pacific Island	0	0	0	0	0
Two Or More	0	0	0	1	1
Special Populations					
At Risk	335	348	348	415	67
Economic Disadvantaged	337	332	344	347	3
Lep	281	315	309	359	50
Special Education	20	21	31	48	17
Career & Technology Ed	0	0	0	0	0
Bilingual Education	477	472	428	555	127

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ESL Education	0	0	0	0	0
Alternative Language				24	
Gifted & Talented Education	55	67	68	68	0
Title I	508	528	531	602	71
Immigrant	10	3	7	15	8
Migrant	3	0	0	0	0
Military Connected	0	0	0	1	1
Foster Care	0	0	1	1	0
Homeless	1	6	5	7	2
Dyslexia	1	1	3	4	1

Demographics Strengths

For the 2020-2021 school year, STAAR assessments were administered but no accountability was reported. Below are the 5 year trend data.

Cameron Historical Data

2017-2021

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Cameron Elementary		2017		2018		2019		2020		2021	
		% Meets	% Masters	% Meets	% Masters	% Meets	% Masters	% Meets	%Masters	% Meets	% Masters
3rd Reading	Total	26	19	33	15	44	20	No Data Due to COVID		28	16
3rd Math	Total	43	23	41	12	41	14			26	11
4th Reading	Total	39	19	32	21	31	18			37	14
4th Math	Total	39	19	37	15	37	13			42	17
4th Writing	Total	45	11	27	3	38	10			25	3
5th Reading	Total**	40	19	52	18	47	27			37	17
5th Math	Total**	39	16	55	24	74	41			33	7
5th Science	Total	34	7	35	9	45	17			22	5
6th Reading	Total	No 6th grade data								23	11
6th Math	Total									26	14

Strengths:

We saw an increase in Meets/Masters for 4th grade Math.

Learning loss due to Covid did not create as large a gap as was anticipated.

For the 2019-2020 school year, we did not have STAAR tests due to COVID-19, I have included the information from the 2018-2019 school year.

For the 2018-2019 school year, our campus strength was our Academic Achievement in the areas of Reading and Math as listed below. Students were able to show accomplishments in the three areas of Approaches, Meets, and Masters.

Academic Achievement Status:

Reading: Hispanic, Economic Disadvantage, EL(Current & Monitored)

Math: All Students, Hispanic, Economic Disadvantage, EL(Current & Monitored), Cont. Enrolled

Growth Status:

Reading: None.

Math: None

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English Proficiency Status: EL(Current & Monitored)

Student Success Status: All Students, Hispanic, Special Education, Economic Disadvantage, EL(Current &Monitored), Non-Cont. Enrolled

Student Learning

Student Learning Summary

Below are the five year trend data for STAAR and TELPAS.

Cameron Historical Data

2017-2021

Cameron Elementary		2017		2018		2019		2020		2021	
		% Meets	% Masters	% Meets	% Masters	% Meets	% Masters	% Meets	%Masters	% Meets	% Masters
3rd Reading	Total	26	19	33	15	44	20	No Data Due to COVID		28	16
3rd Math	Total	43	23	41	12	41	14			26	11
4th Reading	Total	39	19	32	21	31	18			37	14
4th Math	Total	39	19	37	15	37	13			42	17
4th Writing	Total	45	11	27	3	38	10			25	3
5th Reading	Total**	40	19	52	18	47	27			37	17
5th Math	Total**	39	16	55	24	74	41			33	7
5th Science	Total	34	7	35	9	45	17			22	5
6th Reading	Total	No 6th grade data								23	11
6th Math	Total									26	14

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TELPAS 2019-2020	Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Prog Lower/Same Level	1 Level Highe
CAMERON ELEM SCHOOL	CAMERON ELEM SCHOOL	295	12	934	27.21%	03/01/20	50.60%	46.5
Economic Disadvantage	CAMERON ELEM SCHOOL	192	12	907	26.96%	03/01/20	50.62%	46.2

TELPAS 2019-2020	Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Prog Lower/Same Level	1 Level Highe
Hispanic	CAMERON ELEM SCHOOL	295	12	934	27.21%	03/01/20	50.60%	46.5
First Year of Monitoring	CAMERON ELEM SCHOOL	10	32	1738	25%	03/01/20	0%	10
LEP	CAMERON ELEM SCHOOL	285	11	906	27.28%	03/01/20	52.72%	44.3
Special Ed Indicator	CAMERON ELEM SCHOOL	28	7	833	17.39%	03/01/20	50%	45.8

Reading/ELA

TELPAS 2018-2019	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Economic Disadvantage	192	13	976	32.11%	03/01/19	47.10%	2.58%	0%	21.35%	31.25%	28.65%	18.75%
Hispanic	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Female	140	14	1072	35.13%	03/01/19	50%	1.64%	0%	17.14%	30%	33.57%	19.29%
Male	150	15	1106	37.89%	03/01/19	50.83%	4.17%	0%	20.67%	21.33%	34%	24%
LEP	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Special Ed Indicator	19	7	699	17.53%	03/01/19	23.08%	0%	0%	31.58%	52.63%	5.26%	10.53%

Reading/ELA

TELPAS 2017-2018	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	294	14	1110	35.60%	03/01/18	%	%	%	12.93%	33.33%	36.73%	16.67%
Economic Disadvantage	180	13	1033	32.69%	03/01/18	%	%	%	16.11%	34.44%	33.89%	15%
Hispanic	294	14	1110	35.60%	03/01/18	%	%	%	12.93%	33.33%	36.73%	16.67%
Female	148	13	1065	33.35%	03/01/18	%	%	%	14.86%	35.14%	31.76%	17.57%
Male	146	15	1155	37.88%	03/01/18	%	%	%	10.96%	31.51%	41.78%	15.75%
First Year of Monitoring	11	28	1692	71%	03/01/18	%	%	%	0%	0%	9.09%	90.91%

TELPAS 2018-2019	Reading/ELA											
						Yearly Progress Indicator			TELPAS Composite Rating			
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
LEP	283	14	1087	34.22%	03/01/18	%	%	%	13.43%	34.63%	37.81%	13.78%
Special Ed Indicator	12	10	1106	25.25%	03/01/18	%	%	%	8.33%	75%	16.67%	0%

TELPAS 2016-2017	Reading/ELA											
						Yearly Progress Indicator			TELPAS Composite Rating			
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%	18.15%
Economic Disadvantage	152	26	473	45.72%	03/01/17	48.82%	6.30%	0%	29.61%	28.95%	23.68%	17.76%
Hispanic	259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%	18.15%
Female	125	25	457	45.19%	03/01/17	53.77%	5.66%	0%	29.60%	28%	24.80%	17.60%
Male	134	27	489	47.35%	03/01/17	49.11%	8.04%	0.89%	26.12%	33.58%	21.64%	18.66%
First Year of Monitoring	8	50	759	83.13%	03/01/17	75%	0%	0%	0%	0%	25%	75%
LEP	237	24	449	43.05%	03/01/17	47.45%	7.65%	0.51%	29.96%	33.76%	24.47%	11.81%
Second Year of Monitoring	14	49	724	80.43%	03/01/17	92.86%	0%	0%	7.14%	0%	0%	92.86%
Special Ed Indicator	12	14	360	24.67%	03/01/17	25%	0%	0%	58.33%	33.33%	8.33%	0%

Student Learning Strengths

Strengths:

We saw an increase in Meets/Masters for 4th grade Math.

Learning loss due to Covid did not create as large a gap as was anticipated.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall pass rate of 31%(Meets) and 15%(Masters) in the area of reading, with economically disadvantaged students having a pass rate of

31%(Meets) and 14%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 14%(Masters) . Cameron will focus on maintaining this positive growth in the area of reading. **Root Cause:** The teachers lack the skills to provide individualized/small group data-driven instruction in reading skills.

Problem Statement 2 (Prioritized):
Overall pass rate of 32%(Meets) and 12%(Masters) in the area of Math, with economically disadvantaged students having a pass rate of 34%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 11%(Masters). Cameron will focus on maintaining this positive growth in the area of Math. **Root Cause:** The campus does not have focused math skills-based instruction, monitoring, and data driven spiral reviews.

Problem Statement 3 (Prioritized): Overall pass rate of 22%(Meets) and 5%(Masters) in the area of Science, with economically disadvantaged students having a pass rate of 21%(Meets) and 2% (Masters), English Language Learners with a pass rate of 48%(Meets) and 15%(Masters) and Hispanic students with a pass rate of 17%(Meets) and 0% (Masters). Cameron will focus on maintaining this positive growth in the area of science. **Root Cause:** Lack of teacher understanding for the instructional strategies needed to provide students with a strong vocabulary foundation in science concepts as well as hands-on activities.

Problem Statement 4 (Prioritized): Overall pass rate of 25%(Meets) and 3%(Masters) in the area of Writing, with economically disadvantaged students having a pass rate of 27%(Meets) and 2%(Masters) and Hispanic students with a pass rate of 23%(Meets) and 3%(Masters)%. **Root Cause:** The campus does not have a focused writing program in all grade levels PreK - 6.

School Processes & Programs

School Processes & Programs Summary

Cameron Elementary works with the Human Resources Department to hire Highly Qualified individuals for our positions. Cameron works to develop a campus culture where teachers feel supported and where we hold each other to a high standard. Cameron utilizes TalentEd, lists provided by Human Resources from job fairs and other recruitment events.

Cameron Elementary uses the Ector County Independent School District curriculum to provide instruction in all core content areas. Students participate in Short-Cycle assessments designed by the district/TRS to monitor student progress, teachers disseminate this data to modify their instruction to meet the needs of all students. Students participate in MAP assessments three times per school year to measure growth. Teachers use this data to adjust their instruction. Cameron also uses the approved computer programs to monitor student progress and provide intervention if necessary. Teachers use the instructional models provided by the district for Guided Reading, Guided Math, etc.

Cameron utilizes PLC's to foster a team environment to build student success and teacher growth. Teachers have an RTI time designed into their day to provide small group instruction where needed. CIT was elected and meets on a monthly basis to implement site based decision making.

The campus is ahead of the district in the technology implementation in classrooms with Interactive Flat Panels and amplification devices. The campus will continue to explore further options to keep classrooms and students with up-to-date technology.

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School Processes & Programs Strengths

Cameron uses the district teacher mentor program to retain our teachers and provide support that will grow them to become "GREAT" teachers.

The Cameron team is trained in Sheltered Instruction Strategies(SIOP); all new teachers will be trained this year to ensure all teachers can provide instruction using Sheltered Instruction. Teachers will also participate in the training provided by ECISD in best practices and modeling.

CIT, Leadership team, and Dual Language team all meet on a regular basis to create and monitor campus goals. Use of staff development days allow for the following vertical teams: ELAR/SLAR, Writing, Science, and Math.

Cameron will be working with the technology and facilities department to refine and maximize the classroom amplification devices for the campus. The campus also has 40 Interactive Flat Panels that are used in the designated classrooms.

Perceptions

Perceptions Summary

Cameron Elementary is undergoing some shifts in school culture. Administrators and Teachers attended the Ron Clark Academy in Atlanta, GA and brought some research based strategies to meet the needs of students: both academically and psycho-socially. For the 2021-2022 school year, we have instructional facilitators the following positions:

Kinder: 1 ESL

1st: 2 ESL

2nd: 2 bilingual

3rd: 2 bilingual

6th: 1 bilingual

We will also collapse one 4th grade classroom.

All other teaching positions are filled with certified teachers or alternatively certified teachers.

Cameron provides many opportunities for parent involvement: Meet the Teacher, Open House, Reading Nights, Programs, etc. Cameron also utilizes the VIPS program in our school that impacts students learning.

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Perceptions Strengths

Attendance was 96.9% as compared to the 94% district indicator goal.
Cameron will continue to work in partner pairs and teams to continue our work in Dual Langage Instruction.
Cameron has continued our work with Ron Clark Academey and many have attended the Ron Clark Academy and are implementing the strategies learned from the Ron Clark Academy Conference.

Priority Problem Statements

Problem Statement 1: Overall pass rate of 31%(Meets) and 15%(Masters) in the area of reading, with economically disadvantaged students having a pass rate of 31%(Meets) and 14%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 14%(Masters) . Cameron will focus on maintaining this positive growth in the area of reading.

Root Cause 1: The teachers lack the skills to provide individualized/small group data-driven instruction in reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall pass rate of 32%(Meets) and 12%(Masters) in the area of Math, with economically disadvantaged students having a pass rate of 34%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 11%(Masters). Cameron will focus on maintaining this positive growth in the area of Math.

Root Cause 2: The campus does not have focused math skills-based instruction, monitoring, and data driven spiral reviews.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall pass rate of 22%(Meets) and 5%(Masters) in the area of Science, with economically disadvantaged students having a pass rate of 21%(Meets) and 2% (Masters), English Language Learners with a pass rate of 48%(Meets) and 15%(Masters) and Hispanic students with a pass rate of 17%(Meets) and 0%(Masters). Cameron will focus on maintaining this positive growth in the area of science.

Root Cause 3:
Lack of teacher understanding for the instructional strategies needed to provide students with a strong vocabulary foundation in science concepts as well as hands-on activities.

Problem Statement 3 Areas: Student Learning

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Problem Statement 4: Overall pass rate of 25%(Meets) and 3%(Masters) in the area of Writing, with economically disadvantaged students having a pass rate of 27%(Meets) and 2%(Masters) and Hispanic students with a pass rate of 23%(Meets) and 3%(Masters)%.

Root Cause 4: The campus does not have a focused writing program in all grade levels PreK - 6.

Problem Statement 4 Areas: Student Learning

Goals

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: At least 97% of all student sub groups will attend school each day school is in session to include student attendance and participation in state mandated assessments at every grade level.

Evaluation Data Sources: ADA and STAAR participation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Incentives will be decided on and implemented for class with highest attendance in each grade level **Strategy's Expected Result/Impact:** Meet goal expectation for attendance. **Staff Responsible for Monitoring:** Administrators and Attendance Clerk				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Magnet contract will be followed according to rules for absences in the Dual language program. Assistant Principal and Magnet Clerk will send letters out to all students with 5 absences/5 tardies **Strategy's Expected Result/Impact:** Decrease in the number of students non-renewed for attendance. **Staff Responsible for Monitoring:** Administrators and Magnet Clerk				621

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Cameron special education teachers will complete the case manager checklist every month.

Evaluation Data Sources: Monthly case manager checklists
ARD Meeting decisions
Progress monitoring of students
STAAR/STAAR Alt/ STAAR Online
Benchmarks
District approved intervention software

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Review the monthly Case Manager Checklists **Strategy's Expected Result/Impact:** Stay in compliance with Sped law and meet the student's services. **Staff Responsible for Monitoring:** Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

622

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Cameron GT percentage will increase.

Evaluation Data Sources: Number of applications turned in by teachers
Review student information for new to campus students
Cogat and Naglieri Test Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will be required to recommend at least 2 student to apply for GT services during open application period. **Strategy's Expected Result/Impact:** Increase in the number of identified GT students. **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monitor integrity of Naglieri/CogAT administration **Strategy's Expected Result/Impact:** Testing environment without irregularities. **Staff Responsible for Monitoring:** Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

623

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Cameron will use TEKS Resource System consistently and with fidelity as it is a research-based best practice district curriculum and will be implemented in Math, ELAR/SLAR, Science, and Social Studies at appropriate grade levels.

Evaluation Data Sources: Unit Assessments
Teacher Created Assessments
Imagine
Benchmarks
STAAR
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor District Managed Curriculum/TRS implementation through walkthroughs, lesson plan review and PLC format.	Formative			Summative
Strategy's Expected Result/Impact: Common curriculum across campus and district.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Instructional Specialist				

Strategy 2 Details	Reviews			
Strategy 2: Principal, AP, Instructional Coach and Dual Language Specialist will provide support to teachers in the implementation of the District Managed Curriculum/TRS. Support will be provided in the lesson modeling, reading and understanding the curriculum documents (YAG, IFD, VAD, etc) and facilitating lesson materials and manipulatives	Formative			Summative
Strategy's Expected Result/Impact: Strong implementation of district curriculum.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Instructional Specialist				

Strategy 3 Details	Reviews			
Strategy 3: Sheltered Instruction strategies will be implemented and monitored in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: Support of second language acquisition.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Instructional Specialist				

Strategy 4 Details	Reviews			
Strategy 4: CHAMPS/PBIS strategies implemented in every classroom	Formative			Summative
Strategy's Expected Result/Impact: Safe and supportive learning environment, with less referrals being written.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Instructional Specialist				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Form small group tutoring based on data and purchase approved resources to support our areas that scored below 85%. **Strategy's Expected Result/Impact:** Students to make one year's growth in all areas. **Staff Responsible for Monitoring:** Administrators and Instructional Specialist				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Cameron will purchase supplemental materials for RTI/small group purposes in the areas of Math/Reading/Science/Writing. **Strategy's Expected Result/Impact:** Have curriculum ready for small group instruction and tutors. **Staff Responsible for Monitoring:** Administrators				



No Progress


Accomplished

Continue/Modify

Discontinue

625

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Cameron students will be prepared for college coursework through implementation of AVID in 4th-6th grade.

Evaluation Data Sources: AVID Assessments
Student work demonstrating use of AVID strategies

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Training will be provided for all new staff and refreshers over the 3 goals will be provided to all 4-6th grade teachers **Strategy's Expected Result/Impact:** AVID strategies being used in all classroom 4-6th grades. **Staff Responsible for Monitoring:** Administrators and Instructional Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: College Memorabilia Displays in hallways and outside classrooms **Strategy's Expected Result/Impact:** Expose students to various opportunities for their future. **Staff Responsible for Monitoring:** Expose students to various opportunities for their future.				

 No Progress  Accomplished  Continue/Modify  Discontinue

626

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Physical Education students will meet expected standards on state physical education assessment.

Evaluation Data Sources: Fitness Gram Data
Report Cards
Formative assessments used in P.E.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of district PE curriculum	Formative			Summative
Strategy's Expected Result/Impact: Students will learn the fundamentals of sports.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Recess built into the master schedule	Formative			Summative
Strategy's Expected Result/Impact: Students will come go to recess prior to lunch.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Physical fitness testing	Formative			Summative
Strategy's Expected Result/Impact: We will have benchmark data for physical fitness for students.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Cameron will ensure that migrant services are provided in accordance with all federal guidelines.

Evaluation Data Sources: Migrant performance data throughout the year and EOY assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify students who meet Migrant criteria and communicate information with teachers Title One C, Migrant (not in campus budget) Migrant needs will be met through other funding sources **Staff Responsible for Monitoring:** Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

628

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: Cameron will improve inter-dependent partnerships with our parents and community.

Evaluation Data Sources: VIPS participation
PTA participation
Community member involvement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide Parental involvement activities for parents to be involved. **Strategy's Expected Result/Impact:** Increase in the % of parents participating in school activities. **Staff Responsible for Monitoring:** Administrators and Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

629

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: Cameron will increase communication between school and home.

Evaluation Data Sources: Parent Sign-in Sheets
Parent link data
Parent notes and letters home

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron will use Parent link to communicate with parents as well as a school calendar that will go home every month. All letters and notes will be sent in both English and Spanish. We will also update our marquee and website with up coming events. **Strategy's Expected Result/Impact:** Parents will know dates and information in a timely manner. **Staff Responsible for Monitoring:** Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

630

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: Cameron students will be educated in learning environments that are safe, drug free, and conducive to learning.

Evaluation Data Sources: Number of Referrals by Sub Pop
Number of Referrals by Teacher
Number of Drills and Drill Summary report to show progress in time and effectiveness in drill preparation.

Strategy 1 Details	Reviews			
Strategy 1: Participation in Red Ribbon Week	Formative			Summative
Strategy's Expected Result/Impact: Awareness of the positives of being drug free.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Counselor				

Strategy 2 Details	Reviews			
Strategy 2: Anti Bullying lessons are taught 4 times a year with grade level classes	Formative			Summative
Strategy's Expected Result/Impact: Reduced or maintain no bully allegations.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Character Education classes are conducted monthly by counselor	Formative			Summative
Strategy's Expected Result/Impact: Students feel confident to self-regulate and have a voice.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Counselor				

Strategy 4 Details	Reviews			
Strategy 4: Cameron House Teams with points given by Class Dojo.	Formative			Summative
Strategy's Expected Result/Impact: Increased engaged classrooms and school environments.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, Teachers, and Instructional Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 11: The campus will maintain campus teams that are trained in the procedures for TBSI.

Evaluation Data Sources: TBSI Team List
CPI trained staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Form TBSI team and seek assistance from central office to provide training **Strategy's Expected Result/Impact:** Team trained as set by district guidelines. **Staff Responsible for Monitoring:** Administrators and TBSI team.				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

632

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 12: Cameron will provide a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in number of discipline referrals and dropouts. This will be accomplished through the implementation of the house system and house points which will be managed through the Ron Clark House App.

Evaluation Data Sources: Number of Discipline Referrals by sub groups
non-renewal information for magnet students

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use of Cameron Houses with point system to recognize great effort and acts. **Staff Responsible for Monitoring:** Administrators, Teachers and Instructional Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Beginning of Student Council in grades 4-6. **Strategy's Expected Result/Impact:** Develop student leaders in grades 4-6. **Staff Responsible for Monitoring:** Administrators and Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

633

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 13: Cameron will ensure that we have established student and staff support for suicide prevention, violence prevention, intervention and harassment.

Evaluation Data Sources: Discipline Referrals
Attendance
Bully Checklists

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will participate in district training regarding harassment, suicide prevention and how to refer students to the counselor. **Strategy's Expected Result/Impact:** Staff will know how to respond to various situations. **Staff Responsible for Monitoring:** Administrators and Counselor				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

634

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 14: Cameron will support teachers and staff with appropriate resources to meet students needs by asking teachers what their current needs are for themselves individually and by area.

Evaluation Data Sources: Purchase Orders
Requisitions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive a $200 spending allotment for the beginning of the school year. **Strategy's Expected Result/Impact:** Teachers will have materials in hand to start the school year. **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will request materials through a process outlined in the handbook . **Strategy's Expected Result/Impact:** Teachers can supplement the district supply list to meet their classroom needs. **Staff Responsible for Monitoring:** Administrators and Secretary				

0% No Progress 100% Accomplished Continue/Modify Discontinue

635

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 15: Cameron classrooms will meet or exceed technology standards and teachers and staff will provided technology training to enable them to use the technology to enhance and enrich their lessons. Classroom amplification systems will allow for clear and engaging communication.

Evaluation Data Sources: Technology Survey
Classroom Walkthroughs
IStation Reports
Sign-in sheet from campus provided technology PD.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Evaluation of technology in classrooms will be completed and planning for purchases to replace Interactive Flat Panels and amplification devices will be in place. **Strategy's Expected Result/Impact:** Keep all classrooms up to date with working technology. **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Technology training will be provided to new and continuing staff. **Strategy's Expected Result/Impact:** Technology will be used to enhance instruction in the classroom. **Staff Responsible for Monitoring:** Administrators and Instructional Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

636

Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, and depth and complexity and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers will attend professional development by the Ron Clark Academy to support implementation.

Evaluation Data Sources: Student Retention Numbers
Classroom Engagement

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Staff will utilize Ron Clark House Points app after staff development. **Staff Responsible for Monitoring:** Administrators Dual Language Specialist Counselor All teachers and aides	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Design and install mural artwork as modeled by Ron Clark Academy to create a highly engaging environment. **Staff Responsible for Monitoring:** Administrators Secretary	Oct	Jan	Mar	May
				637

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Focused professional development will be based on researched based practices that will enhance instructional staff teaching to meet the needs of every diverse and at-risk learner as well as to increase teacher competencies including dual language strategies. A teacher from each grade level will attend the La Cosecha Dual-Language Conference.

Evaluation Data Sources: PLC Agenda
Attend Dual Language Conference
Sign-in sheets for PD
Vertical Teams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use of the PLC model foster a team effort to meet the needs of all students **Strategy's Expected Result/Impact:** Teacher growth from their peers. **Staff Responsible for Monitoring:** Administrators and Instructional Specialist				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

638

Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Cameron students will be taught by highly qualified teachers and instructional paraprofessionals.

Evaluation Data Sources: BOY HQ Status
MOY HQ Status
EOY HQ Status

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Actively recruit and hire HQ staff for open positions still available at Cameron using TalentEd. **Strategy's Expected Result/Impact:** 100% HQ staffed. **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monitor TalentEd twice a week for qualified applicants. **Strategy's Expected Result/Impact:** Reduce the number of vacancies. **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize part-time aides funded by federal and state in high need grade levels to improve small group instruction and teacher effectiveness. **Staff Responsible for Monitoring:** Administrators Secretary Classroom teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The balanced literacy framework will be implemented with support in all classrooms(K-6)

Evaluation Data Sources: Running Records
SBA
DBA
IStation
Unit Assessments
TELPAS
STAAR
Progress Monitoring Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide opportunities for teachers to observe high quality balanced literacy implementation in classrooms at Cameron as well as other campuses. **Strategy's Expected Result/Impact:** Students will have one year's growth in Reading. **Staff Responsible for Monitoring:** Administrators and Instructional Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Model lessons for teachers implementing Guided Reading to ensure rigor in centers and correct implementation of program **Strategy's Expected Result/Impact:** Improved lesson delivery and quality work stations.s **Staff Responsible for Monitoring:** Administrators and Instructional Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Create student data folders for tracking Imagine Reading/Literacy progress **Strategy's Expected Result/Impact:** Students will own their data and set goals. **Staff Responsible for Monitoring:** Administrators and Instructional Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Science.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks

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Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Math.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks

642

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Reading.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks
IStation

643

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Writing.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks

644

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 54% of students in grade 1st-6th with end of year RIT score met or exceeded individual growth projections based upon MAP.

Evaluation Data Sources: BOY, MOY, EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Successful administration of MAP assessment with fidelity as designed by the district. **Strategy's Expected Result/Impact:** Best testing environment for students to show progress. **Staff Responsible for Monitoring:** Testing Coordinator Assistant Coordinator Test Administrators				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

645

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Increase parent engagement in student's academic and behavioral performance.

Evaluation Data Sources: Parent involvement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will be issued a student planner that will be used as parent-teacher communication of academic activities, homework, and academic performance. **Strategy's Expected Result/Impact:** Improved parent engagement and parent-teacher communication **Staff Responsible for Monitoring:** administrators classroom teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Addendums

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Ector County Independent School District

Carver Early Education Center

2021-2022 Campus Improvement Plan

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Mission Statement

ECISD: The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Carver: The mission of Carver Early Education Center, an all inclusive, child-centered MODEL for the education of young children, is to create the desire to learn, to inspire a love for academic mastery, to nurture social development, to empower students to become independent learners by actively engaging them in a safe, challenging and caring environment in partnership with parents, family and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Asian: 2% Black/African Amer: 5% Hispanic/Latino: 76% White: 16% Hawaiian/Pac Island: 1% American Indian 1% ESL: .5% Bilingual: 24%

Economically Disadvantaged: 69% Special Education 11% Title I 100% Military .4% Foster .5% McKinney Vento 2%

Due to low enrollment and Covid, 2 bilingual teachers, 1 special education teacher, and 2 instructional aides were placed on other ECISD campuses in October of 2020.

Full day PREK 4 was implemented in the 2020-2021 school year. We will be adding PreK 3 for the 2021-2022 school year.

Our Economically Disadvantaged students create a need to provide our students with assistance in many areas. These students come to us with a need to work toward our PREK standards. We strive to improve vocabulary, provide an opportunity for hands on learning, and literature to make connections to real world experiences. We use this time to empower our parents to become active members in their child's first school year.

We have created conferences to meet with parents throughout the school year to inform them of their child's progress. Teachers work with parents to create an attainable goal and hands on material to help meet this goal.

Demographics Strengths

The demographics of Carver student population remains fairly stable from year to year.

This allows staff the ability to research, study and implement best practice based on this stable demographic.

Cultural factors remain fairly stable and assists staff in best practices when working with Family.

Parents take the initiative to enroll their child in pre-kindergarten. This helps our parental engagement because families choose to be here. Children are excited to begin school. Teachers and staff work hard to build meaningful relationships with students and parents. English Language Learners are enrolled in a strong dual language program which helps build understanding and vocabulary in both English and

Spanish. These students are "At Risk" and the prekindergarten curriculum gives them a good foundation for their education.

Carver is fortunate to have an instructional aide in every classroom. Our special education classrooms have 2 instructional aides in every classroom. Instructional aides receive the same professional development as teachers. Several of our aides are continuing their education to become classroom teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PreK attendance continues to stay behind the district average. **Root Cause:** Lack of serious commitment because parents know PreK is not required in the state of Texas.

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Student Learning

Student Learning Summary

Carver students are assessed 3 times per year with CIRCLE Assessment. We saw growth in all areas from 2020-2021; however, remain cognizant there is much room to improve as evidenced by the following information.

Beginning of the Year English Testing

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		35%	62%	2%	1%
Rapid Vocabulary	Rapid Vocabulary 1	34%	62%	4%	0%
	Overall Measure	34%	62%	4%	0%
Phonological Awareness	Syllabication	13%	79%	6%	2%
	Onset-Rime	7%	84%	6%	2%
	Alliteration	2%	89%	7%	2%
	Rhyming I	7%	85%	6%	2%
	Overall Measure	49%	47%	4%	0%
Math	Rote Counting	10%	79%	8%	3%
	Shape Naming	41%	55%	3%	2%
	Number Discrimination	49%	44%	5%	2%
	Number Naming	28%	65%	5%	2%
	Shape Discrimination	47%	47%	4%	2%
	Counting Sets	21%	70%	6%	2%
	Operations	7%	83%	7%	2%
	Overall Measure	61%	33%	6%	0%
Story Retell and Comprehension		43%	53%	3%	0%
Book and Print Knowledge		58%	42%	0%	0%
Early Writing Skills		79%	20%	0%	1%

* Measure has no benchmarks.

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End of the Year English Testing

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		79%	17%	1%	3%
Rapid Vocabulary	Rapid Vocabulary 3	56%	40%	3%	1%
	Overall Measure	56%	40%	3%	1%
	Syllabication	37%	55%	6%	2%
	Onset-Rime	50%	44%	5%	1%

Phonological Awareness	Alliteration	25%	66%	6%	2%
	Rhyming I	38%	55%	5%	1%
	Overall Measure	60%	35%	4%	1%
Math	Rote Counting	56%	38%	3%	3%
	Shape Naming	79%	17%	1%	3%
	Number Discrimination	83%	11%	3%	3%
	Number Naming	75%	19%	3%	3%
	Shape Discrimination	78%	17%	1%	3%
	Counting Sets	65%	31%	2%	3%
	Operations	25%	65%	6%	3%
	Overall Measure	72%	26%	2%	1%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	71%	25%	3%	1%

* Measure has no benchmarks.

Beginning of the Year Spanish Testing

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Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		13%	85%	2%	0%
Vocabulario rápido	Vocabulario rápido 1	40%	58%	2%	0%
	Overall Measure	40%	58%	2%	0%
Conciencia fonológica	División silábica	10%	88%	2%	0%
	Aliteración	2%	96%	2%	0%
	Rimas I	20%	80%	0%	0%
	Overall Measure	46%	52%	2%	0%
Matemáticas	Conteo de memoria	2%	96%	2%	0%
	Nombre de las figuras	19%	79%	2%	0%
	Reconocimiento de números	48%	50%	2%	0%
	Nombre de los números	9%	89%	2%	0%
	Reconocimiento de figuras	40%	58%	2%	0%
	Conteo de grupos	11%	87%	2%	0%
	Operaciones	6%	92%	2%	0%
	Overall Measure	78%	22%	0%	0%
Recontar y comprension		29%	71%	0%	0%

Libros y material impreso	0%	100%	0%	0%
Escritura temprana	87%	13%	0%	0%

* Measure has no benchmarks.

End of the Year Spanish Testing

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		80%	20%	0%	0%
Vocabulario rápido	Vocabulario rápido 3	33%	67%	0%	0%
	Overall Measure	33%	67%	0%	0%
Conciencia fonológica	División silábica	59%	41%	0%	0%
	Aliteración	25%	75%	0%	0%
	Rimas I	69%	31%	0%	0%
	Overall Measure	51%	49%	0%	0%
Matemáticas	Conteo de memoria	51%	49%	0%	0%
	Nombre de las figuras	65%	35%	0%	0%
	Reconocimiento de números	82%	18%	0%	0%
	Nombre de los números	69%	31%	0%	0%
	Reconocimiento de figuras	82%	18%	0%	0%
	Conteo de grupos	80%	20%	0%	0%
	Operaciones	37%	63%	0%	0%
	Overall Measure	76%	24%	0%	0%
Socio-Emocional	Conducta social positiva	*	*	*	*
	Comunidad y seguridad del salón	*	*	*	*
	Regulación de emociones y conducta	*	*	*	*
	Cuidado propio	*	*	*	*
	Enfoques del aprendizaje	*	*	*	*
	Overall Measure	82%	18%	0%	0%

* Measure has no benchmarks.

655

Our students continue to grow in all areas of testing, while vocabulary is a need in both English and Spanish. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute are a perfect combination to address all of the Prekindergarten standards. We have also now introduced Imagine Literacy and Imagine Math which supports student learning.

Student Learning Strengths

CLI Data for the end of 2021 school year

English

Rapid Letter Naming: 79% of students on track, Rapid Vocabulary: 56% of students on track, Overall Measure of Phonological Awareness 60% of students on track

Math: 72% of students on track

Spanish

Rapid Letter Naming: 80% of students on track, Rapid Vocabulary: 33% of students on track, Overall Measure of Phonological Awareness 51% students on track

Math 76% of students on track

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The Carver Early Education Center staff work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons are hands-on and include Large Group, Small Groups, One-on-One and Independent Practice. Every encounter in their environment is exciting and filled with opportunities for learning. Students at this age learn by doing and this stands as the fundamental method of teaching and learning for our teachers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Carver PreK children lack emergent literacy skills. **Root Cause:** Lack of focus in homes related to emergent literacy.

Problem Statement 2: CLI date indicates a need for intentional instruction in vocabulary. **Root Cause:** More direct intentional teaching in the area of vocabulary is needed.

School Processes & Programs

School Processes & Programs Summary

Carver utilizes curriculum resources such as Frog Street Press, Conscious Discipline and Handwriting Without Tears to support instruction aligned with the Texas PreK Guidelines. Students are assessed 3 times per year and instruction is aligned with the results of the assessments. Carver uses CIRCLE assessment instrument.

We will be using the new Frog Street Press Curriculum that was recently adopted by the district. The PK3 program will be using the Frog Street PK3 curriculum. We also uses the Handwriting Without Tears program, CLI Engage, Imagine Math, Imagine Language and Literacy, Imagine Espanol, and Estrellita.

Carver is a Prekindergarten only campus. We offer Full-Day Prekindergarten for four-year old children and a half-day program for children who are three-years old. We have classes for students who qualify for Bilingual and Special Education.

School Processes & Programs Strengths

657

Stability of curriculum and staff creates a strong instruction base. PLCs actively review data and make instructional changes based upon it. TTESS has provided a platform of growth for all staff. CIT has begun to view data as a tool to set schoolwide goals for staff and students.

We have taken full advantage of our ECISD programs. We watch students in the program Career Tech Education and we encourage these students to apply for positions within our school or district.

Carver has many parent engagement activities in place such as Academic Parent Teacher Team Meetings, Milk and Bookies, Book Character Parade, Block Fest, Transportation Parade and Parent Trainings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students do not have foundational skills to be successful in Prekindergarten. **Root Cause:** The population of students we serve lack educational opportunities, background knowledge and resources.

Perceptions

Perceptions Summary

Carver school culture and climate remains positive. Our PreK students learn with the stability of the staff within the school and their commitment to work with students and parents to create a positive first educational experience. Our school climate is centered around the principles of Conscious Discipline-Relationships, Problem-Solving and Safety. Conscious Discipline is implemented on an adult level first and then in the classrooms.

Another important piece of the Carver culture and climate is the strong parent presence in our school. Carver has many activities that encourage parents to be truly engaged with their children. Parents have the opportunity to be a part of Academic Parent Teacher Teams. These conferences build confidence for our parents and teams set goals for students.

Our staff Panorama Survey Data indicates areas we need to build upon. Our staff rate a sense of belonging to be lower than in past years. Due to Covid 19, our normal year activities looked very different. We hope this school year offers an opportunity to build our moral back up.

Perceptions Strengths

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Age of students, parent choice in enrolling student initially, staff stability, training and motivation. Carver increased parental engagement by conducting: Conscious Discipline Events for Parents such as "Wish You Well"; Fun in the Sun Community Fair; Each classroom hosts one "show off event" in the Fall and one in the Spring; Cars with Dads Event.

Over the past year, Carver Staff have been engaged in high quality professional development in relation to Parent Engagement. More specifically leading Academic Parent Teacher team Meetings with our Parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Carver Staff has basic knowledge in leading APTT meetings. There is a need to strengthen expertise in this area. **Root Cause:** Time and training to acquire a higher level skill set.

Problem Statement 2: Carver Parents are young and lack basic skills to support students at home. **Root Cause:** Carver parents are young, first time "school parents."

Problem Statement 3 (Prioritized): Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances **Root Cause:** Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

Priority Problem Statements

Problem Statement 9: Carver PreK children lack emergent literacy skills.
Root Cause 9: Lack of focus in homes related to emergent literacy.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students do not have foundational skills to be successful in Prekindergarten.
Root Cause 10: The population of students we serve lack educational opportunities, background knowledge and resources.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances
Root Cause 11: Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training
Problem Statement 11 Areas: Perceptions

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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- 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
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Carver Student Attendance will increase from 92% to 94% by the end of of 2021-2022

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Conduct conferences in several forums: 1. Conference each Parent at Registration 2. Conversation at Principal Orientation and Family Visits **Strategy's Expected Result/Impact:** Carver school-wide attendance percentage will improve. **Staff Responsible for Monitoring:** Assistant Principal Counselor Attendance Committee **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			661
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Carver will develop and maintain positive relationships with students and parents by communication: 1. Conducting Family visits at the beginning of the year 2. Conduct a Family visit each time a new student enrolls **Strategy's Expected Result/Impact:** Carver school-wide attendance percentage will improve. **Staff Responsible for Monitoring:** Assistant Principal Counselor Attendance Committee **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize available means of communication to include SeeSaw, weekly Newsletters, ParentLink,				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: 100% of Carver students will be taught by highly qualified teachers and instructional paraprofessionals.

Evaluation Data Sources: System Data
Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1.Hire highly qualified staff 2.Offer high quality professional development: **Strategy's Expected Result/Impact:** Teacher retention will continue at a high rate Carver will retain a pool of qualified teacher and assistant candidates. **Staff Responsible for Monitoring:** Principal CIT **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create a "grow our own pool" of candidates by: * Collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes. Hire Assistants who are quality candidates and are pursuing certification in Early Childhood. **Strategy's Expected Result/Impact:** Teacher retention at Carver will continue to be high **Staff Responsible for Monitoring:** Principal CIT **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Carver will actively provide researched based, high quality growth experiences in terms of professional development and conference attendance for staff.

Evaluation Data Sources: Sign In Sheets, Walk Throughs, TTESS data

Strategy 1 Details	Reviews			
Strategy 1: All Staff will engage in Virtual Teaching/Learning Development	Formative			Summative
Strategy's Expected Result/Impact: Staff will gain in skill and knowledge to employ in their classrooms. **Staff Responsible for Monitoring:** Principal Assistant Principal Lori Evans Tatum Roe	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Staff will attend conferences such as TAYEC and TASPYC	Formative			Summative
Strategy's Expected Result/Impact: Increased skills and knowledge **Staff Responsible for Monitoring:** Principal Assistant Principal	Oct	Jan	Mar	May

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Strategy 3 Details	Reviews			
Strategy 3: Use Conscious Discipline Feeling Buddies to assist students to identify feelings and possible resolutions	Formative			Summative
Strategy's Expected Result/Impact: Children will use the vocabulary taught within the Feeling Buddy concept to express feelings/wants/frustrations **Staff Responsible for Monitoring:** All Instructional Staff Principal Assistant Principal Counselor **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: All classrooms will maintain a viable Safe Place	Formative			Summative
Strategy's Expected Result/Impact: Children will recognize and utilize Safe Place appropriately **Staff Responsible for Monitoring:** Teachers	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Provide Conscious Discipline Training for Parents	Formative			Summative
Strategy's Expected Result/Impact: Students will begin to use vocabulary more consistently as Parents begin to use at home	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Counselor				

Strategy 6 Details	Reviews			
Strategy 6: All staff will have the opportunity for on-site coaching from a Conscious Discipline Coaching Consultant	Formative			Summative
Strategy's Expected Result/Impact: All staff will use strategies effectively with children	Oct	Jan	Mar	May
Staff Responsible for Monitoring: All Instructional Staff Principal Assistant Principal Counselor Conscious Discipline Consultant				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: In 2021-22. Carver will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Beginning of the Year Goals
Middle of the Year Goal Progress Report
End of the Year Goal Attainment Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Improved Instruction Teachers will request, attend and implement learning gained from PD that directly relate to their personal growth goals. **Staff Responsible for Monitoring:** Principal Assistant Principal All Teachers self monitor				

 No Progress  Accomplished  Continue/Modify  Discontinue

665

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students recognizing 20 or more letter sounds will increase from 81% to 90% by May 2022.

Evaluation Data Sources: CLI BOY' and EOY data
Report Card data
Teacher data sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. Daily emphasis will be placed on letter sounds. 2. Classroom Centers will be designed and executed in each classroom to support the acquisition of letter sounds 3. Morning Message will be used with fidelity in each classroom **Strategy's Expected Result/Impact:** Students will show steady improvement throughout the year and reach their individual appropriate goal **Staff Responsible for Monitoring:** Principal Literacy Committee **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: APTT Meetings will be used to teach Parents strategies to support students **Strategy's Expected Result/Impact:** Parents will gain skills in facilitating literacy learning at home **Staff Responsible for Monitoring:** CIT				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 100% of Carver teachers will use CIRCLE assessment tools to analyze data

Evaluation Data Sources: PLC agenda & notes; data sheets, Student data records

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 100% of Carver classrooms will utilize Higher Order thinking in lesson delivery and learning center execution

Evaluation Data Sources: 2021 State Accountability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will add HOT questions to all lesson plans **Strategy's Expected Result/Impact:** Carver Students will demonstrate higher order thinking when solving problems, asking questions, or in conversations with teachers and peers. **Staff Responsible for Monitoring:** Assistant Principal Tatum Roe Karla Garay Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Performance Objective :Carver students who struggle will be given prompt support to improve skills and remove barriers.

Evaluation Data Sources: CLI BOY data
Teacher checklists 1st quarter
Report Card data 2nd & 3rd quarter.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1. Identify struggling students 2.Refer to : RTI, Speech, Special Education as appropriate 3.Notify parents and conference 4.Implement small group interventions in classroom 5.Consult with PLC about intervention strategies 6.Conduct Home visits 7.Ensure each Carver student has access to books in their home through book give away and book checkout for parents 8.Identify students for Food 2 Kids Program and begin distribution **Strategy's Expected Result/Impact:** Progress will be evident on final progress reports as measured by individual student growth **Staff Responsible for Monitoring:** Principal Counselor Speech Pathologist D'on Paquette Stephanie Johnson Clarissa Funk Tatum Roe Jana Mitchell **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				669

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will discuss HOT in PLCs **Strategy's Expected Result/Impact:** Teacher HOT questioning strategies will increase **Staff Responsible for Monitoring:** Principal Assistant Principal Karla Garay Stephanie Johnson				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: LMS data to include: BOY, routine checks, EOY
Teacher Data Sheets
PLC Analysis Spread Sheets
Know and Show Charts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: Imagine Math and Literacy Formative Assessments, and Aggressive Monitoring **Strategy's Expected Result/Impact:** Individual student Growth both incrementally and over time Adjustments to individual student's learning plans occur immediately **Staff Responsible for Monitoring:** Principal Assistant Principal ALL Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				670

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop Texas PK Guideline (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path **Strategy's Expected Result/Impact:** Engaging Classrooms (school based as well as virtual) **Staff Responsible for Monitoring:** Principal Assistant Principal All Instructional Staff				



No Progress


Accomplished

Continue/Modify

Discontinue

Addendums

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Ector County Independent School District

Cavazos Elementary

2021-2022 Campus Improvement Plan



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Mission Statement

Mission Statement:
The staff of Cavazos Elementary believes that all children can learn and strive to become successful and productive citizens for tomorrow.

We are committed to the development and growth of each child and to the recognition of each child as an individual. We value the opportunity to respond to each child's needs.

At Cavazos, we also believe all teachers should maintain high expectations and positive attitude necessary to promote success for each child.

EXPLORING - ENGAGING - EMPOWERING

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
Lauro Cavazos EL	452	665	67.97%	569	764	74.48%	582	807	72.12%	612	873	70.10%	529	719	**73.57%**

Student Retention Rate by Campus/Grade for Years: 2019, 2020, 2021 for Grades: KG, 01, 02, 03, 04, 05

	Grade	2018 - 2019			2019 - 2020			2020 - 2021		
Campus		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
Lauro Cavazos EL	KG	2	141	1.42%	1	149	0.67%	2	115	1.74%
Lauro Cavazos EL	1	2	153	1.31%	9	173	5.20%	2	122	1.64%
Lauro Cavazos EL	2	5	135	3.70%	7	161	4.35%	0	139	0.00%
Lauro Cavazos EL	3	0	123	0.00%	0	124	0.00%	2	137	1.46%
Lauro Cavazos EL	4	0	129	0.00%	1	132	0.76%	0	99	0.00%
Lauro Cavazos EL	5	1	126	0.79%	2	134	1.49%	0	107	0.00%
Lauro Cavazos EL	All	10	**807**	1.24%	20	**873**	2.29%	6	**719**	0.83%

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Student Mobility Rate Report for All Campuses

	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017			2015 - 2(
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students
Lauro Cavazos EL	157	699	22.46%	164	812	20.20%	131	745	17.58%	179	738	24.25%	109	632	17.25%	123

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low academic achievement in reading and math for EL's and economically disadvantaged sub-populations. **Root Cause:** Lack of sufficient resources for English learners and eco dis students to attend after school tutorials due to transportation.

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Student Achievement

Student Achievement Summary

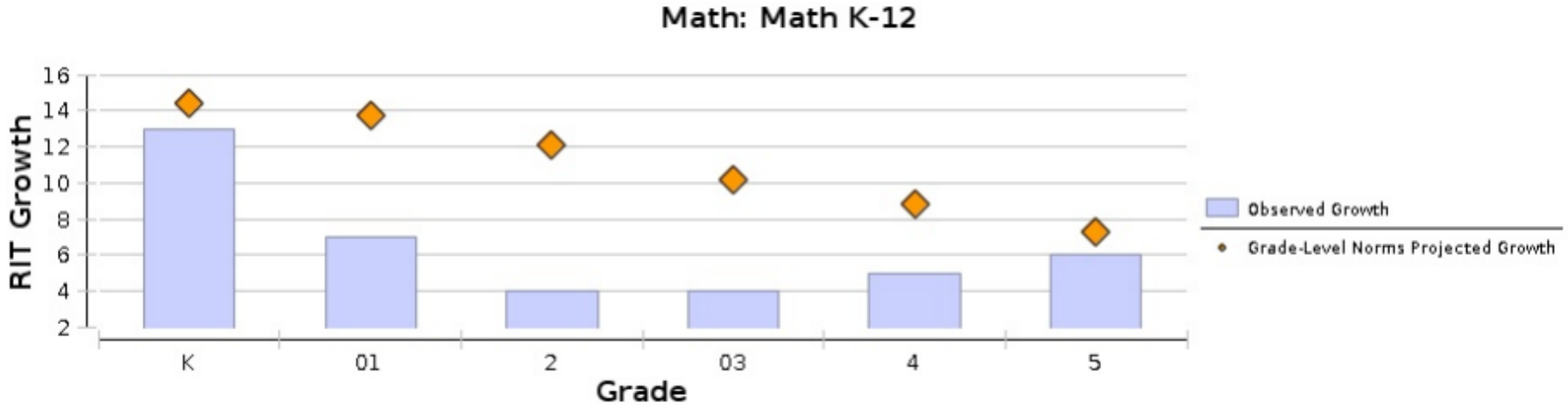
MAP Growth Assessment: Fall 2020 to Spring 2021

CAVAZOS ELEM SCHOOL

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	96	141.8	15.6	61	154.3	13.0	46	13	1.5	14.4	-1.02	15	96	44	46	39
01	106	161.8	20.6	57	168.5	16.8	16	7	1.9	13.7	-3.39	1	106	48	45	39
2	121	173.8	18.4	37	177.3	15.5	4	4	1.6	12.1	-4.61	1	121	42	35	21
03	117	179.5	17.1	6	183.6	14.0	1	4	1.5	10.2	-3.51	1	117	43	37	19
4	71	194.8	13.9	22	199.3	15.2	9	5	1.3	8.8	-2.66	1	71	32	45	29
5	99	201.3	15.1	13	207.4	15.4	11	6	0.7	7.3	-0.61	27	99	34	34	37

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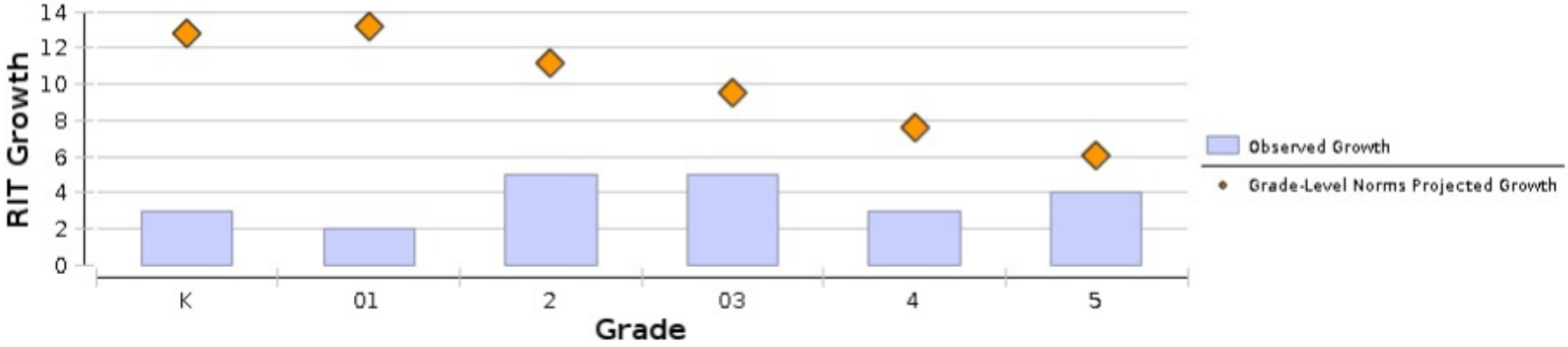
CAVAZOS ELEM SCHOOL

Language Arts: Reading

	Comparison Periods			Growth Evaluated Against	
	Fall 2020	Spring 2021	Growth	Grade-Level Norms	Student Norms

Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Condition Growth Percenti
K	57	147.2	17.5	97	150.1	11.8	44	3	2.5	12.8	-4.93	1	57	18	32	18
01	58	157.5	16.8	56	159.5	12.4	5	2	2.4	13.2	-5.40	1	58	15	26	18
2	74	165.9	15.6	14	170.8	12.6	3	5	1.6	11.1	-3.02	1	74	19	26	26
03	117	173.0	19.0	2	177.7	17.5	1	5	1.7	9.6	-2.79	1	117	43	37	34
4	72	185.8	17.6	6	188.4	18.4	1	3	1.6	7.6	-2.94	1	72	25	35	33
5	97	194.8	18.5	8	198.7	18.8	5	4	1.0	6.1	-1.34	9	97	38	39	32

Language Arts: Reading



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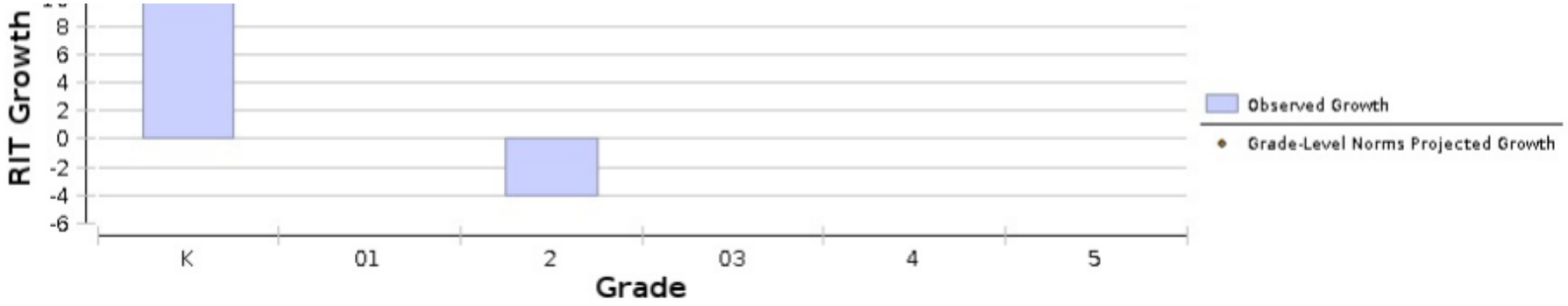
CAVAZOS ELEM SCHOOL

Language Arts: Reading (Spanish)

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Condition Growth Percentil
K	37	137.6	14.5		147.3	10.4		10	2.3				37	7	19	20
01	43	160.3	23.2		160.7	17.4		0	3.9				43	11	26	24
2	49	175.9	18.1		171.7	13.4		-4	2.2				49	2	4	6
03	2	*			*			*					*			
4	0	**			**			**					**			
5	0	**			**			**					**			

Language Arts: Reading (Spanish)





STAAR data for 3rd-5th grade students:

Grade	Proficency Level	2017	2018	2019	2020	2021
3rd Math (E)	% Approaches	62.0	58.0	62.0	NR	
	% Masters	9.0	10.0	10.0	NR	
	% Meets	26.0	20.0	30.0	NR	
3rd Reading (E)	% Approaches	63.0	62.0	69.0	NR	
	% Masters	13.0	8.0	15.0	NR	
	% Meets	30.0	21.0	33.0	NR	
4th Math (E)	% Approaches	57.0	57.0	64.0	NR	
	% Masters	12.0	10.0	13.0	NR	
	% Meets	28.0	22.0	34.0	NR	
4th Reading (E)	% Approaches	48.0	51.0	59.0	NR	
	% Masters	12.0	10.0	8.0	NR	
	% Meets	26.0	25.0	24.0	NR	
4th Writing (E)	% Approaches	40.0	40.0	42.0	NR	
	% Masters	4.0	1.0	0.0	NR	
	% Meets	13.0	15.0	9.0	NR	
5th Math (E)	% Approaches	73.0	80.0	77.0	NR	
	% Masters	15.0	15.0	21.0	NR	
	% Meets	32.0	42.0	46.0	NR	
5th Reading (E)	% Approaches	53.0	63.0	63.0	NR	
	% Masters	10.0	13.0	15.0	NR	
	% Meets	24.0	39.0	34.0	NR	
5th Science (E)	% Approaches	67.0	67.0	58.0	NR	

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Grade	Proficency Level	2017	2018	2019	2020	2021
	% Masters	16.0	14.0	11.0	NR	
	% Meets	41.0	33.0	35.0	NR	

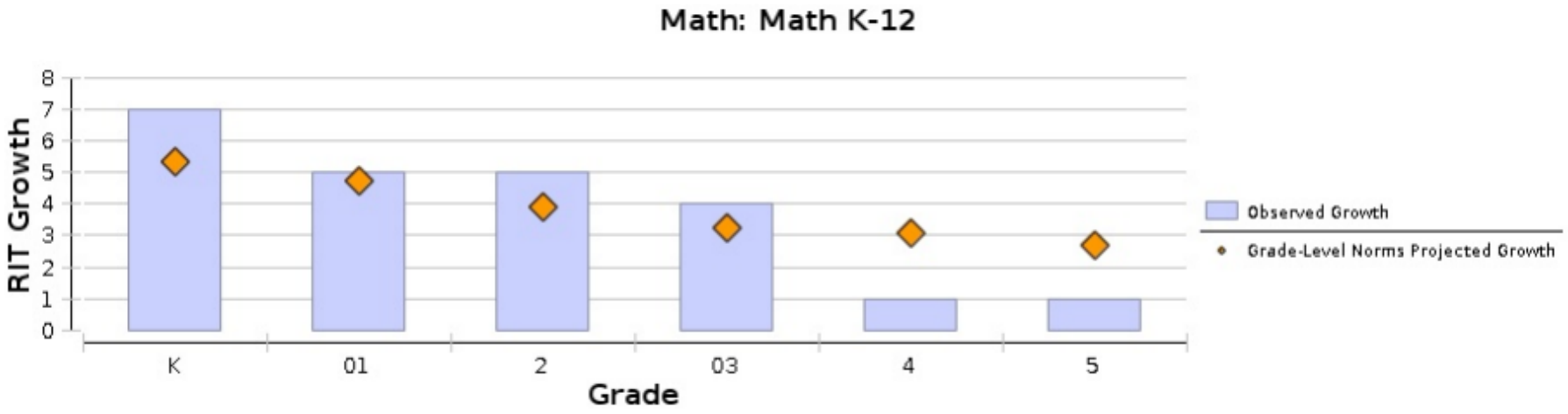
Student Achievement Strengths

MAP Growth data during the second semester showed significant improvement from Winter 2021 to Spring 2021.

CAVAZOS ELEM SCHOOL

Math: Math K-12

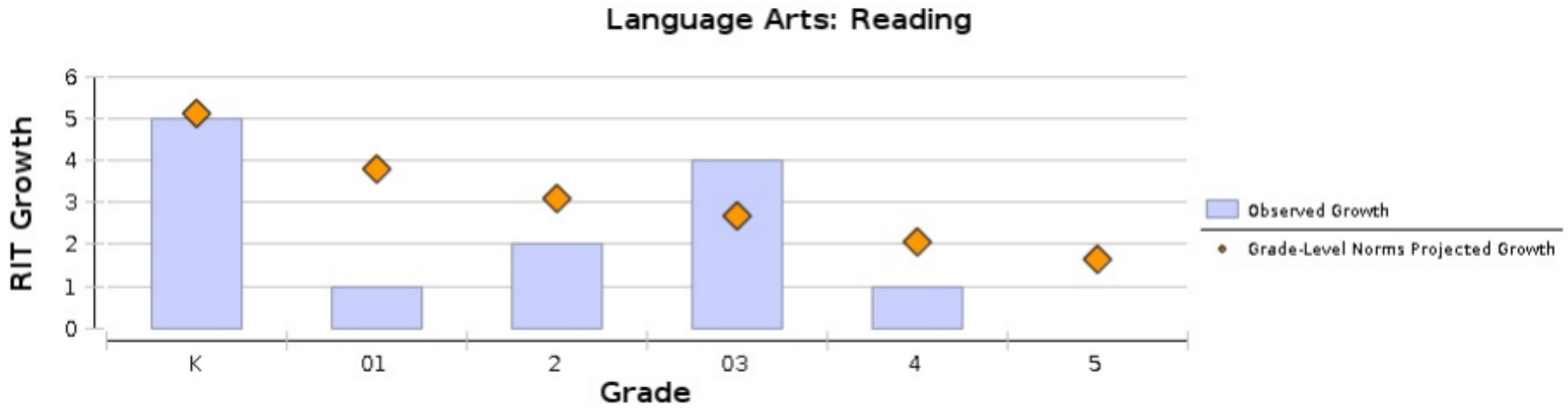
		Comparison Periods								Growth Evaluated Against						
		Winter 2021			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	106	147.6	16.8	35	154.1	12.8	44	7	1.5	5.4	1.51	93	106	69	65	68
01	108	163.4	17.1	15	168.5	16.7	16	5	1.3	4.7	0.49	69	108	64	59	60
2	131	171.5	12.0	2	176.7	15.4	4	5	0.9	3.9	1.86	97	131	85	65	66
03	129	180.2	15.4	1	184.3	13.6	1	4	1.0	3.2	1.32	91	129	75	58	62
4	83	196.4	13.9	9	197.3	16.0	5	1	1.0	3.1	-3.60	1	83	37	45	38
5	100	205.9	14.5	14	207.1	16.0	10	1	0.7	2.7	-2.12	2	100	42	42	32



CAVAZOS ELEM SCHOOL

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Winter 2021			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Condition Growth Percent
K	105	140.7	13.9	16	145.3	11.8	14	5	1.2	5.1	-0.66	26	105	57	54	54
01	99	154.7	16.5	3	156.0	13.4	1	1	1.4	3.8	-3.32	1	99	43	43	41
2	130	165.3	14.6	1	167.1	14.2	1	2	1.1	3.1	-1.64	5	130	59	45	39
03	127	174.0	17.5	1	178.4	17.0	1	4	1.1	2.7	2.48	99	127	81	64	66
4	81	187.5	16.2	2	188.6	18.8	1	1	1.2	2.1	-1.44	8	81	40	49	46
5	98	199.0	17.9	8	199.1	18.6	5	0	0.9	1.6	-2.39	1	98	38	39	32

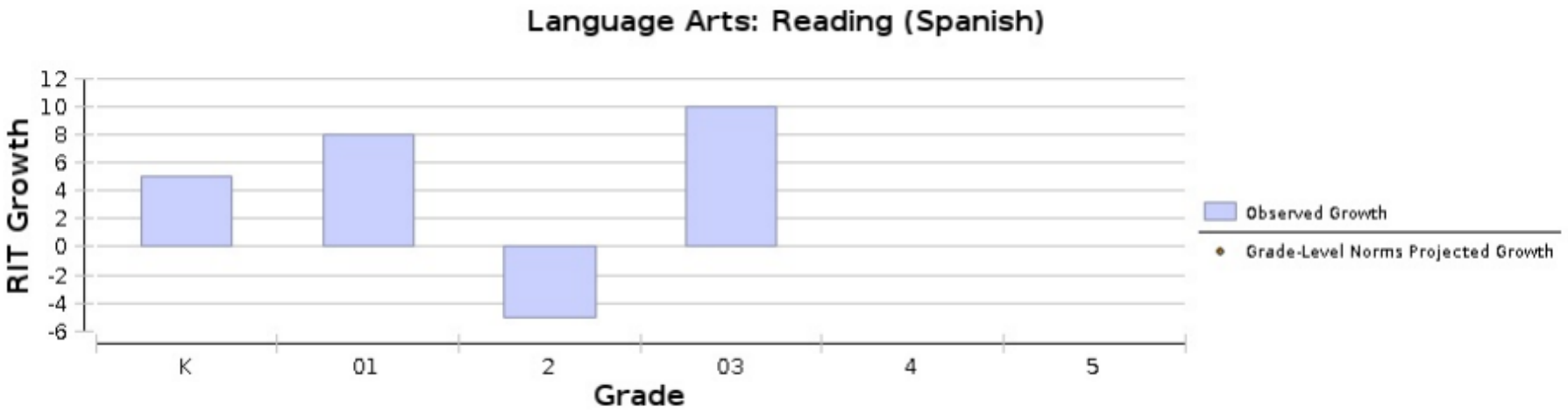


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CAVAZOS ELEM SCHOOL

Language Arts: Reading (Spanish)

		Comparison Periods								Growth Evaluated Against						
		Winter 2021			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Condition Growth Percentil
K	45	142.7	12.2		147.4	11.0		5	1.5				45	18	40	34
01	44	153.0	18.1		160.6	17.0		8	2.1				44	20	45	44
2	55	176.9	13.9		172.2	12.9		-5	1.3				55	5	9	12
03	58	175.5	10.9		185.2	11.5		10	1.3				58	46	79	88
4	5	*			*			*					*			
5	0	**			**			**					**			



Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Cavazos has a lack of Growth in Reading and Math in Fall to Spring 2021 MAP Growth Assessment comparisons. **Root Cause:** Lack of teacher fidelity to the district adopted curriculum and resources or full utilization of these materials.

682

Priority Problem Statements

683

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Cavazos Elementary annual student attendance will increase from 93.5% in May 2021 to 96% in May 2022.

Evaluation Data Sources: District/Campus Weekly Attendance Reports, Truancy Contracts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Incentivize and recognize students monthly, provide RTI/MTSS wrap around services to tier 2 and tier 3 students. **Strategy's Expected Result/Impact:** daily attendance increase, reduction of RTI truancy referrals **Staff Responsible for Monitoring:** AP, counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Encourage/motivate to attend school on a daily basis by implementing incentive initiatives. weekly/monthly rewards conduct home visits differentiated wrap around services for tier 2 and tier 3 students/families **Strategy's Expected Result/Impact:** increase of daily attendance, reduction of truancy **Staff Responsible for Monitoring:** admin, AP, counselor, teacher				684

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Enhance parent engagement and involvement by effectively communicating with parents through a variety of differentiated sources: phone calls, home visits, MTSS/RTI meetings, parent conferences, notes, visits when students is absent/truant. **Strategy's Expected Result/Impact:** increase of attendance rate, reduction of truancy **Staff Responsible for Monitoring:** Admin, AP, counselor, teacher, PEIMS clerk				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Cavazos will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Evaluation Data Sources: Student academic performance

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Strategically defines priorities to lead, delegate, calendar, and communicate core leadership tasks **Strategy's Expected Result/Impact:** consistent communication to all stakeholders. **Staff Responsible for Monitoring:** ILT, admin	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Empowers leadership teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices. **Strategy's Expected Result/Impact:** implementation of data driven practices in the classroom. **Staff Responsible for Monitoring:** Admin, IC, ILT, teachers	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

685

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Cavazos will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Use of Schoology, use of SeeSaw, PLC's

686

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Cavazos will build a campus-wide awareness and commitment to develop, implement, and integrate SEL initiatives.

Evaluation Data Sources: Staff and parent surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Implementation of CHAMPS protocol and Counselor character education lessons embedded monthly. **Strategy's Expected Result/Impact:** Create a positive campus culture **Staff Responsible for Monitoring:** Counselor and leadership team **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Cavazos will provide funding to meet student needs for a Student Assistance Services (SAS) Counselor on campus once weekly. **Strategy's Expected Result/Impact:** SEL Implementation and students feel supported on campus when needed. **Staff Responsible for Monitoring:** Administration, School Counselor, and SAS Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

687

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school's mission, vision, values, and goals

Evaluation Data Sources: reduction of tier 2 and tier 3 behavior referrals,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement MTSS/RTI systems of support for tier 2 & tier 3 students in the areas of attendance, behavior, SEL, and academics. **Strategy's Expected Result/Impact:** reduction of RTI referral data, counselor referrals, attendance reports, behavior referral data **Staff Responsible for Monitoring:** counselor, admin, AP, PEIMS clerk				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

688

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Establishes a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support.

Evaluation Data Sources: quarterly instructional rounds, weekly classroom walkthroughs, 1:1 data chats, PLC agendas, PLC norms, & instructional coach's differentiated support schedule

689

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Conducts targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning.

Evaluation Data Sources: quarterly instructional rounds, weekly classroom walkthroughs, 1:1 data chats, IC differentiated coaching and support

690

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Creates and models experiences that positively promote high expectations and a relentless pursuit of success for all staff and students.

Evaluation Data Sources: quarterly instructional rounds, MOY/EOY CNA survey

691

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: Strategic committees: Culture and Climate, Safety Committee, CIP/SBDM, Student Activities/CHAMPS, ILT, RTI/MTSS Implementation of targeted committees to provide opportunities to lead and accomplish CIP priorities.

Evaluation Data Sources: committee notes, committee agendas, committee calendar, committee goals and outcomes

692

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 5: Monitors the effectiveness of team outcomes for staff and student performance.

Evaluation Data Sources: PLC, ILT, and committee notes, agendas, norms, goals/outcomes.
Committees: Culture and Climate, Safety Committee, CIP/SBDM, Student Activities/CHAMPS, ILT, RTI/MTSS

693

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 6: Actively utilizes leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies.

Evaluation Data Sources: PLC agendas, PLC calendar of data driven PD & protocols, student work protocols,

694

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 7: Provides real-time feedback to teachers as strategies are practices and implemented.

Evaluation Data Sources: weekly walk through data , instructional rounds, 1:1 data dives, 1:1 conferencing

695

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions

Evaluation Data Sources: PLC data dives, 1:1 data chats, quarterly instructional rounds, ILT & PLC notes/agendas, norms

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Creates and maintains systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions. **Strategy's Expected Result/Impact:** meet/exceed MOY/EOY reading & math goals **Staff Responsible for Monitoring:** ILT, IC, counselor, admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

696

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Builds capacity with others to lead and manage instructional initiatives

Evaluation Data Sources: committees' notes, coaching notes/agendas, PLC calendar, YAG, peer observation calendars, ILT notes

697

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills

Evaluation Data Sources: quarter instructional rounds, weekly walkthroughs, ILT and PLC calendar, agenda, notes, coaching notes and coaching schedule

698

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions.

Evaluation Data Sources: PLC calendar, notes, agendas, data chats, instructional rounds, data dives, EOY CNA

699

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Implementation of the First Six Weeks of School from Responsive Classroom to explicitly teach students ritual, routines.

Evaluation Data Sources: First 6 weeks instructional rounds data, quarterly instructional rounds, discipline data

700

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Implementation of the First 20 Days of Balanced Literacy and the First 20 Days of Number Sense and Number Talks (math workshop).

Evaluation Data Sources: First 6 weeks instructional rounds data, quarterly instructional rounds, discipline data, RTI data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Explicitly teach strong ritual and routines to create the conditions for learning in order to maximize instructional time. **Strategy's Expected Result/Impact:** reduction of referrals, high engagement, increase of rigor in core instruction **Staff Responsible for Monitoring:** ILT, admin, IC, teachers, counselor				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

701

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Implementation of Power45 for targeted intervention/acceleration reading supports.

Evaluation Data Sources: Master schedule, LLI PD & trainings, running records data, 1:1 data chats, PLC data dives, instructional rounds, weekly walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leverages leadership teams to systematically lead and monitor diagnostics and interventions. **Strategy's Expected Result/Impact:** master schedule, Power45, MOY/EOY summative data, LLI running records, data chats, data dives through PLCs and ILT data discussions/unpacking. **Staff Responsible for Monitoring:** admin, IC, teachers, ILT, counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Implementation of Teach Like A Champion teaching strategies to enhance engagement, rigor, and skills mastery of TEKS.

Evaluation Data Sources: PD calendar, PLC YAG, weekly walk through data, instructional rounds

703

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 9: Implementation of reading and math goals for MOY & EOY through the development of a guiding document for strategic TTESS & TPESS goal setting.

Evaluation Data Sources: growth goal document, MAP scores, LLI/STAR data, formative/summative scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs. **Strategy's Expected Result/Impact:** MOY & EOY data for tier 2 and tier 3 and special pops - meet/exceed goals. **Staff Responsible for Monitoring:** ILT, IC, AP, teachers, CIP/SBDM				

No Progress | Accomplished | Continue/Modify | Discontinue

704

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 10: Implementation of student reading and math goals for MOY & EOY through individual student goal setting conferences.

Evaluation Data Sources: classroom data wall, PLC data dives, 1:1 data chats, RTI referrals, tier 2 and tier 3 student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs. **Strategy's Expected Result/Impact:** meet/exceed MOY/EOY goals **Staff Responsible for Monitoring:** ILT, IC, teachers, admin, CIP/SBDM				
No Progress  Accomplished  Continue/Modify  Discontinue				

705

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 11: Leverages all staff to consistently disaggregate multiple sources of student-level data which inform and prioritize student specific instructional needs.

Evaluation Data Sources: quarterly data dives, 1:1 data chats, PLC agendas/notes

706

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 12: Implements schedules to facilitate frequent and recurring data meetings with teachers.

Evaluation Data Sources: PLC calendar, YAG, data dives by grade level, 1:1 data chats

707

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 13: Ensures data meetings include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work.

Evaluation Data Sources: PLC calendar, YAG, data dives by grade level, 1:1 data chats, data protocols

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State Compensatory

Personnel for Cavazos Elementary

Name	Position	Program	FTE
Angelia Foster	Dyslexia Teacher		
Rebecca Richardson	Instructional Coach		

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Addendums

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Ector County Independent School District

Crockett Middle School

2021-2022 Campus Improvement Plan



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Mission Statement

At Crockett we will develop the leaders of tomorrow by:

- Creating Critical Thinkers
- Problem Solvers
- and Responsible Productive Citizens.

Vision

"Developing World Class Leaders One **C**reative **O**utstanding **L**eader of **T**omorrow."

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Historical Data Student & Teacher Information

Table 1 Enrollment

Year	6th -8th		
2021	1030		
2020	1081		
2019	1128		
2018	1199		
2017	1218		
2016	1180		
2015			
2014			

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Table 3 Special Programs

Year	Sped	ELLs	At Risk	GT	CTE
2021	120	298	764	130	156
2020	127	287	833	136	126
2019	122	283	885	147	134
2018	109	218	889	142	133
2017	103	206	915	123	138
2016	111	181	891	99	119
2015					

Special education student enrollment has increased but continues to be below the state average. Our English Learner identified student population has increased while the number of identified at-risk students has decreased.

Table 4 Attendance Rates

Year	State	District	Campus	Hispanic	White	AA	Eco. Dis	Sped	ELLS
2021			92.5	92.2	92	94	91.1	93.3	92.9
2020		93.6	95.7	95.5	95.6	93.3	95.4	94.8	96.1
2019	95.4	93.5	94	93.3	92.3	92.1	93.4	92	94.2
2018	95.4	93.5	93.7	95					
2017	96.7	94.7	95	95.3	93.3	95.4	94.7	94.4	96.2
2016	95.8	94.7	95.2	95.4	94	95.4	94.8	94.2	96.5
2015									

Attendance rate is below the state level in all areas. English Learner students attend at the highest rate; while Special Education students' attendance is the lowest.

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Number of Employees

Year	Employees
2021	114
2020	115
2019	134
2018	134
2017	106
2016	100
2015	

Employee numbers are staying the same as well as student enrollment.

Table 10 Teachers by Years of Experience

Year	Beginning	1-5 yrs	6 -10 yrs	11-20 yrs	20 & Over
2021	21.5	26.4	12.9	27.2	12
2020					
2019	12.8	29.1	8	11	13
2018	7.6	30.5	9.9	13.8	13
2017	7.6	30.5	9.9	13.8	13
2016	13.2	24.2	8	16.1	15.3

About half of the teaching staff has 5 years or less of teaching experience. The 11-20 has increased.

Demographics Strengths

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Economic disadvantage allowed us to be a Title one campus which in turn gave us some monetary benefits.

The diversity of our student enrollment is an asset to our campus culture. We have also grown in our diversity of teacher backgrounds (Filipino, African American)

The number of teachers that have taught at Crockett for a long time shows longevity and stability for the campus.

Problem Statements Identifying Demographics Needs

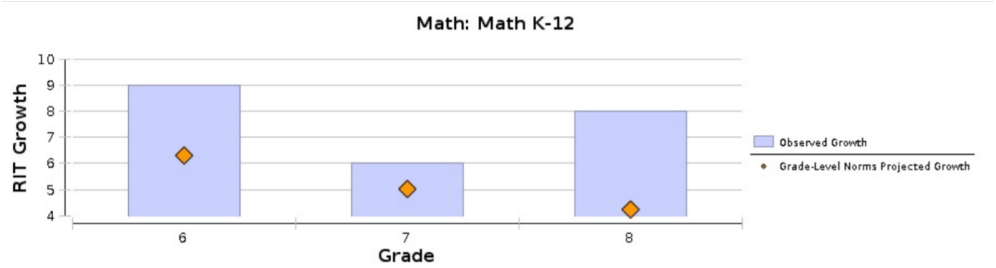
Problem Statement 1 (Prioritized): Students have a difficult time adjusting to a new campus when they move from other campuses or from out of state or country **Root Cause:** Students enrolling and withdrawing repeatedly throughout the school year.

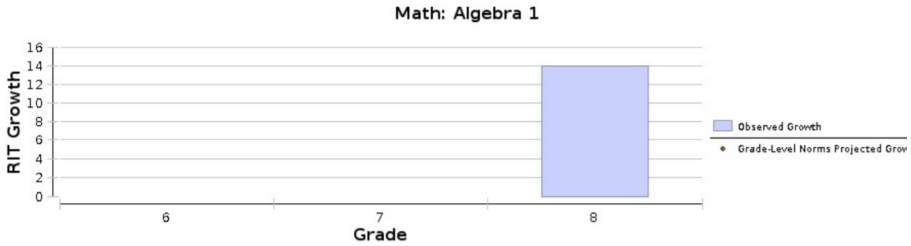
Problem Statement 2 (Prioritized): Students are below grade level as they enter 6th grade. **Root Cause:** There is a gap in learning associated to attendance and mobility.

Problem Statement 3 (Prioritized): Attendance was lower this year. **Root Cause:** COVID was part of it and the online platform for some students

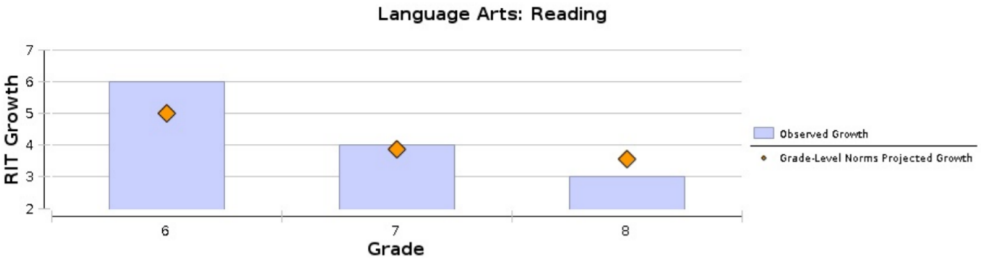
Student Learning

Student Learning Summary





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2019	Approaches	Meets	Masters	2018 approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Math	69%	33%	10%	63%	27%	9%	Math	59%	24%	6%
Reading	51%	22%	9%	50%	19%	8%	Reading	36%	12%	4%
Writing	39%	14%	4%	44%	22%	6%	Writing	38%	16%	4%
Science	61%	26%	8%	66%	36%	13%	Science	48%	17%	4%
Social Studies	38%	9%	3%	28%	5%	2%	Social Studies	27%	5%	1%

2021 STAAR	Approaches	Meets	Masters		2020 Spring Benchmark	Approaches	Meets	Masters
Math	56	30	13	9%	Math	59%	24%	6%
Reading	43	18	7	8%	Reading	36%	12%	4%
Writing	41	10	1	6%	Writing	38%	16%	4%
Science	35	13	4	13%	Science	48%	17%	4%
Social Studies	23	5	1	2%	Social Studies	27%	5%	1%

Student Learning Strengths

Algebra students typically do well and we have 100% pass. This year we had 94% at approaches.

Students took MAP test BOY, MOY, EOY. The students have showed tremendous growth even with all the challenges of this year.

Students scored at the end of the year:

718

Math was high growth/low achievement

Algebra was at high Achievement/ High Growth

ELAR was High Growth/Low Achievement

Crockett was above the national average in the RTI scores in MAP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause:** The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.

Problem Statement 2 (Prioritized): The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause:** Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 3 (Prioritized): The 8th grade Reading scores did not show significant growth in STAAR. **Root Cause:** Teachers had some discord and one left middle of the year and a new one hired in January. COVID also created a greater gap in reading.

Problem Statement 4 (Prioritized): 8th Grade science fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources. Students also missed a lot of instruction from 7th grade due to COVID shut down.

Problem Statement 5 (Prioritized): 8th Grade Social Studies fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources.

Problem Statement 6 (Prioritized): 7th grade Reading scores were low at a 43% approaches **Root Cause:** Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 7 (Prioritized): 7th grade Math scores were low at a 39%. **Root Cause:** Due to COVID attendance was inconsistent and students lost instruction.

Problem Statement 8 (Prioritized): 8th Grade scores were at low at a 43% approaches which fell from previous testing year. **Root Cause:** A teacher resigned in November and were not able to replace as there were no suited candidates. Due to COVID attendance was inconsistent. Students lost instruction from 7th grade.

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School Processes & Programs

School Processes & Programs Summary

Crockett is part of the Relay Cohort 1. The techniques and strategies taught at Relay are designed to foster growth and achievement in students. Relay has three areas for success. Implemented at Crockett was Behavior and Culture. This gave specific strategies and expectations to use in the classroom as well as the whole school. Second was planning for achievement. We used the district model and plan accordingly. Lastly is engaging academics where students learned to be actively engaged throughout the lesson.

Opportunity Culture was implemented this past year in 6th grade ELAR. Opportunity Culture restructures schools to extend the reach for excellent teachers, principals, and their teams to more students. Grounded in 5 key designs principals, research based, continuously refined and strengthened. Students reap the benefits. We want to expand to 6th Math for this upcoming year.

Teachers engaged in the Professional Learning Community and Data Driven Instruction processes. Math and English Language Arts met daily.

Aggressive Monitoring was implemented in English Language Arts and Math classrooms.

Teacher training and professional development. Awareness such as Child abuse, Safe Schools, Sexual Harassment, Darkness to Light, etc.

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School Processes & Programs Strengths

Relay strengths are that implementation on the campus level brings a more focus culture- evidence includes less behavior issues and more time in the classroom for students. It allows for more focus rigor in instruction. We have see visible growth in our teachers and our MAP data shows ours students progress and growth.

Opportunity Culture is able to reach more students with excellent teachers. Successful planning and collaboration is part of the expected outcome. Opportunity Culture also develops talent - build capacity in new teachers as well as or Reach Associate.

Teachers have gained a better understanding of the Data Driven Instruction process and have included Aggressive Monitoring in their weekly lesson plans. These two processes have provided teachers with immediate feedback in order to adjust instruction.

Big Rocks will be implemented targeting School Culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only about 35 percent of our students in 6th grade ELAR were in front of an TRT. We only have one. **Root Cause:** There are not enough qualified teachers to do Opportunity Culture.

Problem Statement 2 (Prioritized): We do not have many positions to do Opportunity Culture. Positions come from current staffing. **Root Cause:** We have to use current positions to fund Opportunity Culture. Short of qualified candidates for these positions.

Problem Statement 3 (Prioritized): Relay was started and we could see the changes happening in our culture and behavior. Then COVID happened. The problem is that we did not see the success we wanted and there were other behaviors that arose. **Root Cause:** The various starts dates for students due to COVID and the challenges of this last year.

Problem Statement 4 (Prioritized): Attendance rates were down for face to face students as well for those students that were virtual. **Root Cause:** As part of COVID procedure many students were doing instruction asynchronous or synchronous and students did not attend school (either virtually or face to face) as expected.

Problem Statement 5 (Prioritized): Teachers are not always prepared for situations that arise regarding students emotional well being. **Root Cause:** Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.

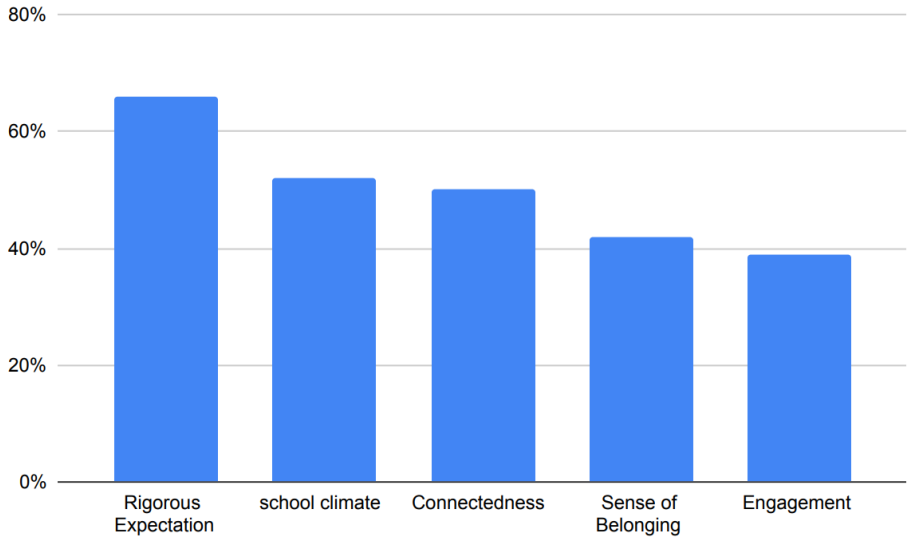
Problem Statement 6 (Prioritized): Not enough highly qualified teachers **Root Cause:** Lack of applicants to hire

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Perceptions

Perceptions Summary

We analyzed the Panorama survey and based on feedback from our students we see we have a disconnect between the staff and them. Looking at our data we have to collectively engage our students in a positive manner. We have to build our relationships with our students so they know they are important and part of the school. We recognize that we have a big job to ensure that our students are engaged and feel a sense of belonging. With the help of our counselors, we are planning different ways to engage our students so they feel they belong. Teachers are aware of the data and planning for rigor. Also, engagement will be part of our PLC.



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Perceptions Strengths

More than 50 percent of the students do feel that they get rigorous expectations according to the survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel valued as part of the school community. **Root Cause:** The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.

Priority Problem Statements

Problem Statement 1: Students have a difficult time adjusting to a new campus when they move from other campuses or from out of state or country

Root Cause 1: Students enrolling and withdrawing repeatedly throughout the school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are below grade level as they enter 6th grade.

Root Cause 2: There is a gap in learning associated to attendance and mobility.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The problem is the decrease in STAAR scores especially in 6th grade Reading.

Root Cause 3: The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The problem is 6th grade Math Scores are low at 50% approaches.

Root Cause 4: Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The 8th grade Reading scores did not show significant growth in STAAR.

Root Cause 5: Teachers had some discord and one left middle of the year and a new one hired in January. COVID also created a greater gap in reading.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Only about 35 percent of our students in 6th grade ELAR were in front of an TRT. We only have one.

Root Cause 6: There are not enough qualified teachers to do Opportunity Culture.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We do not have many positions to do Opportunity Culture. Positions come from current staffing.

Root Cause 7: We have to use current positions to fund Opportunity Culture. Short of qualified candidates for these positions.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Attendance rates were down for face to face students as well for those students that were virtual.

Root Cause 8: As part of COVID procedure many students were doing instruction asynchronous or synchronous and students did not attend school (either virtually or face to face) as expected.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Attendance was lower this year.

Root Cause 9: COVID was part of it and the online platform for some students

Problem Statement 9 Areas: Demographics

Problem Statement 10: 8th Grade scores were at low at a 43% approaches which fell from previous testing year.

Root Cause 10: A teacher resigned in November and were not able to replace as there were no suited candidates. Due to COVID attendance was inconsistent. Students lost instruction from 7th grade.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 7th grade Math scores were low at a 39%.

Root Cause 11: Due to COVID attendance was inconsistent and students lost instruction.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 7th grade Reading scores were low at a 43% approaches

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Root Cause 12: Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 8th Grade Social Studies fell from previous tested year.

Root Cause 13: The teachers did not plan with fidelity using district provided resources.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 8th Grade science fell from previous tested year.

Root Cause 14: The teachers did not plan with fidelity using district provided resources. Students also missed a lot of instruction from 7th grade due to COVID shut down.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Students do not feel valued as part of the school community.

Root Cause 15: The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Teachers are not always prepared for situations that arise regarding students emotional well being.

Root Cause 16: Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Relay was started and we could see the changes happening in our culture and behavior. Then COVID happened. The problem is that we did not see the success we wanted and there were other behaviors that arose.

Root Cause 17: The various starts dates for students due to COVID and the challenges of this last year.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: Not enough highly qualified teachers

Root Cause 18: Lack of applicants to hire

Problem Statement 18 Areas: School Processes & Programs

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Crockett will provide a rigorous, relevant and engaging curriculum

Evaluation Data Sources: Data from Short Cycle assessments, benchmarks, MAP, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensure all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** increase student growth to 63% in Math and 55% in Reading of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Administrators, teachers, Instructional Coach, MCL. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 6, 7, 8				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will implement the coaching cycle using TNTP/RELAY framework and district approved resources. **Strategy's Expected Result/Impact:** Build teacher capacity **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, TRT, Instructional Coaches (when hired) **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 6, 7, 8				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students are below grade level as they enter 6th grade. **Root Cause**: There is a gap in learning associated to attendance and mobility.

Student Learning
Problem Statement 1: The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause**: The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.

Student Learning

Problem Statement 2: The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause**: Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 3: The 8th grade Reading scores did not show significant growth in STAAR. **Root Cause**: Teachers had some discord and one left middle of the year and a new one hired in January. COVID also created a greater gap in reading.

Problem Statement 6: 7th grade Reading scores were low at a 43% approaches **Root Cause**: Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 7: 7th grade Math scores were low at a 39%. **Root Cause**: Due to COVID attendance was inconsistent and students lost instruction.

Problem Statement 8: 8th Grade scores were at low at a 43% approaches which fell from previous testing year. **Root Cause**: A teacher resigned in November and were not able to replace as there were no suited candidates. Due to COVID attendance was inconsistent. Students lost instruction from 7th grade.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Crockett will build an awareness and commit to develop, implement and integrate SEL initiatives.

Evaluation Data Sources: Counselors report, discipline report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will use the Panorama survey results to identify areas of need. **Strategy's Expected Result/Impact:** Discipline will decrease, increase attendance, increase in Panorama Survey results. **Staff Responsible for Monitoring:** SAS, Counselors, teacher, administrators, and all staff. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - Perceptions 1 **Funding Sources:** SEL materials for group activities - Title One School-wide - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: Attendance rates were down for face to face students as well for those students that were virtual. **Root Cause**: As part of COVID procedure many students were doing instruction asynchronous or synchronous and students did not attend school (either virtually or face to face) as expected.

Perceptions
Problem Statement 1: Students do not feel valued as part of the school community. **Root Cause**: The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Crockett will provide a safe and supportive school environment

Evaluation Data Sources: Panorama survey, discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. **Strategy's Expected Result/Impact:** Increased ability of staff to recognize and report signs of abuse. **Staff Responsible for Monitoring:** Counsolors and administration, staff **Title I Schoolwide Elements:** 2.6 **Problem Statements:** School Processes & Programs 5				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: Teachers are not always prepared for situations that arise regarding students emotional well being. **Root Cause**: Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.

729

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Crockett will recruit, develop and retain highly effective individuals who are invested in looking at tomorrow to inform their practices today.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will provide support through TNTP/RELAY coaching. **Strategy's Expected Result/Impact:** Develop and retain highly-effective teachers **Staff Responsible for Monitoring:** Admin, MCL, TRT, Instructional Coach (when hired) **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 6				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: Not enough highly qualified teachers **Root Cause**: Lack of applicants to hire

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Crockett will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Crockett will equip students to be adaptable in an ever-changing society.

Evaluation Data Sources: MAP growth, SCA, Benchmark, STAAR, Student survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide differentiated processes for classrooms/students. **Strategy's Expected Result/Impact:** STAAR scores will increase by 10% from last year in Reading, Math, Science, and Social Studies. **Staff Responsible for Monitoring:** All staff **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The MCL and Administrative team will work with teachers during PLCs with a focus on high-quality instruction. **Strategy's Expected Result/Impact:** Student academic growth Teacher growth **Staff Responsible for Monitoring:** MCL, Administrators and Department Chairs **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8				731

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop an adult collective understanding and shared vision of SEL learning that creates systematic change where SEL can thrive **Strategy's Expected Result/Impact:** Reduce number of referrals SELs lessons provided by the counselors **Staff Responsible for Monitoring:** Counselors, Administrative team **Title I Schoolwide Elements:** 2.6 **Problem Statements:** School Processes & Programs 5 - Perceptions 1				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause**: The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.

Problem Statement 2: The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause**: Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

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School Processes & Programs

Problem Statement 5: Teachers are not always prepared for situations that arise regarding students emotional well being. **Root Cause**: Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.

Perceptions

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Problem Statement 1: Students do not feel valued as part of the school community. **Root Cause**: The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SEL materials for group activities		$5,000.00
				Sub-Total	$5,000.00
				Grand Total	$5,000.00

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Addendums

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Ector County Independent School District

DAEP

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21	242							
2019-20	663	NA	NA	NA	68	456	14	118
2018-19	659	32	425	34	58	467	7	121
2017-18	521	25	324	30	45	353	5	114
2016-17	505	27	304	39	43	377	3	82
2015-16	498	19	281	33	27	390	4	68
2014-15	407	13	245	27	31	302	5	68

Secondary: Historical Data Student

The October 2020 PEIMS submission documented ECISD with 32,707 students. The majority of the ECISD student population is Hispanic, which has grown from 23,649 to 26,108 in 4 years. The white student population has decreased from 5,850 to 5,539 in 4 years. The economically disadvantaged student population has also grown from 17,412 to 18,627 in 4 years. The 2019-2020 school year was deeply impacted statewide by the COVID-19 virus. This led ECISD schools to transition from regular classroom instruction to a virtual learning platform starting on March 23.

Elementary: Historical Data Student

DAEP Placements and Demographics (Actual Numbers)

Year	Total	EL	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21	20	1	NA	5	5	8	0	7
2019-20	47	3	NA	12	8	18	3	18
2018-19	52	2	35	8	5	25	3	11
2017-18	24	5	23	1	4	18	0	2
2016-17	34	4	28	6	5	20	1	7
2015-16	26	1	24	9	7	15	1	3
2014-15	70	10	54	7	7	44	1	18
2013-14	62	4	48	6	3	39	1	19

2020-21 Grade	Total Placements	Repeat Placement	Total Expulsions	Male	Female
Kinder	4	0	0	4	0
1	3	0	0	3	0
2	4	0	0	3	1
3	0	0	0	0	0
4	1	0	0	1	0
5	6	0	0	5	1
6	2	0	0	2	0
Total	20	0	0	18	2

Campus Response to Intervention Academic and Behavior Support

Campus	Grade Level
Blackshear	2nd
Downing	First
Dowling	First
Cavazos	Fifth
Fly	Third
Zavala	First
Zavala	PreK
Zavala	Kinder

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Demographics Strengths

Most of the population at DAEP is Hispanic students. This correlates with the overall Hispanic population of the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students at their home campus feel disconnected with their academics and feel they are labeled as behavior problems and thus it's difficult to build a good solid relationships with their teachers and administrators.

Problem Statement 2: Student behavior causes disconnect to academic instruction, and positive relationships with teachers and administration is hindered. **Root Cause:** Home campus utilization of behavior teams needs to be more effective. Also, home campus needs to look at data and know their most severe behavior students and devise a plan to address their needs.

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Student Achievement

Student Achievement Summary

According to AEC 2020-2021 panorama survey, 57% of students felt they were not engaged in the lesson. AEC plans to address this data by continuing to work with teachers in PLC's and one on one coaching. We will involve AEC staff in continuous PD and allow staff to seek PD that will enhance their teaching and provide them with the necessary tools to increase the rigor, engagement, and student led activities. AEC will incorporate their IS, content directors, administration, and our technology rep to provide all teacher PD.

Student Achievement Strengths

Student achievement at AEC/YC was sporadic. We did have students who did very well on their STARR/MAP assessments while they were enrolled at AEC. Students did come with gaps in their learning due to Covid19, but AEC continued and provided students with high quality instruction. AEC/AEP will continue to allocate resources and provide best instructional methods to enhance our students growth in academics. Our students will participate in PD along with teachers on learning styles and SEL components of self care, trauma, and social emotional resolutions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students at AEC/YC enroll with gaps in learning and have a history of poor academics and behavior. **Root Cause:** Student outlook on school leads to poor attendance and this leads to their gaps in learning. 740

School Culture and Climate

School Culture and Climate Summary

Our focus this year is to provide each student with a high quality education and address any gaps in learning they may have due to Covid19. PLC's will be used for data collection and also work with teachers on disaggregation of data and building rapport with students. DAEP administration will be instructional leaders, and will help teachers with instructional methods. DAEP will continue to provide a supportive and structured learning environment and will utilize the district discipline model CHAMPS. DAEP will utilize Ripple Effects and SAS counselor to better understand the SEL and trauma informed piece of our students.

Transition services will continue to be utilized and students will be supported at their home campus by all relevant stakeholders.

According to 2020-2021 Panorama survey and 18 teacher responses, Perceptions of staff anf faculty relations with families need the most improvement. AEC/AEP will work with all parents/guardians and provide training to all staff on communication with parents and stakeholders.

School Culture and Climate Strengths

From the Panorama Survey our school climate was 44% favorable, and 78% was favorable on supportive relationships. AEC/AEP will continue to build school culture and maintain a positive school climate by recognizing, celebrating, and training students and staff on student and staff well being. The relationships that are built between teachers and students are positive and students respond favorably to every adult employee at AEC/AEP.

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students who have shown lack of academic and discipline growth tend to feel neglected, and thus this creates the cycle of continued academic and behavior issues. **Root Cause:** Students lack of progress in the public education system causes continued failure and thus their perception of school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Secondary: Teacher Information

Number and Percent of Teacher

	AEC		ECYC	
Year	Teachers	Instructional Aides	Teachers	Instructional Aides
2021-22	20	1	20	1
2020-21	27	1	23 GE 4 Sped	1
2019-20	25	1	18	1
2018-19	23	1	18	0
2017-18	26	2	22	0
2016-17	27	2	21	0
2015-16	25	1	20	0
2014-15	24	2	13	0

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Staff Quality, Recruitment, and Retention Strengths

AEC had 88% percent retention rate from 2020-2021. Campus staff enjoyed working at AEC and the enjoyment with working with some of district's most challenging students. The new and returning faculty members are committed to learning the new way of schoology learning and some of the challenges that we will encounter for the 2021-2022 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: AEC/AEP has a negative perception of "bad kids", so it's a struggle to hire staff to work at DAEP. **Root Cause:** Pertinent stakeholders do not have a full understanding of AEC/AEP program and the good "things" that happen in these programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DAEP will utilize the district's new schoology platform to highly educate our students. We will provide campus wide CHAMPS model to all staff and students. DAEP teachers will train with rest of district core content teachers on how to implement new strategies, use scope and sequence, schoology, all assessments, and district testing calendar. DAEP will use the new platform Edgenuity for students who need credit recovery and will seek to keep them on pace to graduate. All TEKS standards will be taught in curriculum.

Curriculum, Instruction, and Assessment Strengths

ECISD provides essential PD for our teachers to vertically align core content areas, lesson planning and delivery, updates on federal and state requirements, and district initiatives. DAEP instructional coach and administrative team use weekly PLC's and weekly faculty meetings to develop curriculum requirements. Our teachers attend PD throughout the year and keep up to date with district requirements. DAEP administration team works with C&I district team to provide staff development for our staff and teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: DAEP's current structure will limit our teacher's ability to target specific content areas since school work will be provided through schoology from home campus. **Root Cause:** DAEP is shortage of teachers and instructional specialist is shared with another campus.

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Parent and Community Engagement

Parent and Community Engagement Summary

DAEP administrators engage with parents through phone, email, or in person meetings. DAEP administration holds parent meetings everytime a student is placed at AEC/AEP. Parents are encouraged to attend school at least once a week with their student and attend Parenty Wisely class through COC. DAEP works with Percada, ECYC, CIS, and West Texas Food Bank to establish partnerships to better meet the needs of our students.

Parent and Community Engagement Strengths

The community wants to be involved with our DAEP program. Many organizations want to come to DAEP and present to our students. Due to Covid in 2020-2021 school year, this was not able to happen. DAEP will reach out to organizations to invite them to our campus and present drug awarenes, drunk driving, Glow, choices and responsibilities, and academic advising for students who want to try to obtain a CTE certification.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: DAEP student population need extra support both at home and school. Parent involvement is traditionally low. **Root Cause:** Students and parent have had a bad experience with the public education system, therefore their belief holds true when students are at DAEP.

744

School Context and Organization

School Context and Organization Summary

AEC/AEP believes we have a good working relationship with most campuses and departments. To better build a stronger relationships with all district-wide, AEC will:

- Collaborate with instructional departments and invite to visit our campus
- Encourage the SPED, 504, ESL, and COC departments to visit our campus and explore DAEP program
- Encourage open communication with home campus administrators on student discipline and transition back to their home campus
- Be involved with the AViD program
- Embrace the new policies and procedures concerning student DAEP placements

School Context and Organization Strengths

Our master schedule incorporated PLC's for every teacher at DAEP. Our elective and SPED inclusion/resource teachers are assigned to content PLC's. In our master schedule, PLC's do not take up a conference period. Our SCA and DBA data is at times difficult to track at time because of the constant transition of students. Our teachers do track data through Eduphoria, and strategized on how to teach TEKS standards and which TEKS could overlap through multiple grade levels of content.

Our master schedule adjustments through the year benefit students and staff. All teachers on staff have been assigned to PLC planning teams. A SPED teacher is involved with each core subject teacher. These PLC's include focused conversation and documentation for special education students. An AEC administrator will also be in attendance, to ensure they know student needs and staff needs for meeting students where they need to be met. PLC's are once a week with every core department. All SPED student information is reviewed on a continual basis and if information is needed to support student in class. SAS counselors, CIS, and administration meet with all students including SPED students on their last day and we discuss transition back to their home campus, thus helping students and preventing a return to AEC placement

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: DAEP instruction will have assignments through schoology from home campus and DAEP teachers will provide support. DAEP is short teachers and some teachers will be facilitating classes which is not their content. **Root Cause:** The lack of content area teachers will hinder opportunities for PD in curriculum content areas.

Technology

Technology Summary

DAEP has secured chromebooks for students since students will be doing assignments through schoology. DAEP will ensure teachers have the proper technology to help students using schoology and any other technical applications such as Edgeunity. DAEP will utilize Imagine Math/Reading and have proper technology to assess students online. Technology specialist will train faculty members to utilize instructional technology in classrooms. Wifi towers have been secured in case their needes and wifi throughout the campus have been updated.

Technology Strengths

DAEP administration provides support to all teachers and students when technology needs arise. DAEP works closely with district personnel for technology needs. DAEP camerea system is up and running and allows for better safety on campus. DAEP is almost a 1-1 campus where all our students have access to a chromebook/laptop/desktop.

Problem Statements Identifying Technology Needs

Problem Statement 1: DAEP whole technology infrastructure could be updated. **Root Cause:** DAEP campus infrastructure is old, and the portables are outdated and the connectivity wiring needs updated.

746

Priority Problem Statements

747

Goals

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from in 82% in 2021 to 88% for 2021-2022..

Evaluation Data Sources: Daily and weekly attendance reports and SAS Counseling sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will collaborate with classroom teachers to monitor students face to face and online learning presence. DAEP will utilize SAS Counselors, Communities in School, and/or district social worker to support students and families needs to increase attendance. **Strategy's Expected Result/Impact:** Student attendance and academic levels will increase participating in daily instruction. **Staff Responsible for Monitoring:** Campus administrators, Teachers, Teacher Facilitators, SAS Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AEC will provide incentives for perfect attendance goals met monthly and every 9 weeks in an effort to improve attendance to _____% **Strategy's Expected Result/Impact:** Attendance Rate of **Staff Responsible for Monitoring:** Attendance Clerk, Teachers, Counselor, Administrators and Parents **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Weekly administrative team meetings and campus transition meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Evaluate effectiveness and implement transitions for DAEP students to maintain academic learning and support the social-emotional learning of students. **Strategy's Expected Result/Impact:** Students' emotional and academic needs will be supported as they transition from different school settings. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

749

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly PLC meetings will be held to review assessment data, implement Know and Show lesson planning process, create action plans for intervention, and/or discuss student behavior. **Strategy's Expected Result/Impact:** Improvement in identified areas of need. **Staff Responsible for Monitoring:** Administrators, Teachers, and Curriculum Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
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750

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: SAS training sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student Assistance Service Counselors will provide ongoing professional learning SEL research and best practices to meet the needs of at-risk students. **Strategy's Expected Result/Impact:** Teachers will be proactive in identifying struggling student academic and behavior triggers. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

751

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training. **Strategy's Expected Result/Impact:** Increased ability of staff and students to recognize and report signs of abuse. Safe and supportive environment **Staff Responsible for Monitoring:** Administrators and Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building. **Strategy's Expected Result/Impact:** Safe and Supportive Environment **Staff Responsible for Monitoring:** Administrators and Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				



No Progress


Accomplished

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752

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: AEC will develop and implement systems and supports for students and families that promote recovery and resiliency.

753

Goal 1: DAEP will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: AEC will continue to invest in research to drive progress in student academic and behavior success that are aligned to district needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC will continue to foster current partnerships and grow new ones that promote excellence in our school.				

 No Progress  Accomplished  Continue/Modify  Discontinue

754

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth. **Strategy's Expected Result/Impact:** Improved math and reading Tier 1 lessons and intervention. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Relay coaching will be implemented by Leadership Team through the use of Observation and Coaching to identify areas of need in instruction and promote teacher growth. **Strategy's Expected Result/Impact:** Grow Highly Effective Teachers **Staff Responsible for Monitoring:** Administrators and Campus Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				755

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week. **Strategy's Expected Result/Impact:** Improved Tier I instruction and maximize learning time **Staff Responsible for Monitoring:** Administrators, Curriculum Coach, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress


Accomplished

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Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 5% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will utilize LLI intervention kits for K-5. K-5th will utilize Imagine Learning and literacy 60 minutes a week per program. **Strategy's Expected Result/Impact:** 5% increase in BOY to EOY MAP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
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756

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 3rd grade reading "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Reading assessment.

Evaluation Data Sources: MAP, Short Cycle Assessments, District Benchmarks, STAAR 2022 results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEP will follow district curriculum, scope and sequence, and balanced literacy program to ensure student growth. **Strategy's Expected Result/Impact:** Meets increase 5% **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

757

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd grade math "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEP will follow district curriculum, scope and sequence and Number Talks to ensure student growth. **Strategy's Expected Result/Impact:** Meets increase 5% **Staff Responsible for Monitoring:** Administrators and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

758

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase 5% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Administrators, Campus Coach , and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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759

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: The percentage of students that meeting or exceeding in growth target will increase 5% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Administrators, Campus Coach , and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

760

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 6th grade reading "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum and literacy expectations to ensure student success.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

761

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: 6th grade math "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

762

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: 8th grade reading "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum and literacy expectations to ensure student success.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 9: 8th grade math "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. **Strategy's Expected Result/Impact:** Increase in STAAR results and academic passing rates. **Staff Responsible for Monitoring:** Administrators and Teachers	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

764

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 10: 8th grade science "Meets" percentages will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
Strategy 1: DAEP will follow the district curriculum and scope and sequence to ensure student growth.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support.	Formative			Summative
Strategy's Expected Result/Impact: Increase in STAAR results and academic passing rates.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

765

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 11: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Administrators, Campus Coach , and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. **Strategy's Expected Result/Impact:** Increase in STAAR results and academic passing rates. **Staff Responsible for Monitoring:** Administrators and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 12: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase 5% (2021 STAAR) by the 2022 STAAR Math assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2022 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AEC will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth by 5% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Administrators, Campus Coach , and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring support will be provided for students to access rigorous courses, credit recovery, and/or STAAR support. **Strategy's Expected Result/Impact:** Increase in STAAR results and academic passing rates. **Staff Responsible for Monitoring:** Administrators and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 13: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment. **Strategy's Expected Result/Impact:** Percentage of students enrolling in Post-Secondary programs will increase by 10% .				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Build a community of support made of internal and external stakeholders to assist students to and through their chosen post secondary pathway. **Strategy's Expected Result/Impact:** Post secondary enrollment Indicator Of Success will increase to 53%.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year. **Strategy's Expected Result/Impact:** All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, and TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, TASFA, and scholarship information. **Strategy's Expected Result/Impact:** Verification of completion will be required and submitted to Guidance and Counseling Department. Increase FAFSA and TASFA completion rates by 35%.				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: AEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 14: The Community Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out. 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DAEP will collaborate with COC on students who may qualify to receive accelerated instruction towards graduation.Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously. **Strategy's Expected Result/Impact:** Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Ector County Independent School District

Dowling Elementary

2021-2022 Campus Improvement Plan



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Mission Statement

Dowling Elementary will inspire students to develop intellectually, emotionally, physically and socially in a safe, orderly, and culturally diverse learning environment.

Vision

We believe that in our quest for excellence, EVERY child can succeed in reaching his academic potential and in becoming a responsible and productive citizen.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dowling Elementary was built in 1952. For 69 years, Dowling has served students in the surrounding neighborhood.

Dowling serves students in Kindergarten through fifth grade and has one bilingual class section at each grade level. There are two specialized classrooms at Dowling to serve special education students in kindergarten through fifth grade. All students are offered classes in music, physical education, and library skills. Dowling has a teacher certified in gifted and talented education and is a receiving campus for gifted and talented students from other campuses. Dowling participates in the Communities in Schools (CIS) program and has a CIS School Coordinator on site who provides support for at-risk students.

Dowling is a school-wide Title 1 school that had 402 students in May 2021. The enrollment is down from 624 in the previous school year. Enrollment data indicates 17.09% English Language Learners, 6.97% identified gifted and talented, 52.74% considered at-risk, 12.69% served through special education, 8.96% homeless, and 79.12% economically disadvantaged students.

There were 108 transfer students at Dowling in 2020-2021. Transfers coded " M- Address Change" made up 34.48% followed by "P-McKinney-Vento/Homeless 24.07% , "V-Campus Transfer" 11.11%, "3-Teacher Transfer" 8.33%, "7-Bilingual" 8.33%, "4-Regular Transfer" 7.41%, "R-Affidavit" 5.55%, and "G-Grandfathered" 2.77%. Transfer student numbers were down from 203 students in 2019-2020.

In 2020-2021, Dowling had 221 male students and 181 female students.

The attendance rate for Dowling was 94.04% for 2020-2021 which is up from 91.7% in 2019-2020. According to the latest TEA School Report Card from 2019-20, Dowling's attendance rate lags behind the state rate of 95.4 but above the district rate of 93.5%. Dowling staff put forth significant efforts to increase the campus attendance rate. There was a weekly drawing from students' names who had perfect attendance the week before. One student from each grade level had their name drawn and got to pick a prize from the "Tiger Den". Classes that had perfect attendance for the week received tokens to get a book from the book vending machine. Social media and Class Dojo were used to keep families informed of attendance goals and progress. Parents were contacted for every absence. Teachers entered attendance contacts in Eduphoria after 3 absences and administrators contacted parents at the seventh absence and sent home an attendance contract. As a result of these efforts, attendance improved by 2.34%.

The 2019-2020 TEA School Report Card reports class size in kindergarten was 24.0 compared to 21.4 for the district and 19.0 for the state. Grade 1 average class size was 22.3 compared to 21.7 for the district and 18.9 for the state. Grade 3 was 21 students compared to 19.9 for the district and 19.0 for the state. These percentages are a concern for an F-rated campus.

The mobility rate in 2020-21 was 24.46% for Dowling. This is the fifth-highest mobility rate in the district. The 2019-2020 TEA School Report Card lists the district mobility rate at 18.9% and the state rate at 15.3%. Dowling has a significantly higher rate than both the district and state. A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (i.e., missed six or more weeks). Many of the students

listed on the mobility report left the campus and/or the district at some point during the year. When a student moved to another ECISD campus, the classroom teacher and/or the administrators reached out to the receiving campus to discuss academic needs or attendance concerns in an effort to maintain services for the student.

Population Data

	16-17	17-18	18-19	19-20	20-21	Difference
Total Enrollment	521	516	567	624	402	-222
Kindergarten	85	80	86	119	65	-54
First Grade	70	84	85	111	70	-41
Second Grade	91	76	87	95	75	-20
Third Grade	101	88	94	97	56	-41
Fourth Grade	86	98	106	87	65	-22
Fifth Grade	88	90	109	115	71	-44

Ethnic Distribution	16-17	17-18	18-19	19-20	20-21	Difference
White	59	59	49	60	42	-18
Hispanic / Latinx	420	411	457	510	328	-182
Black or African American	32	36	50	43	29	-14
Asian	4	4	4	2	2	0
American Indian / Alaska Native	0	0	1	1	0	-1
Native Hawaiian / Pacific Islander	0	2	1	1	0	-1
Two or More	6	4	5	7	1	-6

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Special Populations	16-17	17-18	18-19	19-20	20-21	Difference
At-Risk	232	232	295	282	212	-70
Economic Disadvantaged	407	376	397	462	318	-144
LEP	109	97	100	112	72	-40
Special Education	49	56	51	54	51	-3
Bilingual Education	96	84	86	95	70	-25

Special Populations	16-17	17-18	18-19	19-20	20-21	Difference
ESL	10	11	14	6	2	-4
Gifted & Talented	30	35	35	33	28	-5
Title I	519	516	567	624	402	-222
Immigrant	21	15	27	35	12	-23
Migrant	0	1	1	1	0	-1
Military-Connected	0	0	0	1	0	-1
Foster Care	0	1	11	7	6	-1
Homeless / Mc-Kinney Vento	35	15	16	13	36	20
Dyslexia	14	15	16	13	8	-5

Dowling Staff

The Principal and Assistant Principal are both returning to Dowling in 2021-2022 for the second year. Dowling will also have a Principal Fellow during the 2021-22 school year. As of August 2021, there are no vacancies at Dowling. The 4/5 combination bilingual class is staffed with a non-certified Instructional Facilitator and an Aide. Dowling is participating in Opportunity Culture and has hired two MCLs. There will be an MCL 1 working with the 3rd-grade team and an MCL 2 working with the 4th and 5th-grade teams. Two teacher residents from UTPB have been hired to work with these MCLs.

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Employee Numbers

	Administrators (Principal & Asst. Principal)	Teachers	Instructional Paraprofessionals (Aides)
15/16	1	35	5
16/17	2	38	5
17/18	2	3	4
18/19	2	34	4
19/20	2	34	7
20/21	2 + 1 Principal Fellow	27	8

Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
15/16 to 16/17	100%	82.86%	40%
16/17 to 17/18	100%	86.84%	60%
17/18 to 18/19	0%	64.71%	25%
18/19 to 19/20	100%	79.41%	75%
19/20 to 20/21	0%	79.4%	100%
20/21 to 21/22	100%	53%	88%

Teaching Staff Demographic Information 2020-2021

Demographic	All Teachers	K	First	Second	Third	Fourth	Fifth	PE	Sped
Male	11%	0%	0%	0%	25%	0%	25%	100%	0%
Female	89%	100%	100%	100%	75%	100%	75%	0%	100%
White	41%	25%	66%	50%	25%	75%	25%	0%	100%
AA	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic	59%	75%	33%	50%	75%	25%	75%	100%	0%

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Highest Degree Achieved by Teachers

No degree	**0%**
Bachelors	100%
Masters	24.70%
Doctorate	0%

Teacher Experience

Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6-10 Years	Percent with > 10 Years
15/16	2.86%	42.86%	14.29%	40.0%
16/17	5.26%	39.47%	13.16%	42.11%
17/18	2.63%	39.47%	15.79%	44.74%
18/19	2.94%	36.84%	17.65%	41.18%
19/20	2.94%	38.24%	23.53%	41.18%
20/21	12.12%	12.12%	39.39%	36.36%

Teacher Appraisal Data

T-TESS Summative Data for Domains I, II, and III from 2020-2021 are listed in the table below. These data indicate that the greatest strength of Dowling teachers was dimension 3.1 Routines and Procedures: The teacher organizes a safe, accessible, and efficient classroom. This is a celebration because this dimension was a focus for improvement throughout the school year. The greatest area of need that the data indicate is dimension 2.5 The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments. The campus began working on this dimension with Big Rocks Educational System in the Spring of 2021 after initial T-TESS appraisals were conducted and will continue that work in the 2021-22 school year.

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T-TESS Dimensions for Domains 1-3	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
1.1 The teacher designs clear, well-organized, sequential lessons that reflect best practices, align with standards and are appropriate for diverse learners.	6%	21%	64%	6%	0%
1.2 The teacher designs clear, well-organized, sequential lessons that reflect best practices, align with standards, and are appropriate for diverse learners.	0%	15%	73%	12%	0%
1.3 Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.	3%	24%	45%	24%	0%
1.4 The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.	3%	18%	58%	18%	0%
2.1 The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	3%	27%	45%	15%	6%

T-TESS Dimensions for Domains 1-3	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
2.2 The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.	9%	21%	45%	21%	3%
2.3 The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.	3%	36%	36%	24%	0%
2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	9%	24%	58%	3%	6%
2.5 The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.	3%	21%	52%	24%	0%
3.1 Routines and Procedures: The teacher organizes a safe, accessible, and efficient classroom.	21%	39%	30%	3%	6%
3.2 The teacher establishes, communicates, and maintains clear expectations for student behavior.	24%	30%	27%	15%	3%
3.3 The teacher leads a mutually respectful and collaborative class of actively engaged learners.	18%	42%	33%	3%	3%
Average Percent	9%	26%	47%	20%	2%

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Demographics Strengths

1. Student attendance had a significant increase in 2020-2021.

2. Both administrators are returning for the 2021-2022 school year.

3. On-site Communities in School Coordinator who helps meet the needs of at-risk students and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance lags behind the state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 2 (Prioritized): T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed

lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

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Student Learning

Student Learning Summary

Dowling was rated an F campus in 2018-19. Due to COVID-19, there was no state testing in 2020 and all campuses were labeled *Not Rated: Declared State of Disaster* for 2020. The Texas Education Agency paused A-F ratings for the 2020-21 school year due to the ongoing disruptions associated with COVID-19. Therefore, Dowling will enter the 2021-22 school year under "Improvement Required" due to the "F" rating in 2018-19.

Data below is from the Texas Education Agency (TEA) ***School Report Card from 2018-2019***.

Overall Score/Rating = 59/F

Student Achievement Domain 1 = 54/F

School Progress Domain 2= 59/F

Closing the Gaps Domain 3 = 61/D

Based on these data listed below, Dowling lags behind the state in STAAR performance data in all grades and subjects in all performance categories. The 2021 STAAR data indicates that Dowling outperformed the district average in the following areas: 3rd-grade math approaches and masters, 4th-grade math approaches, and masters. All other subjects and performance categories were below the district average.

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TELPAS data from 2020-2021 indicates 76 students were tested. Of those tested in grades 1-5, 26 students, or 42%, showed improvement of at least one level. This is 19 percentage points higher than the past year which is the largest gain of any ECISD school. There were 36 students, or 58%, who remained at the same level or below. 14 students took TELPAS for the first time, so there is no progress measure for those students.

STAAR Performance Rates at **Approaches Grade Level or Above** (All Grades Tested)

All Numbers are Percentages

		Campus	African American	Hispanic	White	Eco Dis
All Subjects	2021 STAAR	44	31	43	65	42
	2020 Spring Benchmark	43	44	42	49	49
	2019 STAAR	55	44	56	52	54
	2018 STAAR	56	51	56	52	52

		Campus	African American	Hispanic	White	Eco Dis
	2017 STAAR	56	42	55	69	52
	2016 STAAR	58	31	58	70	52
ELA/Reading	2021 STAAR	44	31	43	58	41
	2020 Spring Benchmark	47	56	47	45	44
	2019 STAAR	56	36	57	61	57
	2018 STAAR	57	44	57	57	52
	2017 STAAR	56	44	54	69	51
	2016 STAAR	55	32	54	70	47
Mathematics	2021 STAAR	52	36	50	74	67
	2020 Spring Benchmark	44	6	16	27	40
	2019 STAAR	59	56	59	57	55
	2018 STAAR	62	78	60	62	59
	2017 STAAR	62	50	61	69	60
	2016 STAAR	61	26	61	73	54
Writing	2021 STAAR	39	20	38	57	35
	2020 Spring Benchmark	37	50	34	53	30
	2019 STAAR	47	50	49	33	49
	2018 STAAR	40	40	40	14	38
	2017 STAAR	37	N/A	35	56	34
	2016 STAAR	60	N/A	58	88	56
Science	2021 STAAR	31	25	27	60	28
	2020 Spring Benchmark	32	17	33	40	29
	2019 STAAR	47	25	50	20	49
	2018 STAAR	49	13	54	45	48
	2017 STAAR	60	N/A	59	78	55
	2016 STAAR	61	N/A	64	N/A	56

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STAAR Performance Rates at **Meets Grade Level or Above** (All Grades Tested)

All Numbers are Percentages

		Campus	African American	Hispanic	White	Eco Dis
All Subjects	2021 STAAR	18	3	16	33	14
	2020 Spring Benchmark	13	4	13	18	12
	2019 STAAR	23	11	24	18	21
	2018 STAAR	25	8	25	32	22
	2017 STAAR (2 or more subjects)	23	N/A	23	35	21
	2016 STAAR (2 or more subjects)	20	N/A	20	23	16
ELA/Reading	2021 STAAR	19	8	18	32	15
	2020 Spring Benchmark	14	6	15	14	14
	2019 STAAR	21	12	22	17	20
	2018 STAAR	23	0	23	33	19
	2017 STAAR	28	N/A	29	38	25
	2016 STAAR	23	N/A	23	30	18
Mathematics	2021 STAAR	20	0	19	37	0
	2020 Spring Benchmark	16	6	16	27	15
	2019 STAAR	25	8	27	22	22
	2018 STAAR	32	22	31	38	28
	2017 STAAR	31	N/A	28	50	29
	2016 STAAR	26	N/A	26	27	21
Writing	2021 STAAR	18	0	14	57	16
	2020 Spring Benchmark	5	0	6	0	6
	2019 STAAR	18	13	20	11	17
	2018 STAAR	22	0	22	14	21
	2017 STAAR	13	N/A	11	N/A	12
	2016 STAAR	25	N/A	26	N/A	26
Science	2021 STAAR	6	0	5	0	6
	2020 Spring Benchmark	9	0	8	20	6

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		Campus	African American	Hispanic	White	Eco Dis
	2019 STAAR	25	13	24	20	25
	2018 STAAR	16	0	17	27	13
	2017 STAAR	28	N/A	30	N/A	26
	2016 STAAR	22	N/A	22	N/A	16

STAAR Performance Rates at **Masters Grade Level** (All Grades Tested)

All Numbers are Percentages

		Campus	African American	Hispanic	White	Eco Dis
All Subjects	2021 STAAR	6	3	5	16	4
	2020 Spring Benchmark	4	0	4	7	3
	2019 STAAR	6	0	5	7	5
	2018 STAAR	8	2	7	12	6
	2017 STAAR	10	N/A	9	20	9
	2016 STAAR	7	N/A	8	8	5
ELA/Reading	2021 STAAR	5	0	5	11	3
	2020 Spring Benchmark	5	0	5	6	4
	2019 STAAR	5	0	4	9	4
	2018 STAAR	8	0	7	10	6
	2017 STAAR	15	N/A	15	19	12
	2016 STAAR	8	N/A	8	N/A	6
Mathematics	2021 STAAR	10	0	9	26	0
	2020 Spring Benchmark	5	0	5	7	5
	2019 STAAR	7	0	8	4	7
	2018 STAAR	11	6	9	24	8
	2017 STAAR	10	N/A	7	27	5
	2016 STAAR	7	N/A	8	N/A	5
Writing	2021 STAAR	2	0	0	14	0
	2020 Spring Benchmark	1	0	1	0	2

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		Campus	African American	Hispanic	White	Eco Dis
	2019 STAAR	3	0	4	0	5
	2018 STAAR	4	0	3	0	3
	2017 STAAR	N/A	N/A	N/A	N/A	N/A
	2016 STAAR	10	N/A	11	N/A	N/A
Science	2021 STAAR	0	0	0	0	0
	2020 Spring Benchmark	1	0	1	0	0
	2019 STAAR	5	0	3	20	5
	2018 STAAR	2	0	3	0	1
	2017 STAAR	N/A	N/A	N/A	N/A	N/A
	2016 STAAR	N/A	N/A	N/A	N/A	N/A

Academic Growth Score (All Grades Tested 4/5)

		Campus	African American	Hispanic	White	Eco Dis
Both Subjects	2020 Spring Benchmark	54	N/A	N/A	N/A	N/A
	2019 STAAR	63	48	65	52	61
	2018 STAAR	77	65	79	68	77
	2017 STAAR Met or exceeded progress	65	63	64	65	63
	2016 STAAR Met or exceeded progress	77	N/A	78	81	75
ELA/Reading	2020 Spring Benchmark	66	N/A	N/A	N/A	N/A
	2019 STAAR	57	53	58	38	56
	2018 STAAR	57	44	57	57	52
	2017 STAAR Met or exceeded progress	59	N/A	60	N/A	N/A
	2016 STAAR Met or exceeded progress	76	N/A	60	N/A	N/A
Mathematics	2020 Spring Benchmark	43	N/A	N/A	N/A	N/A
	2019 STAAR	69	43	71	67	66
	2018 STAAR	76	62	78	70	77
	2017 STAAR Met or exceeded progress	71	75	69	N/A	N/A
	2016 STAAR Met or exceeded progress	78	N/A	78	88	N/A

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3rd Grade STAAR History

All numbers are percentages

		Approaches	Meets	Masters
ELA/Reading	2021 STAAR	53	22	0
	2020 Spring Benchmark	56	24	7
	2019 STAAR	55	16	6
	2018 STAAR	59	20	6
	2017 STAAR	52		
	2016 STAAR	39		
Mathematics	2021 STAAR	57	16	10
	2020 Spring Benchmark	37	13	6
	2019 STAAR	52	24	5
	2018 STAAR	51	21	5
	2017 STAAR	56		
	2016 STAAR	46		

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4th Grade STAAR History

All Numbers are Percentages

		Approaches	Meets	Masters
ELA/Reading	2021 STAAR	34	11	3
	2020 Spring Benchmark	53	14	2
	2019 STAAR	47	15	1
	2018 STAAR	51	21	9
	2017 STAAR	44		
	2016 STAAR	60		
Mathematics	2021 STAAR	48	21	13
	2020 Spring Benchmark	49	16	5
	2019 STAAR	51	23	3

		Approaches	Meets	Masters
	2018 STAAR	59	31	9
	2017 STAAR	53		
	2016 STAAR	64		
Writing	2021 STAAR	39	18	2
	2020 Spring Benchmark	40	5	1
	2019 STAAR	47	18	3
	2018 STAAR	40	22	4
	2017 STAAR	37		
	2016 STAAR	60		

5th Grade STAAR History

All Numbers are Percentages

		Approaches	Meets	Masters
ELA/Reading	2021 STAAR	46	24	10
	2020 Benchmark	49	17	6
	2019 Administrations 1&2	65	32	7
	2019 Administration 1	51	30	7
	2018 Administrations 1&2	60	28	11
	2018 Administration 1	59	29	11
	2017 Administrations 1&2	70	37	17
	2017 Administration 1	58	35	17
	2016 Administrations 1&2	67	37	14
	2016 Administration 1	64	37	14

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		Approaches	Meets	Masters
Math	2021 STAAR	51	24	9
	2020 Benchmark	47	17	6
	2019 Administrations 1&2	72	26	15

		Approaches	Meets	Masters
	2019 Administration 1	63	25	15
	2018 Administrations 1&2	73	40	17
	2018 Administration 1	66	40	17
	2017 Administrations 1&2	71	36	12
	2017 Administration 1	69	37	12
	2016 Administrations 1&2	74	33	12
	2016 Administration 1	61	31	11

		Approaches	Meets	Masters
Science	2021	31	6	0
	2020 Benchmark	32	9	1
	2019	47	25	5
	2018	49	16	2
	2017	60		
	2016	16		

Comparison of 2021 STAAR to 2019 STAAR, Cummulative Short-Cycle Assessments (SCA), and Released STAAR Test Data

2021 STAAR Data in all three performance levels in 5th-grade reading was higher than projected when using the SCAs and released test data as a predictor. The third-grade math STAAR approaches percentage was higher than projected when using the SCA and released test data as a predictor. Third-grade reading data for approaches and "meets" performance levels were higher than the SCA data but lower than the released test data. Fourth-grade STAAR reading data in all three performance levels were lower than the SCA and released test data. Many data points were lower than SCA data and higher than released test data. Fifth-grade science STAAR data and fourth-grade writing STAAR were lower than SCA and released test data. The percentage of Hispanic students achieving the "meets" standard in math was significantly lower than the SCA and released test data.

						% of Assessments				
Core Metrics	**Sub Metrics**	**Grade Level**	**Student Group**	**Subject Tested**	**Performance Level**	**2019 STAAR Results**	**Cumulative Short-Cycle Assessments**	**Released STAAR**	**Actual 2021 STAAR Scores**	**An cumulat**
1. Domain 1	# of Students at Approaches, Meets, and Masters	3	All	Reading	Approaches	55	42	63	53	Higher than SCA; lo
		3	All	Reading	Meets	16	19	22	22	Higher than SCA; lo
		3	All	Reading	Masters	6	16	6	0	Lower than both
		4	All	Reading	Approaches	47	57	39	34	Lower than both
		4	All	Reading	Meets	15	36	13	11	Lower than both
		4	All	Reading	Masters	1	14	7	3	Lower than both
		5	All	Reading	Approaches	64	38	39	46	Higher than both
		5	All	Reading	Meets	32	14	16	24	Higher than both
		5	All	Reading	Masters	7	4	0	10	Higher than both
		3	All	Mathematics	Approaches	52	44	43	57	Higher than both
		3	All	Mathematics	Meets	24	23	11	16	Lower than SCA; hi
		3	All	Mathematics	Masters	5	13	6	10	Lower than SCA; hi
		4	All	Mathematics	Approaches	51	61	45	48	Lower than SCA; hi
		4	All	Mathematics	Meets	23	28	19	21	Lower than SCA; hi
		4	All	Mathematics	Masters	3	18	8	13	Lower than SCA; hi
		5	All	Mathematics	Approaches	72	54	39	51	Lower than SCA; hi
		5	All	Mathematics	Meets	28	28	10	24	Lower than SCA; hi
		5	All	Mathematics	Masters	14	11	3	9	Lower than SCA; hi
		5	All	Science	Approaches	47	43	45	31	Lower than both
		5	All	Science	Meets	25	16	22	6	Lower than both
		5	All	Science	Masters	5	9	0	0	Lower than SCA; ec
		4	All	Writing	Approaches	47	70	36	39	Lower than both
		4	All	Writing	Meets	18	35	13	18	Lower than SCA; ec
		4	All	Writing	Masters	3	9	4	2	Lower than both

						% of Assessments				
Core Metrics	**Sub Metrics**	**Grade Level**	**Student Group**	**Subject Tested**	**Performance Level**	**2019 STAAR Results**	**Cumulative Short-Cycle Assessments**	**Released STAAR**	**Actual 2021 STAAR Scores**	**An cumulat**
2. Domain 3 Focus 1	Focus 1 Components - Academic Achievement	3,4,5	Eco Dis	Reading	Meets	20	23	13	15	Lower than SCA; hi
		3,4,5	Eco Dis	Mathematics	Meets	22	24	14	17	Lower than SCA; hi
		3,4,5	Hispanic	Reading	Meets	22	23	16	18	Lower than SCA; hi
3. Domain 3 Focus 2	Focus 2 Components Academic Achievement	3,4,5	Hispanic	Mathematics	Meets	27	26	26	8	lower than both 790

Average Lexile Levels

The table below shows the average Lexile Level for each grade level based on the end-of-year NWEA MAP scores. When comparing the Dowling Lexile Levels to the recommended college and career readiness recommended Lexile Levels, it is evident that Dowling students lag behind their peers across the country in all grade levels.

	Avg Lexile at Dowling May 2021 Based on EOY MAP	CCR Recommended EOY Lexile Level	50th Percentile Lexile Level EOY hub.lexile.com/lexile-grade-level-charts	90th Percentile Lexile Level EOY
Kinder English	100L	230L	BR160L	150L
Kinder Spanish	100L	NONE	NONE	NONE
1st English	100L	530L	165L	570L
1st Spanish	100L	NONE	540L	NONE
2nd English	187L	650L	425L	795L
3rd English	421L	820L	645L	985L
4th English	529L	940L	850L	1160L
5th English	637L	1010L	950L	1260L

NWEA MAP DATA 2020-2021

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MAY 2021 MATH (ENGLISH)

Math data from the 2021 spring MAP testing shows that all grade levels except 2nd-grade fall below the district grade level RIT ranging from .8 points behind in fourth grade to 4.7 points behind in fifth grade. All grade levels except kindergarten fall below the norm grade level mean RIT. The gap in math achievement ranges from .9 points in second grade to 10.6 points in fifth grade. The gaps created in first grade continue to make it difficult for students to "catch up" to their grade-level peers across the nation.

	Mean RIT	District Grade Level RIT	Norm Grade Level Mean RIT
Kindergarten	155.4	156.9	154.8
1st-Grade	171.8	173.2	174.5
2nd-Grade	186.9	184.5	187.8
3rd-Grade	193.5	194.5	199.6
4th-Grade	203.1	203.9	209.1
5th-Grade	206.8	211.5	217.4

SPRING 2021 MATH (SPANISH)

MAP scores for bilingual kindergarteners and first graders show that kindergarteners are out-performing their peers in the district. Across the nation, while first graders begin to fall behind their peers.

	Mean RIT	District Grade Level RIT	Norm Grade Level Mean RIT
Kindergarten	161.7	156.9	154.8
1st-Grade	172.5	173.2	174.5

SPRING 2021 READING (ENGLISH)

Math data from the 2021 spring MAP testing shows that 2nd grade is 1.5 points above the district grade level RIT and 3rd grade is .2 points above. Every other grade level is well below the norm grade level mean RIT. In kindergarten, students fell 3.3 points below the norm. The data shows that the gap continues to widen through second grade. Third graders closed the gap a small amount and are 5.9 points below the norm RIT compared to 7.3 points below in second grade. In fourth and fifth grades, the gap in reading continues to widen compared to both the district and the norm. 792

	MEAN RIT	District Grade Level RIT	Norm Grade Level Mean RIT
Kindergarten	147.6	150.9	150.9
1st-Grade	162.9	163.9	169.7
2nd-Grade	177	175.5	184.3
3rd-Grade	190.4	190.2	196.3
4th-Grade	196	198.5	204.2
5th-Grade	201.6	205.3	210.5

SPRING 2021 READING (SPANISH)

Spanish reading MAP scores show that kindergarteners leave performing well above the district and the norm for the grade level. However, in first grade, the scores drop 2.2 points below the district but remain slightly above the norm. The second-grade scores show the students' mean RIT 3.5 points above the district but 4.9 points below the norm RIT.

	MEAN RIT	District Grade Level RIT	Norm Grade Level Mean RIT
Kindergarten	157.9	151.6	151.9
1st-Grade	166.1	168.3	166.4
2nd-Grade	178.4	174.9	183.3

MATH STUDENT GROWTH

FALL 2020 MAP - SPRING 2021 MAP

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection. This can be considered an average performance. The grade levels with the highest percentage of students who met projection are third grade, second grade, and fourth grade.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. Kindergarten students grew at the expected rate and finished the year in the 51st growth percentile. First grade grew slightly more than projected and finished the year in the 72nd growth percentile. Second, third, and fourth grades grew tremendous amounts and were above the 90th percentile for growth. Fifth grade fell well below projections and had a negative growth index.

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The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/– standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2020 percentile, grade levels 1-4 all showed significant increases. Kindergarten dropped 1 percentile point from 68 to 67. Fifth grade showed a four-point drop from 15 to 11. The third grade increased 18 percentile points from the 3rd percentile to the 21st percentile at the end of the year.

Student Growth Summary Report

Aggregate by School

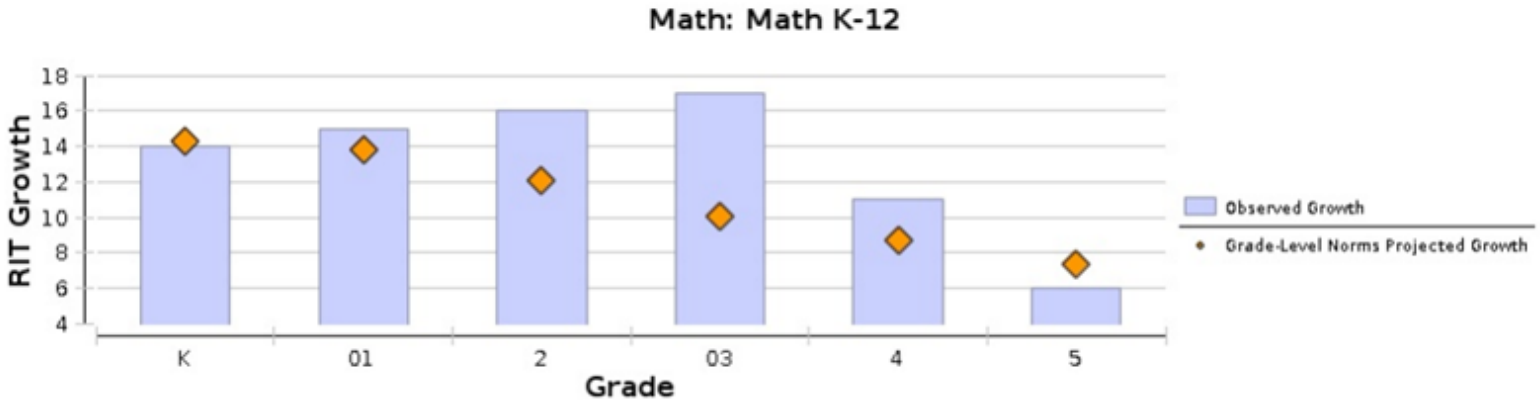
Term: Spring 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

DOWLING ELEM SCHOOL

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	56	142.8	8.7	68	157.1	11.7	67	14	1.2	14.3	0.01	51	56	29	52	49
01	60	156.8	11.0	25	171.8	13.0	33	15	1.0	13.8	0.59	72	60	35	58	55
2	69	171.3	13.4	23	187.1	14.7	46	16	1.2	12.1	2.01	98	69	50	72	73
03	51	177.3	12.9	3	194.4	16.8	21	17	1.2	10.1	4.07	99	51	38	75	86
4	57	192.5	12.5	13	203.6	15.3	22	11	0.9	8.7	1.49	93	57	39	68	64
5	68	201.9	13.6	15	207.4	15.2	11	6	0.9	7.3	-0.96	17	68	26	38	34



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READING STUDENT GROWTH

FALL 2020 MAP - SPRING 2021 MAP

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection.

This can be considered an average performance. The grade levels with the highest percentage of students who met projection are third grade, second grade, and fourth grade.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. Both kindergarten and first grade have negative school conditional growth index scores. Kindergarten ended in the 9th percentile for growth, and first grade is in the 24th percentile. Second and third-grade scores show students ending above the 90th percentile for growth. This indicates students in these grade levels made significant gains to close gaps in understanding.

The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/– standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2020 percentile, grade levels 2-4 all showed significant increases. Kindergarten dropped 21 percentile points from 64 to 43. First grade dropped 7 percentile points from 31 to 24. There is not a grade level above the 50th percentile in reading.

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Student Growth Summary Report

Aggregate by School

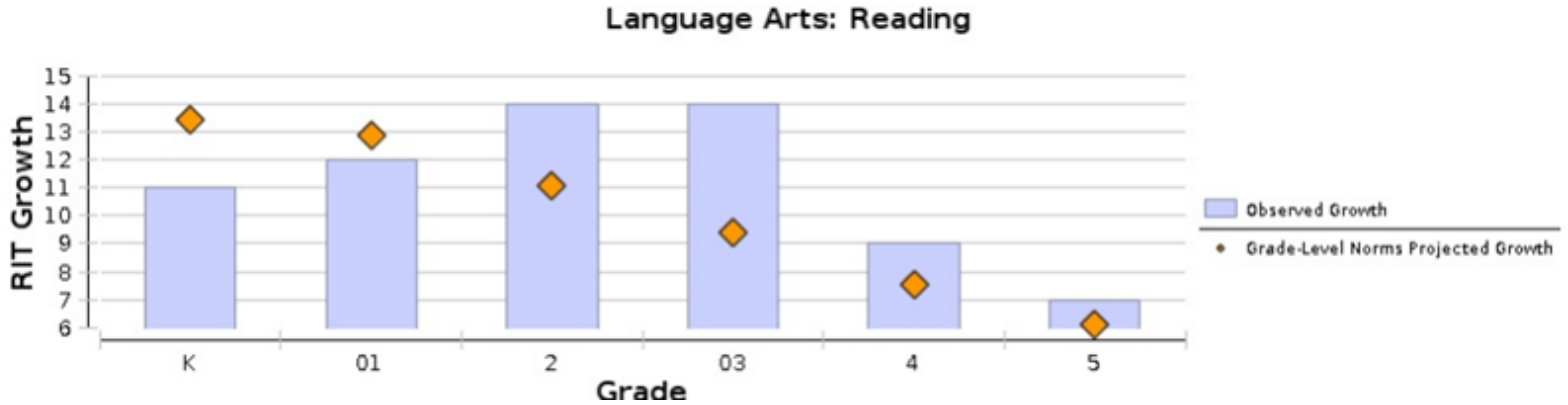
Term: Spring 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

DOWLING ELEM SCHOOL

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	42	139.1	9.3	64	149.9	10.1	43	11	1.4	13.4	-1.31	9	42	12	29	38
01	53	153.9	10.2	31	165.3	12.8	24	12	1.6	12.9	-0.71	24	53	19	36	27
2	59	164.2	13.2	9	178.1	12.4	19	14	1.4	11.1	1.37	92	59	37	63	57
03	50	177.2	14.8	8	191.6	14.2	26	14	1.6	9.4	2.85	99	50	33	66	71
4	59	187.2	18.1	8	195.8	16.2	12	9	1.2	7.6	0.61	73	59	35	59	59
5	69	194.1	16.1	7	201.2	15.2	9	7	1.2	6.1	0.61	73	69	34	49	43



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Student Growth Summary Report

Aggregate by School

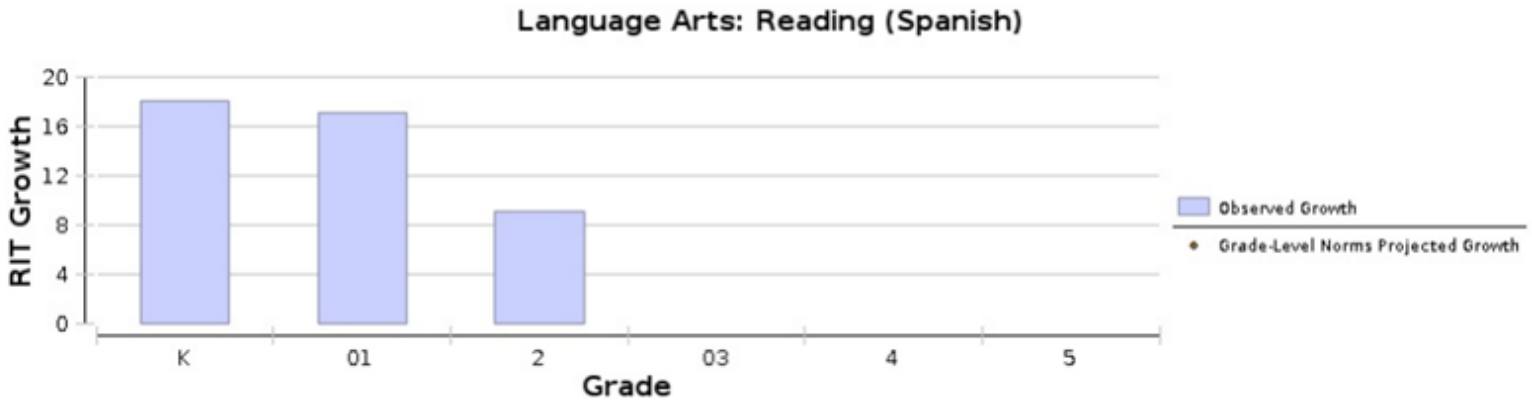
Term: Spring 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

DOWLING ELEM SCHOOL

Language Arts: Reading (Spanish)

		Comparison Periods								Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	14	140.3	10.5		157.9	13.5		18	1.9				14	4	29	36	
01	10	149.4	8.4		166.8	7.5		17	1.5				10	4	40	47	
2	11	169.3	11.1		178.4	8.3		9	2.1				11	2	18	23	
03	0	**			**			**					**				
4	0	**			**			**					**				
5	0	**			**			**					**				



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TELPAS Data 2020-2021

TELPAS Progress 3-12	0320 TELPAS Grade 3	0321 TELPAS Grade 3	0320 TELPAS Grade 4	0321 TELPAS Grade 4	0320 TELPAS Grade 5	0321 TELPAS Grade 5	0320 TELPAS Grade 6	0321 TELPAS Grade 6	0320 TELPAS Grade 7	0321 TELPAS Grade 7	0320 TELPAS Grade 8	0321 TELPAS Grade 8	0320 TELPAS Grade 9	0321 TELPAS Grade 9	0320 TELPAS Grade 10	0321 TELPAS Grade 10	0320 TELPAS Grade 11	0321 TELPAS Grade 11	0320 TELPAS Grade 12	0321 TELPAS Grade 12	20
All Students-District																					
Total Students	595	589	591	561	633	553	535	569	574	527	397	516	413	398	335	387	212	287	177	181	44
Total met progress	221	189	188	130	283	225	123	98	165	115	104	100	82	57	67	79	47	64	34	43	13
% met progress	37%	32%	32%	23%	45%	41%	23%	17%	29%	22%	26%	19%	20%	14%	20%	20%	22%	22%	19%	24%	29.
DOWLING ELEM SCHOOL																					
Total Students	15	13	18	14	24	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5
Total met progress	6	6	3	7	5	3															1
% met progress	40%	46%	17%	50%	21%	30%															24.

Student Learning Strengths

1. Student conditional growth percentile in math, as measured by MAP scores, in grades 2, 3, and 4 are in the 90th percentile or above.

2. Student conditional growth percentile in reading, as measured by MAP scores, in grades 2 and 3 are in the 90th percentile or above.

3. Third-grade math STAAR scores for "approaches" went from 52% to 57% and "masters" increased from 5% to 10% from 2019 to 2021.

4. Fourth-grade math STAAR scores for "masters" increased from 3% to 13% from 2019 to 2021.

5. Fifth-grade reading STAAR scores for "masters" increased from 7% to 10% from 2019 to 2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students' classroom grades do not correlate with STAAR scores. **Root Cause:** The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

Problem Statement 2 (Prioritized): STAAR scores do not correlate to short-cycle assessment and released test data. **Root Cause:** Conceptual understanding is not developed.

Problem Statement 3 (Prioritized): A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of rigorous Tier I instruction.

Problem Statement 4 (Prioritized): Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause:** Students are leaving kindergarten behind grade level in reading.

Problem Statement 5 (Prioritized): Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause:** Students are not reading on grade level.

Problem Statement 6 (Prioritized): In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause:** Tier I classroom instruction does not match the rigor of the TEKS.

Problem Statement 7 (Prioritized): Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause:** Students are entering 3rd grade below grade level in math.

Problem Statement 8 (Prioritized): 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause:** Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

School Processes & Programs

School Processes & Programs Summary

Personnel- Policy and Procedures

The district HR department recruits candidates for the hiring pool. The campus recruits candidates by using social media, observing and interviewing Odessa Pathway to Teaching (OPT) candidates during summer learning, as well as working with UTPB to identify potential candidates. Candidates are contacted and interviewed at the campus level. Our district is challenged to staff high-quality educators due to the low number of applicants. Once an applicant is vetted and released by HR, that candidate typically has several campus interviews and the ability to choose the campus for which to work. This makes staffing campus openings challenging.

For the 2021-2022 school year, Dowling will have 5 first-year teachers; 3 of these teachers are enrolled in alternative certification programs; 1 teacher is a product of the OPT certification program; 1 teacher is a teacher intern through UTPB. One classroom, a 4th-5th combination bilingual classroom will have an Instructional Facilitator and a Bilingual Aide. Hiring certified bilingual teachers is challenging due to the lack of candidates and combination classes make hiring bilingual teachers even more difficult.

Dowling is an Opportunity Culture campus for 2021-2022. The campus will have an MCL I in 3rd-grade and an MCL II in 4th and 5th grade. Each MCL will have a teacher resident from UTPB working with them. The teacher residents provide a pipeline of future teacher candidates for the campus. The campus will also serve as a student teaching site for UTPB. Hosting student teachers is also be a pipeline for teacher candidates for the campus. 799

Professional Practices

The Instructional Leadership Team (ILT) consists of the principal, assistant principal, principal intern, MCL I, MCL II, counselor, and Communities in Schools Campus Coordinator. ILT meets weekly to discuss campus data, trends, student and teacher needs. The principal, principal intern, assistant principal, and MCLs work bi-monthly with Big Rocks Educational Services (BRES) on implementing research-based practices to increase student achievement. BRES provides real-time coaching once a month on campus and once a month online.

Teachers are encouraged to develop their skills in leadership in many ways: grade-level lead teacher, serving as campus CCIS representative, serving as campus DCIT representative, campus technology lead, standing committee chair, mentor teacher, a cooperating teacher for a student teacher, applying for ECISD leadership academy, applying to be a member of the district Techy Tribe, pursuing a Master's degree, and applying for an Opportunity Culture position.

The Campus Improvement Team (CIT) will be made up of faculty representatives, as well as parents, community, and business representatives that meet at least quarterly. The CIT helps identify root causes of low performance using the Effective Schools Framework, then reviews and gives feedback on the Campus Improvement Plan (CIP) and approves the plan once it is complete. The team monitors the plan quarterly and makes adjustments as necessary. The CIT helps to ensure the strategies in the plan are implemented and achieved throughout the campus by gathering and reviewing data on strategies and

inform other campus personnel of progress towards goals.

Professional development that addresses the root causes of low performance is planned by the ILT using feedback from the CIT. Teachers are encouraged to attend district professional development that aligns with their professional goals for the year. The campus meets weekly each Monday after school to engage in professional learning that aligns with campus goals and addresses the root causes of low performance. The focus of campus professional learning for 2020-2021 will be the implementation of Conscious Discipline, implementation of Big Rocks strategies in all classrooms, AVID, and high-quality reading instruction across grade levels.

Programs and Opportunities for Students

Programs currently operating at Dowling include dyslexia/504, Special Education, bilingual, Communities in Schools, Gifted and Talented, and after-school athletics. Communities in Schools (CIS) goal is to put students at the center. CIS surrounds students with a caring community of support and creates access to critical resources, like food, housing, healthcare, counseling. The CIS Campus Coordinator provides small group tutoring for students, attendance intervention, parent involvement activities, and workshops, supports a college-going atmosphere, student groups for social-emotional support, and after-school clubs. This year CIS will offer an after-school STEM club for Dowling students!

The campus uses Conscious Discipline across K-5. Two days of training by a certified Conscious Discipline trainer were be provided the last week of July for campus staff. A follow-up training will occur one day in January. If funds allow, the campus will have a Conscious Discipline consultant on campus twice this year to coach teachers in their classrooms to effectively use the strategies "in the moment". Conscious Discipline recognizes three basic brain/body/mind states likely to produce certain behaviors. The Conscious Discipline Seven Powers create a shift in the way adults see conflict so adults can maintain composure and consciously respond to difficult situations. The School Family component of Conscious Discipline increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals, and structures. The Seven Skills of Discipline transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior.

800

This year, the campus will begin hosting enrichment clubs after school for groups of students who need acceleration and enrichment. Clubs will meet after school 2-3 days a week.

Tutoring for students who failed a portion of STAAR or scored below the 40th percentile on MAP testing will occur before, during, and after school. Tutoring for students who are at-risk will be done one-on-one through an online program with a live tutor for a minimum of 30 hours. Saturday tutoring will be offered multiple times yearly.

Kindergarten and 1st-grade students were screened for dyslexia in 2020-2021 using MAP scores. Information is uploaded into Eduphoria for the students deemed at-risk for dyslexia. It is the responsibility of the classroom teacher to provide RTI for these students and monitor progress. If progress is not made, the student will be referred for formal dyslexia testing. The RTI team will meet every 6 weeks to review student progress and determine the next steps.

The school counselor provides guidance lessons multiple times yearly. The sessions are scheduled during library time for all classes K-5. The counselor in cooperation with CIS Coordinator plans a college and career week/month where students investigate post-secondary choices and research colleges and

careers.

Procedures

Dowling uses the BRES framework, based on work by Paul Bambrick-Santoyo, to support powerful teaching and learning. The principal, assistant principal, principal intern, and MCLs provide weekly coaching as a minimum expectation to all teachers using the See It, Name It, Do It framework. Teachers are coached in classroom management and instructional rigor. All first-year teachers are provided a campus mentor. 3rd, 4th, and 5th-grade teachers receive support from the MCL in the form of lesson planning, coaching and feedback, model lessons, and co-teaching. Kindergarten, 1st, and 2nd-grade teachers receive the same support from a member of the administrative team.

Dowling uses the ECISD scope and sequence based on TEKS Resource System which is aligned with the Texas Essential Knowledge and Skills (TEKS). Lesson plans and the instructional objectives are aligned with the TEKS and scope and sequence. Daily formative assessments will be given to all students in math and reading to gauge student understanding and drive teacher planning, small-group instruction, whole-class reteach, and tutoring. Lesson plans are expected to include Advancement Via Individual Determination (AVID) strategies for critical thinking in one of the following components: Writing, Inquiry, Collaboration, Organization, Collaboration, or Reading (WICOR).

Technology is integrated through the use of district-approved programs. All K-5 students are required to complete a minimum number of lessons weekly on Imagine Math and complete a minimum number of minutes in Imagine Imagine Math Facts. Students will use Station to work on personalized reading skills. All students will complete a monthly iStation assessment. Teachers and the ILT will use these monthly scores to monitor student progress. Other online programs that have been purchased for the campus include Accelerated Reading, Brain Pop, and Flocabulary. The staff will be participating in a book study on Blended Learning this year and will be encouraged to incorporate blended and personalized learning in their classrooms with support from the campus Digital Learning Specialist.

801

The master schedule is developed to allow teachers ample time to meet in PLC to plan and analyze data as well as meet the district requirements for instructional minutes. Teachers are not pulled to cover other teachers' duties or classrooms except in emergencies. Tutorials will occur before and after school, during school for 1-1 tutoring, and on some Saturdays throughout the year. Any student who does not pass STAAR or scores below the 40th percentile on reading or math MAP testing is asked to attend summer learning. In June 2021, approximately 190 Dowling students were enrolled and attended summer learning.

Dowling had 41 discipline referrals in 2020-2021. This is a significant decrease from 345 in 2017-2018, 154 in 2018-2019, and 124 in 2019-2020 which is a 33% decrease in the total number of referrals. Referrals for 2021 were 92.68% written for male students which are inequitable when compared to the male/female enrollment of the campus. Referrals across ethnic sub-groups are representative of the campus demographics. There were no incidents of bullying found at Dowling during the 2020-2021 school year.

2020-2021 Discipline Data

Discipline Referrals by Gender	Discipline Referrals by Ethnicity	Discipline Referrals by Subgroups

by Gender							
Female %/#	Male %/#	White %/#	Hispanic %/#	African American %/#	SPED %/#	EL %/#	Economically Disadvantaged %/#
7.31%/3	92.68%/38	9.75%/4	85.36%/35	4.87%/2	9.75%/4	7.31%/3	85.36%/35

A detailed campus "Playbook" is reviewed at the beginning of the year with all staff. The Playbook includes expectations for students, staff, and administrators during morning arrival, lunch, hallway transitions, dismissal, and classroom instructional time. These expectations follow CHAMPS and are reviewed after holiday breaks with all stakeholders as a "reset". By using Conscious Discipline, having structured expectations throughout the campus, and common classroom practices for management, students have clear expectations and are successful which leads to fewer discipline referrals and more instructional time.

School Processes & Programs Strengths 802

1. Communities in Schools Campus Coordinator-Dowling is the pilot elementary campus for CIS.

2. Conscious Discipline implementation campus-wide.

3. Implementation of Opportunity Culture in grades 3-5.

4. Weekly staff professional learning.

5. Office referrals have decreased each year over a four-year period.

6. Campus "Playbook" defines common expectations for students, staff, and administration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause:** RTI committee did not meet as designed in 2020-2021.

Problem Statement 2 (Prioritized): There is a lack of enrichment and acceleration for students. **Root Cause:** There are no planned activities or clubs for enrichment.

Problem Statement 3 (Prioritized): Personalized learning does not occur. **Root Cause:** Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

803

Perceptions

Perceptions Summary

Student Engagement

Dowling had 41 discipline referrals in 2020-2021. This is a 33% decrease in the total number of referrals compared to the previous year. 92.68% of referrals in 2021 were written for male students which is inequitable when compared to the male/female enrollment of the campus. Referrals across ethnic sub-groups are representative of the campus demographics. There were no incidents of bullying found at Dowling during the 2020-2021 school year.

Year	Number of Referrals
2020-2021	41
2019-2020	124
2018-2019	154
2017-2018	345

804

Discipline Referrals by Gender		Discipline Referrals by Ethnicity			Discipline Referrals by Subgroups		
Female %/#	Male %/#	White %/#	Hispanic %/#	African American %/#	SPED %/#	EL %/#	Economically Disadvantaged %/#
7.31%/3	92.68%/38	9.75%/4	85.36%/35	4.87%/2	9.75%/4	7.31%/3	85.36%/35

A detailed campus "Playbook" is written by ILT and reviewed at the beginning of the year with all staff. The Playbook includes expectations for students, staff, and administrators during morning arrival, lunch, hallway transitions, dismissal, and classroom instructional time. These expectations follow CHAMPS and are reviewed after holiday breaks with all stakeholders as a "reset".

In 2019-2020, the campus began implementing Conscious Discipline. There is a varied level of implementation across the classrooms. During 2021-2022, the campus will participate in a two-day Conscious Discipline training by a certified instructor followed by ten online courses and a one-day session in

January. There is a need to have training for families in Conscious Discipline. By using Conscious Discipline, having structured expectations throughout the campus, and common classroom practices for management, students have clear expectations and are successful which leads to fewer discipline referrals and more instructional time.

Student attendance for 2020-2021 was 94%. This is a 2.3% increase from the past year. Student attendance among sub-groups is relatively equal with no inequities. Student attendance was a priority for the campus in 2020-2021 despite the COVID-19 Pandemic. Campus procedures are that a parent/guardian is contacted by phone or Class Dojo each time a student is absent. After 3 unexcused absences, the attendance clerk calls parents and notes the call in Eduphoria. After 5 excused OR unexcused absences, the teacher makes a parent call and notes the call in Eduphoria. After 7 excused OR unexcused absences, an administrator or counselor contacts the parent and places the student on an attendance contract. Attendance percentages are reviewed daily. Each Monday, the grade level attendance percentages are announced. The class on each grade level with the highest attendance percentage is recognized. If a class earns 100% attendance, the entire class receives a token for the Book Vending Machine. There is a drawing from all students with perfect attendance, no tardies, and no days left early each Monday. One winner from each grade level wins a prize from the "Tiger Den".

Historical Attendance Percentages

School	2016-2017 Overall Attendance Percentage	2017-2018 Overall Attendance Percentage	2018-2019 Overall Attendance Percentage	2019-2020 Overall Attendance Percentage	2020-2021 Overall Attendance Percentage
Dowling	94.7	93.4	93.2	91.7	94

805

2020-2021 Attendance Data

Campus Overall Attendance Percentage	Attendance Percentage by Gender		Attendance Percentage by Ethnicity			Attendance Percentage by Subgroups		
	Female	Male	White	Hispanic	African American	SPED %/#	EL %/#	Economically Disadvantaged

93.97	94.08	94.08	95.1	93.84	94.48	93.7	95.6	93.58

Panorama Student Survey

Evidence collected from the Panorama survey reports students' perceptions are below the other district elementary schools. In the Social Awareness category, 56% of students answered the question "In the past 30 days, how clearly were you able to describe your feelings?" by saying not at all clearly, slightly clearly, or somewhat clearly. This is an area of need that needs to be addressed through classroom SEL and guidance lessons. In the Engagement category, when asked the question "When you are not in school, how often do you talk about ideas from this class?" 44% of students answered almost always or frequently. This is an opportunity to work with parents on how to engage with their students at home and discuss what they are learning at home.



Student SEL & Well-Being (Spring 2021)

How did students perceive their own social-emotional skills?

806

Grades 3–5

184 responses | show breakdown

Compared to

others nationally

Topic	Percent Favorable	Change since Fall
Supportive Relationships	89%	▲ 5 Greatest increa
Self-Management	66%	▲ 1

80th–99th percentile

20th–39th percentile

Social Awareness	62%	20th–39th percentile ▼ 4
Self-Efficacy	55%	40th–59th percentile ▲ 2



Student Supports + Environment (Spring 2021)

What feedback did students have for their school?

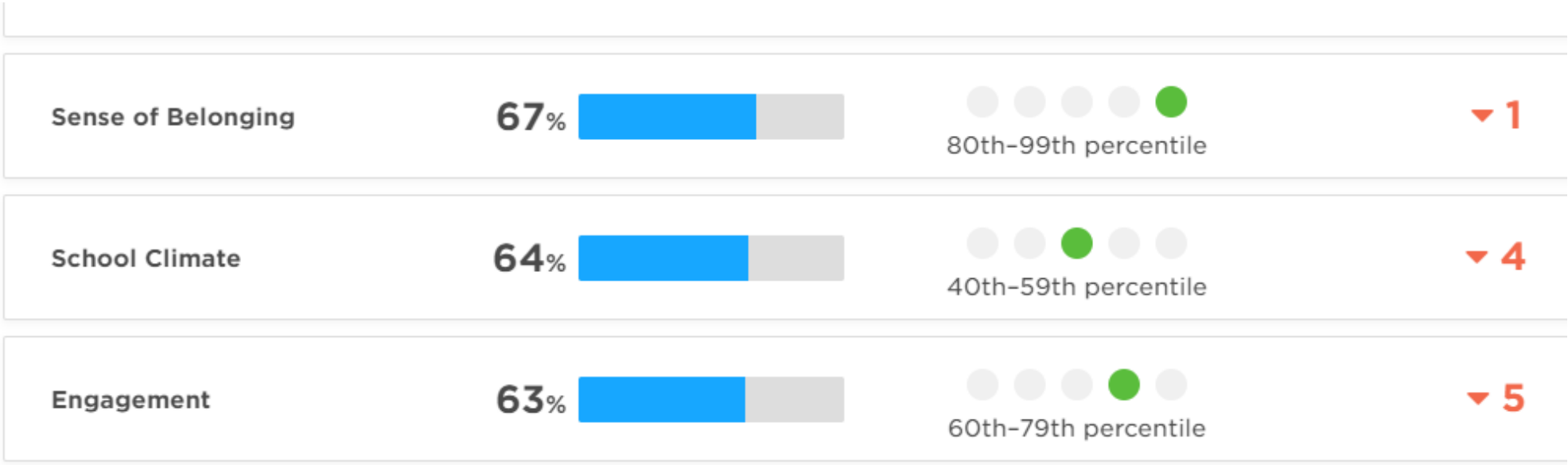
807

Grades 3–5

184 responses | show breakdown

S

Topic	Percent Favorable	Compared to others nationally	Change since Fall
Rigorous Expectations	80%	60th–79th percentile	0
Connectedness Indicator	69%		▼ 2



Staff Engagement

808

All first-year teachers are assigned a mentor on campus. The mentee and mentor work together throughout the year using the ECISD Mentor Framework. In 2020-2021 there were four first-year teachers on campus. Only one is returning for the 2021-2022 school year. The other three first-year teachers were not extended a contract because they failed to complete the requirements of their alternative certification program and/or pass the certification tests. During the 2021-2022 school year, Dowling will have five first-year teachers. Each of them will be assigned a mentor. Four of them will need to meet the requirements of their alternative certification programs in order to be issued a contract to return the following year. Emphasis will be placed on monitoring the first-year teachers' progress towards meeting requirements and assisting where possible in order to retain these teachers.

The average number of teacher absences for the 2020-21 school year was 10.34 days. Two teachers were out on maternity leave during the year. Several teachers were out for COVID-related reasons.

Panorama Staff Survey Spring 2020

The Well-Being category is the area of greatest opportunity for Dowling. When asked the question "During the past week, how often did you feel overwhelmed at work?", 37% of staff answered "frequently" or "almost always". Cultural Awareness and Action scored low and is an opportunity for the campus to have important conversations about race, even when they might be uncomfortable.



Adult SEL & Well-Being (Spring 2021)

What feedback did teachers & staff have for their school?

Staff Survey

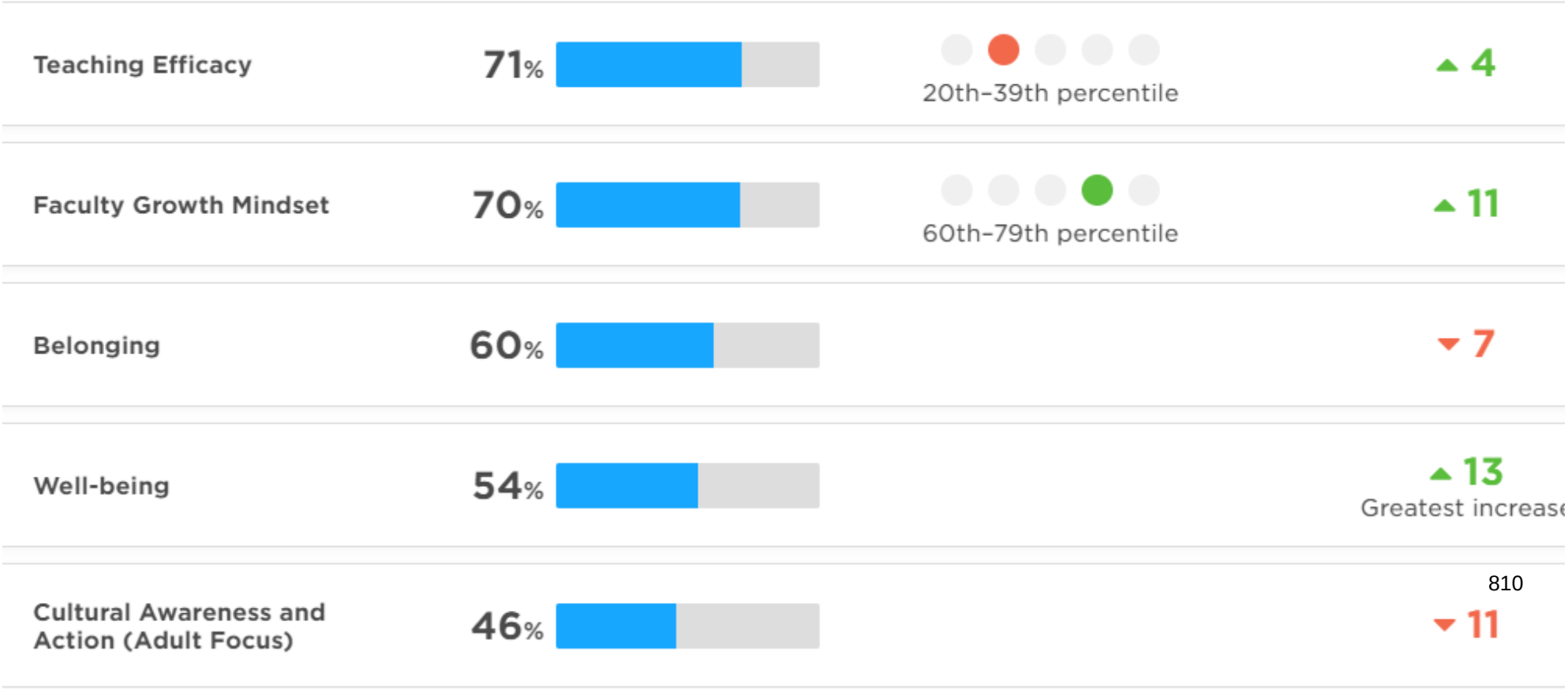
16 responses | show breakdown

S

Topic	Percent Favorable	Compared to ECTOR COUNTY ISD	Change since Fall
Belonging	**71%**	**0**	▲ 7 Greatest increa
Well-being	**70%**	**-3** Greatest opportunity	▼ 1
Cultural Awareness and Action (Adult Focus)	**55%**	**+3** Greatest strength	▼ 3

809

Topic	Percent Favorable	Compared to others nationally	Change since Fall 2(



Parent/Guardian/Community Engagement

Forty parents completed the Spring 2021 parent online survey. The survey was provided to parents in English and Spanish. In response to the question "I prefer to receive communication from the school and about school events in the following ways (check as many as apply:" 90% Class Dojo, 65% Phone Call, 62.5% Notes sent home, 50% Student Planner/Binder, 7.5% Social Media.

Survey Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel my child(ren)'s school creates a welcoming environment for students, parents, and the community.	42.5%	32.5%	12.5%	2.5%	10%
I feel that the school provides a safe learning environment for my child(ren).	35%	40%	12.5%	7.5%	5%

Survey Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel that school leadership encourages a partnership between staff, parents, and the community to improve student achievement.	37.5%	37.5%	12.5%	5%	7.5%
The school encourages me to monitor my child(ren)'s progress	42.5%	32.5%	7.5%	10%	7.5%
My child(ren)'s school provides information in a format that is easy to understand.	37.5%	37.5%	7.5%	7.5%	7.5%
I am provided regular and informative communication regarding the academic progress of my child(ren).	35%	40%	12.5%	5%	7.5%
It is easy for me to get in contact with my child(ren)'s teachers.	42.5%	22.5%	20%	7.5%	7.5%
The school effectively coordinates community resources for students and families to support the emotional, social, and academic needs of students.	22.5%	42.5%	25%	0	10%
I feel the school builds positive relationships between students, parents, and the community to improve involvement in school activities.	30%	40%	17.5%	5%	7.5%

811

Perceptions Strengths

1. Discipline referrals continue to go down each year.

2. Student attendance had an increase in 2020-2021 despite the pandemic.

3. 89% of students feel like they have supportive relationships as measured by Panorama.

4. 75% of parents feel like Dowling provides a safe environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 56% of students are able to describe their feelings. **Root Cause:** Lack of guidance lessons on SEL.

Problem Statement 2 (Prioritized): There is a lack of cultural awareness and action. **Root Cause:** Insufficient focus on developing staff's cultural awareness.

Problem Statement 3 (Prioritized): Families are not engaging students with a discussion about what they are learning at school. **Root Cause:** Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.

Priority Problem Statements

Problem Statement 1: Student attendance lags behind the state average.

Root Cause 1: Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels.

Root Cause 2: Students are leaving kindergarten behind grade level in reading.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students' classroom grades do not correlate with STAAR scores.

Root Cause 3: The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In math, every grade level is well below the norm grade level mean RIT score as measured by MAP.

Root Cause 4: Tier I classroom instruction does not match the rigor of the TEKS.

812

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 5th-grade science scores dropped in all three performance standards from 2019 to 2021.

Root Cause 5: Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students are not identified for dyslexia and/or special education testing in a timely manner.

Root Cause 6: RTI committee did not meet as designed in 2020-2021.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a lack of enrichment and acceleration for students.

Root Cause 7: There are no planned activities or clubs for enrichment.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: A low percentage of students are achieving the meets and masters categories in reading, math, and science.

Root Cause 8: Lack of rigorous Tier I instruction.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021.
Root Cause 9: Students are entering 3rd grade below grade level in math.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: STAAR scores do not correlate to short-cycle assessment and released test data.
Root Cause 10: Conceptual understanding is not developed.
Problem Statement 10 Areas: Student Learning

Problem Statement 11: Only 56% of students are able to describe their feelings.
Root Cause 11: Lack of guidance lessons on SEL.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a lack of cultural awareness and action.
Root Cause 12: Insufficient focus on developing staff's cultural awareness.
Problem Statement 12 Areas: Perceptions

813

Problem Statement 13: Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021.
Root Cause 13: Students are not reading on grade level.
Problem Statement 13 Areas: Student Learning

Problem Statement 14: T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments.
Root Cause 14: Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.
Problem Statement 14 Areas: Demographics

Problem Statement 15: Personalized learning does not occur.
Root Cause 15: Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.
Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Families are not engaging students with a discussion about what they are learning at school.
Root Cause 16: Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.

Problem Statement 16 Areas: Perceptions

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Goals

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Dowling will ensure technology safety and work with the district to provide connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will work with the Digital Learning department to establish home internet connectivity for all students. **Strategy's Expected Result/Impact:** Student access to the internet from home to access digital curriculum and resources. **Staff Responsible for Monitoring:** Principal Teachers **Title I Schoolwide Elements:** 2.6 - **Additional Targeted Support Strategy** **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will provide lessons on the internet safety and the acceptable use of district technology prior to students being issued a district device and then at least quarterly. **Strategy's Expected Result/Impact:** Students will understand and follow internet safety guidelines, take care of their district-issued device, and appropriately use technology. **Staff Responsible for Monitoring:** Teachers Media Specialist Administrators **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Families are not engaging students with a discussion about what they are learning at school. **Root Cause**: Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Dowling will provide an environment conducive to all educational needs that will move the campus forward this year.

Evaluation Data Sources: Classroom walkthroughs and checklists, work order requests/completions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish a classroom standard for required materials and displays that align with campus goals. **Strategy's Expected Result/Impact:** Classroom standards that are up to date with current teaching practices and campus initiatives will ensure teaching and learning is functioning at a high level. **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Instructional Leadership Team (ILT) will develop a campus playbook that details campus expectations for morning arrival, dismissal, hallway behavior, and lunch. All staff will be given a copy and the plan will be reviewed with staff prior to the first day of school. **Strategy's Expected Result/Impact:** The campus will score 90% or better on the rubric for morning arrival, dismissal, and lunch during each data collection point. **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				816

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Dowling will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: An RTI framework and process will be developed by the Instructional Leadership Team and available to all staff. **Strategy's Expected Result/Impact:** The RTI process will be clear and easy to follow and implement. **Staff Responsible for Monitoring:** Assistant Principal Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor student attendance and grades throughout the year to identify students who need support from Communities in Schools and/or the School Counselor. **Strategy's Expected Result/Impact:** Improve attendance and academic grade percentages each grading period. Attendance will increase from 94% in 2020-2021 to 95% in 2021-2022. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1				817

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: PE Coach will utilize new fitness gram technology IHT to monitor students' fitness and the input of fitness gram data to TEA. **Strategy's Expected Result/Impact:** All 3rd-5th grade students will have fitness gram data summited to TEA. **Staff Responsible for Monitoring:** PE Coach				



No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance lags behind the state average. **Root Cause**: Parents do not understand and/or value the importance of regular school attendance.

Student Learning
Problem Statement 1: Students' classroom grades do not correlate with STAAR scores. **Root Cause**: The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.
School Processes & Programs
Problem Statement 1: Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause**: RTI committee did not meet as designed in 2020-2021.

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Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Dowling will embed technology for any time, anywhere teaching and learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling teachers will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) Schoology Adaptive Technology- IStation and Imagine Learning Online Literacy Libraries Eduphoria **Strategy's Expected Result/Impact:** Increase the percent of students working on grade level in reading and math by 10% as reported on Imagine Learning an IStation platforms. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4, 5, 6, 7 - School Processes & Programs 2, 3				

Strategy 2 Details	Reviews			819
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling teachers will embed student use of technology tools that align with the TEKS into daily lesson plans. **Strategy's Expected Result/Impact:** Increase in student participation in online learning programs that focus on closing learning gaps in reading and math. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3 **Funding Sources:** Digital Learning Resources: Accelerated Reader, Flocabulary, Generation Genius, IStation, Brain Pop - Title One School-wide - $9,782				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause**: Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Student Learning

Problem Statement 1: Students' classroom grades do not correlate with STAAR scores. **Root Cause**: The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause**: Lack of rigorous Tier I instruction.

Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.

Problem Statement 5: Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause**: Students are not reading on grade level.

Problem Statement 6: In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause**: Tier I classroom instruction does not match the rigor of the TEKS.

Problem Statement 7: Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause**: Students are entering 3rd grade below grade level in math.

School Processes & Programs

Problem Statement 2: There is a lack of enrichment and acceleration for students. **Root Cause**: There are no planned activities or clubs for enrichment.

Problem Statement 3: Personalized learning does not occur. **Root Cause**: Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

820

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Dowling will provide a rigorous, relevant, and engaging curriculum.

Targeted or ESF High Priority

Evaluation Data Sources: Walkthrough and T-TESS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will implement the instructional frameworks from Big Rocks Educational Services that will be tightly implemented in all grade levels and implement district approved curriculum resources that meet the learning needs, interests, aspirations, and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth to 60% of all our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in Reading and Math. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 4, 6				821

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will expand the music curriculum for grades 3-5 by incorporating UIL Music Memory to increase the amount and quality of learning and to provide an enriched and accelerated curriculum. **Strategy's Expected Result/Impact:** Increase program offerings to include UIL Music Memory. **Staff Responsible for Monitoring:** Music Teacher **ESF Levers:** Lever 4: High-Quality Curriculum **Problem Statements:** School Processes & Programs 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.
Problem Statement 6: In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause**: Tier I classroom instruction does not match the rigor of the TEKS.

School Processes & Programs
Problem Statement 2: There is a lack of enrichment and acceleration for students. **Root Cause**: There are no planned activities or clubs for enrichment.

822

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Dowling will build a campus-wide awareness and commitment to develop, implement and integrate Social Emotional Learning (SEL) initiatives campuswide.

Evaluation Data Sources: Panorama Data
Walkthrough Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will be trained in the use of Conscious Discipline and use it daily in the classroom through morning meetings, the "Safe Place", and adult reactions to student behavior. **Strategy's Expected Result/Impact:** Students' SEL skills will be strengthened. Fewer discipline referrals. Fewer students will need repeated visits to the School Counselor. **Staff Responsible for Monitoring:** Teachers Administrators School Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Cosncious Discipline Training - Title One School-wide - $16,779				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will use the 7 Mindsets SEL Curriculum provided by the district daily during the classroom morning meeting and monthly during guidance lessons with the School Counselor. **Strategy's Expected Result/Impact:** Students' SEL skills will be strengthened. Fewer discipline referrals. Fewer students will need repeated visits to the School Counselor. Students will be able to identify their emotions and have strategies in place to effectively manage them. **Staff Responsible for Monitoring:** Teachers Administrators Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent training in Conscious Discipline and The 7 Mindsets curriculum during parent nights and monthly family newsletters. **Strategy's Expected Result/Impact:** Increase in parent awareness of the importance of SEL for all and a heightened awareness of what students are learning at school. **Staff Responsible for Monitoring:** Counselor Principal Communities in Schools Campus Coordinator **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Systems and structures will be developed to review disaggregated discipline data regularly and to use data to address root causes of behavior. **Strategy's Expected Result/Impact:** Dowling's discipline practices and policies will have evidence and alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that address the root causes of student behavior. **Staff Responsible for Monitoring:** Administrators Counselor Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1				824

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: A campus culture plan will be developed and implemented to serve the SEL needs of all staff. **Strategy's Expected Result/Impact:** Staff members will feel supported in their work and able to manage their stress. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Data will be continuously collected and evaluated regarding staff perception of work climate and use for continuous improvement of SEL implementation. **Strategy's Expected Result/Impact:** 100% participation in Panorama surveys. Data reports will be analyzed				

twice a year by the Campus Improvement Team for progress monitoring of SEL implementation and plans for improvement. **Staff Responsible for Monitoring:** Campus Improvement Team. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause**: Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.
Perceptions
Problem Statement 1: Only 56% of students are able to describe their feelings. **Root Cause**: Lack of guidance lessons on SEL.
Problem Statement 3: Families are not engaging students with a discussion about what they are learning at school. **Root Cause**: Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school. 825

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Dowling will develop and implement systems and supports for students and families that promote recovery and resiliency.

Evaluation Data Sources: Communities in Schools monthly reports
Student data: report cards, absences, short-cycle assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Communities in Schools services will be provided to at-risk students to ensure that barriers to school attendance and learning are removed and students are on track to stay in school. **Strategy's Expected Result/Impact:** Provided services include counseling, food pantry, clothing, school supplies, tutoring, small group SEL work, and after-school clubs. **Staff Responsible for Monitoring:** CIS Campus Coordinator. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will support students who are below grade level in order to close the achievement gaps created by COVID. **Strategy's Expected Result/Impact:** Increase student growth to 60% of all Dowling students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in Reading and Math. **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6 **Funding Sources:** Supplemental Pay for Tutors for Saturday Tutoring - Title One School-wide - $6,360, Supplemental Pay for Tutors - ESSR 3 fundsd - Title One School-wide - $32,200				

826

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will have a face-to-face conference with a family member of each student a minimum of twice yearly to discuss student goals, progress towards those goals, student attendance, the Title I Parent Compact, and the Family Engagement Policy **Strategy's Expected Result/Impact:** Families will be aware of student progress and academic ability. Families will provide the support necessary to close gaps in student achievement by supporting targeted tutoring attendance, reading at home, homework support, and attendance. Families will be able to engage in discussion with their students at home about what is happening at school. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 3				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Student attendance lags behind the state average. **Root Cause**: Parents do not understand and/or value the importance of regular school attendance.
Student Learning 827
Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.
Problem Statement 6: In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause**: Tier I classroom instruction does not match the rigor of the TEKS.
School Processes & Programs
Problem Statement 2: There is a lack of enrichment and acceleration for students. **Root Cause**: There are no planned activities or clubs for enrichment.
Perceptions
Problem Statement 1: Only 56% of students are able to describe their feelings. **Root Cause**: Lack of guidance lessons on SEL.
Problem Statement 3: Families are not engaging students with a discussion about what they are learning at school. **Root Cause**: Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: Dowling will provide a safe and supportive school environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff, students, and parents. **Strategy's Expected Result/Impact:** Increased ability of staff and students to recognize and report signs of abuse. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff will receive suicide prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by the School Counselor and/or SAS Counselor. Counselors will collaborate with ECISD Police as needed. All School and SAS Counselors will be trained yearly in ECISD crisis response procedures. **Strategy's Expected Result/Impact:** 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students. **Staff Responsible for Monitoring:** School Counselor **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				828

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Conflict resolution training will be offered using the Conscious Discipline model to 100% of staff and students. **Strategy's Expected Result/Impact:** Students and staff will use the Conscious Discipline "Time Machine" to help resolve student conflict. **Staff Responsible for Monitoring:** Administration Teachers Counselor **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Programs that address harassment and dating violence will be offered to students. **Strategy's Expected Result/Impact:** Students in all grades will be provided age-appropriate lessons concerning harassment and dating violence. Human Growth and Development will embed healthy relationship training. **Staff Responsible for Monitoring:** School Counselor **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The ECISD Comprehensive Guidance and Counseling curriculum will be monitored for implementation with fidelity in K-5 to include child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, violence prevention, mental health warning signs, bullying, self-efficacy, decision making, and other social-emotional topics. **Strategy's Expected Result/Impact:** Monthly reports will indicate alignment with program expectation. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Student Assistant Services (SAS) Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement. **Staff Responsible for Monitoring:** SAS Counselor **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				829

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Mental health awareness training will be presented by SAS Counselors and School Counselor to all administrators, counselors, and campus staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency. **Strategy's Expected Result/Impact:** Staff will be better able to respond to students' needs in a trauma-informed approach. **Staff Responsible for Monitoring:** Counselor SAS Counselor **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 8 Problem Statements:

Perceptions
Problem Statement 1: Only 56% of students are able to describe their feelings. **Root Cause**: Lack of guidance lessons on SEL.

830

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: Develop a comprehensive communication plan based on the priorities identified in Dowling's Campus Improvement Plan.

Evaluation Data Sources: Parent Newsletter Views
Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Saturate the Dowling families with key points of the plan through the use of social media, Class Dojo, parent newsletters, and parent meetings. Host community and media opportunities to celebrate victories in pursuing each of the plan's objects and goals. **Strategy's Expected Result/Impact:** Dowling families will understand the goals of the CIP **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send a weekly newsletter to families highlighting the celebrations of the class and upcoming events and learning objectives. **Strategy's Expected Result/Impact:** Dowling families will receive weekly communication and know what to talk to their students about at home. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				831

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 9 Problem Statements:

Perceptions
Problem Statement 3: Families are not engaging students with a discussion about what they are learning at school. **Root Cause**: Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: Dowling's student attendance rate will increase from 94% in 2020-2021 to 95% in 2021-2022.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will make daily contact with parents when a scholar is absent and document the contact in Eduphoria. **Strategy's Expected Result/Impact:** Parents/guardians will have an increased awareness of the importance of attendance. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly recognition for classes and scholars with perfect attendance. **Strategy's Expected Result/Impact:** Increase in daily attendance. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				832

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: An administrator or school counselor will contact a parent/guardian when a scholar reaches 7 excused and /or unexcused absences and for each absence thereafter. The call will be logged in Eduphoria and an attendance plan will be put into effect. Transfer students will be placed on a growth plan for low attendance. **Strategy's Expected Result/Impact:** Parents/guardians will feel supported and be offered resources if needed. Attendance will improve. **Staff Responsible for Monitoring:** Administrators School Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A classroom pennant will be awarded to a class on each grade level for the highest attendance in the grade level each week. **Strategy's Expected Result/Impact:** Attendance will improve. **Staff Responsible for Monitoring:** Principal Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All students will track absences and tardies in their AVID planner/binder using a calendar. **Strategy's Expected Result/Impact:** Student and parent awareness of how many absences and tardies they have accrued will increase. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

833

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: Student attendance lags behind the state average. **Root Cause**: Parents do not understand and/or value the importance of regular school attendance.

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 11: Dowling will establish and maintain strong partnerships with parents, community members, and businesses.

Evaluation Data Sources: Parent Survey Responses, Community Partnership documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Improvement Team will include two parents, two community members, and two business representatives who will meet with the team a minimum of two times a year. **Strategy's Expected Result/Impact:** CIT will be aligned with mandated representation. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly teacher/grade-level newsletters will be provided digitally and sent via Class Dojo and posted on teacher websites. Monthly campus newsletters will be published via Smore and the campus website. **Strategy's Expected Result/Impact:** Parents will have timely information about school activities and weekly learning objectives. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				834

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Quarterly Virtual Coffee and Conversations with the Principal and /or Communities In Schools Coordinator will be held to build strong relationships with parents. Sessions will be available in English and Spanish. **Strategy's Expected Result/Impact:** Increase in parent/guardian involvement in school. Parent survey in the spring of 2021 will indicate the majority of Dowling parents have had a positive experience with the campus. Parent input will be gathered for the Title I Parent and Family Engagement Policy. **Staff Responsible for Monitoring:** Principal CIS Coordinator **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Campus Improvement Team (CIT) will begin working to review the campus core values, vision, and mission in the fall of 2021. In the Spring of 2022, the CIT will solicit input and feedback from all staff, parents, and students. By May 2022, the Dowling core values, mission, and vision will be published. **Strategy's Expected Result/Impact:** All stakeholders will have input in developing core values, a common mission and vision to guide the work of the campus in the years to come. **Staff Responsible for Monitoring:** CIT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

835

Goal 1: Foundational Excellence: Dowling will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 12: Dowling will provide and promote a safe climate that is conducive to learning.

Evaluation Data Sources: Panorama student and staff surveys. Parent surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Conscious Discipline training will occur through a combination of online modules and a book study and embedded coaching by administrators and Conscious Discipline consultants. **Strategy's Expected Result/Impact:** All staff will be trained in Conscious Discipline and utilize it daily to meet the social-emotional needs of scholars. Students will feel safe at school and be able to regulate their emotions. **Staff Responsible for Monitoring:** Administrators Teachers Counselors **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: CHAMPS will be used in all common areas and classrooms to organize learning for scholar success. Staff will be trained in CHAMPS during August and display their CHAMPS chart in their classrooms. CHAMPS charts will be used by teachers during each lesson and transition. **Strategy's Expected Result/Impact:** Scholars will be orderly, responsive, engaged, and motivated. **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The counselor will provide lessons on preventing bullying, including cyber-bullying, to all scholars a minimum of twice a year. **Strategy's Expected Result/Impact:** Scholars will recognize bullying behaviors and strategies for prevention. All scholars will know how to find help from an adult if they are being bullied. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: The counselor will provide monthly SEL lessons to all classes.	Formative			Summative
Strategy's Expected Result/Impact: Scholars will develop social-emotional skills and learn to self-regulate their emotions.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Counselor				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: A parent education meeting will be held to educate parents on Conscious Discipline and bullying prevention.	Formative			Summative
Strategy's Expected Result/Impact: Increased parent engagement and partnership.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal Counselor CIS Coordinator				
Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: A campus discipline committee will be formed and meet at least quarterly to examine campus CHAMPS protocols, Conscious Discipline implementation, and student discipline data. The committee will make recommendations for changes, and educate the staff.	Formative			Summative
Strategy's Expected Result/Impact: Staff input in campus culture and procedures. A decrease in the number of student discipline issues.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: All Dowling staff will participate in the district's equity training. Articles on equity will be embedded in the campus weekly bulletin at least monthly.	Formative			Summative
Strategy's Expected Result/Impact: Discipline referrals, OSS, and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Dowling staff will engage in learning about equity, equality, and anti-racism in order to support all learners. **Strategy's Expected Result/Impact:** Every student will be supported. **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Dowling will recruit, develop and retain highly effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, Dowling will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will focus on retaining staff through intentional and personalized support and professional learning 2021-2022. **Strategy's Expected Result/Impact:** Increase staff retention; improve employee effectiveness; develop career pathways. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will implement the ECISD Mentor Model that supports and engages new staff 2021-2022. **Strategy's Expected Result/Impact:** Improved staff retention; improve employee effectiveness; develop career pathways **Staff Responsible for Monitoring:** Administrators Mentors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Dowling will adopt the Big Rocks Educational System (BRES), train teachers and administrators, and support a standardized coaching model for the campus that will increase the instructional capacity of our staff through a personalized and tiered approach. **Strategy's Expected Result/Impact:** With an increase in teacher/leader capacity, a minimum of 60% of Dowling students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Dowling administrators, Kinder-3rd grade teachers, and Special Education teachers will participate in the Texas Reading Academy. **Strategy's Expected Result/Impact:** 100% of all participants will be able to identify and implement effective practices defined by the Science of Teaching Reading (STR). **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 5				840

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: K-5 teachers will implement Number Talks daily during classroom instruction. **Strategy's Expected Result/Impact:** Students will develop a conceptual understanding of math. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 6, 7				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Dowling staff will participate in a book study using the book Blended Learning in Action by Caitlin Tucker. **Strategy's Expected Result/Impact:** Staff will have knowledge of blended learning best practices. **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2, 3				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Kindergarten teachers will attend the state kindergarten conference. **Strategy's Expected Result/Impact:** Kindergarten teachers will be able to implement developmentally appropriate and academically challenging instruction. **Staff Responsible for Monitoring:** Administrators Kindergarten Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Kindergarten Conference Expenses - Title One School-wide - $1,800				

841

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause**: Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Student Learning
Problem Statement 1: Students' classroom grades do not correlate with STAAR scores. **Root Cause**: The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.
Problem Statement 2: STAAR scores do not correlate to short-cycle assessment and released test data. **Root Cause**: Conceptual understanding is not developed.
Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause**: Lack of rigorous Tier I instruction.
Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.

Student Learning

Problem Statement 5: Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause**: Students are not reading on grade level.

Problem Statement 6: In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause**: Tier I classroom instruction does not match the rigor of the TEKS.

Problem Statement 7: Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause**: Students are entering 3rd grade below grade level in math.

Problem Statement 8: 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause**: Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

School Processes & Programs

Problem Statement 1: Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause**: RTI committee did not meet as designed in 2020-2021.

Problem Statement 2: There is a lack of enrichment and acceleration for students. **Root Cause**: There are no planned activities or clubs for enrichment.

Problem Statement 3: Personalized learning does not occur. **Root Cause**: Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

Perceptions

Problem Statement 2: There is a lack of cultural awareness and action. **Root Cause**: Insufficient focus on developing staff's cultural awareness.

842

Goal 2: Invest in Talent: Dowling will recruit, develop and retain highly effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Dowling will provide strategic staffing and compensation systems during 2021-2022.

Evaluation Data Sources: Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Begin the use of Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022. **Strategy's Expected Result/Impact:** Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. **Staff Responsible for Monitoring:** Principal MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Educate all teachers on the TEA Teacher Incentive Allotment (TIA) plan 2021-2022. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness and student outcomes. **Staff Responsible for Monitoring:** Principal TIA campus chairman **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: Dowling will recruit, develop and retain highly effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Dowling will encourage, assist, and support staff in pursuing the National Board for Professional Teaching Standards during 2021-2022.

Evaluation Data Sources: Teacher application numbers and acceptance for the ECISD National Board cohort

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify teachers and support them through the National Board Professional Teaching Standards application process. **Strategy's Expected Result/Impact:** At least two Dowling teachers will apply for the cohort **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

844

Goal 2: Invest in Talent: Dowling will recruit, develop and retain highly effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: Dowling will cultivate current and potential pipelines for the selection and development of quality people during 2021-2022.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy and MCL applications) **Strategy's Expected Result/Impact:** Increase quality and preparedness of candidates **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will employ a Principal Fellow in 2021-2022. **Strategy's Expected Result/Impact:** The Principal Fellow will provide quality coaching and mentoring to teachers while earning a Master's degree in Educational Leadership and moving into an Assistant Principal role at the end of the program. **Staff Responsible for Monitoring:** Principal Principal Fellow **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				845

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Dowling will recruit, develop and retain highly effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 5: Dowling staff will refine the culture of student-centered decision-making and develop a common understanding of quality school culture.

Evaluation Data Sources: Book Study Responses on Google Classroom; Teacher survey responses

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A Student Advisory Council will be made up of a representative from each 3rd-5th grade classroom. This Council will meet with the principal at least quarterly to review campus goals, progress towards campus goals, and make suggestions to improve the campus learning environment. **Strategy's Expected Result/Impact:** Students will have a voice in campus decision-making. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling staff will participate in a book study on school culture using the book Culturize. **Strategy's Expected Result/Impact:** Staff will understand what it takes to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion, **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				846

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Dowling will implement innovative instructional models which enable personalized learning and increased achievement in math and reading for all students.

Evaluation Data Sources: Student growth data on NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments Formative Assessments Aggressive Monitoring Student data tracking **Strategy's Expected Result/Impact:** Increased student outcomes for all grades and content areas as measured by MAP and STAAR. **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				847

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will implement year one work for establishing the foundation for personalized learning for all students. The strategies include the following: Blended Learning Balanced Literacy **Strategy's Expected Result/Impact:** The percentage of kindergarten students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 29% in 2021 to 60% in 2022. The percentage of 1st-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 36% in 2021 to 60% in 2022. The percentage of 2nd-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 63% in 2021 to 70% in 2022. The percentage of 3rd-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 66% in 2021 to 73% in 2022. The percentage of 4th-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 59% in 2021 to 65% in 2022. The percentage of 5th-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 49% in 2021 to 60% in 2022.				

The percentage of kindergarten students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 52% in 2021 to 60% in 2022. The percentage of 1st-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 58% in 2021 to 65% in 2022. The percentage of 2nd-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 72% in 2021 to 79% in 2022. The percentage of 3rd-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 75% in 2021 to 82% in 2022. The percentage of 4th-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 68% in 2021 to 75% in 2022. The percentage of students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 38% in 2021 to 60% in 2022. The percentage of 3rd-grade students achieving the meets and masters level on reading STAAR will increase from 22% and 0% in 2021 to 33% and 10% in Spring 2022. The percentage of 4th-grade students achieving the meets and masters level on reading STAAR will increase from 11% and 3% in 2021 to 33% and 10% in Spring 2022. The percentage of 5th-grade students achieving the meets and masters level on reading STAAR will increase from 24% and 10% in 2021 to 33% and 15% in Spring 2022. The percentage of 3rd-grade students achieving the meets and masters level on math STAAR will increase from 16% and 10% in 2021 to 33% and 15% in Spring 2022. The percentage of 4th-grade students achieving the meets and masters level on math STAAR will increase from 21% and 13% in 2021 to 33% and 18% in Spring 2022. The percentage of 5th-grade students achieving the meets and masters level on math STAAR will increase from 24% and 9% in 2021 to 29% and 14% in Spring 2022. The percentage of 5th-grade students achieving the meets and masters level on science STAAR will increase from 6% and 0% in 2021 to 33% and 10% in Spring 2022. **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8				848

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Dowling will implement Professional Learning Communities (PLC) twice weekly where teams implement the Data-Driven Instructional (DDI) process, develop TEKS knowledge (Know/Show charts), create daily exit tickets, write, and plan for student mastery of learning objectives. **Strategy's Expected Result/Impact:** Higher level of teacher capacity and understanding of content resulting increasing student outcomes in all content areas. **Staff Responsible for Monitoring:** Administrators Teachers MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Campus leaders will support personalized learning for teachers through coaching using the See It, Name It, Do It (SND) protocol. **Strategy's Expected Result/Impact:** Increase in the percentage of teachers from May 2021 to May 2022 who score proficient or above on each T-TESS dimension. **Staff Responsible for Monitoring:** Administrators MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 8 - School Processes & Programs 1, 3				849

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Personalized and targeted tutoring will be provided for all students who failed a STAAR test the previous year and/or score below the 40th percentile in MAP reading and/or math. **Strategy's Expected Result/Impact:** Gaps in student achievement will decrease as measured by MAP and STAAR. **Staff Responsible for Monitoring:** Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Supplemental Pay for tutors - Title One School-wide - $38,560				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: All classrooms will provide hands-on math and science lessons using grade-appropriate manipulatives. **Strategy's Expected Result/Impact:** Students will develop a conceptual understanding of mathematics leading to an increase in MAP scores and STAAR scores. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 6, 7, 8 **Funding Sources:** Math and Science Manipulatives and Materials - Title One School-wide - $6,880				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause**: Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

Student Learning	850
Problem Statement 1: Students' classroom grades do not correlate with STAAR scores. **Root Cause**: The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.	
Problem Statement 2: STAAR scores do not correlate to short-cycle assessment and released test data. **Root Cause**: Conceptual understanding is not developed.	
Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause**: Lack of rigorous Tier I instruction.	
Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.	
Problem Statement 5: Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause**: Students are not reading on grade level.	
Problem Statement 6: In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause**: Tier I classroom instruction does not match the rigor of the TEKS.	
Problem Statement 7: Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause**: Students are entering 3rd grade below grade level in math.	
Problem Statement 8: 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause**: Science instruction was not a focus and no hands-on labs for students to internalize learning were used.	

School Processes & Programs

Problem Statement 1: Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause**: RTI committee did not meet as designed in 2020-2021.

Problem Statement 3: Personalized learning does not occur. **Root Cause**: Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

851

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Dowling will promote SEL for all students across the campus.

Evaluation Data Sources: Attendance data, discipline data, Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through monthly guidance lessons, group guidance, 7 Mindset curriculum, and Conscious Discipline to ensure psycho-social barriers are removed for struggling students **Strategy's Expected Result/Impact:** Increased attendance and Panorama data **Staff Responsible for Monitoring:** Counselor Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Struggling students not meeting discipline expectations at the campus will have the opportunity to be assigned a campus mentor. **Strategy's Expected Result/Impact:** Students will develop a trusting relationship with at least one adult on campus and feel like a part of the school family while developing SEL skills necessary to be successful in the classroom. **Staff Responsible for Monitoring:** Counselor Administrators Mentors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

852

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance lags behind the state average. **Root Cause**: Parents do not understand and/or value the importance of regular school attendance.
Perceptions
Problem Statement 1: Only 56% of students are able to describe their feelings. **Root Cause**: Lack of guidance lessons on SEL.

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Dowling will create systems that encourage all students to finish high school and pursue a college education, military, or job certification.

Evaluation Data Sources: Career Week Survey- pre and post
Student participation in AVID college days

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will have 100% of teachers and administrators trained in AVID foundations by May 2022. **Strategy's Expected Result/Impact:** Teachers will use the AVID strategies to encourage students to envision their future and set short-term goals to achieve their dreams. **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will plan and implement a college/career week. **Strategy's Expected Result/Impact:** Students will begin to associate high-school graduation with their future opportunities. **Staff Responsible for Monitoring:** Counselor CIS Campus Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

853

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 4: English Learners (ELs) will improve TELPAS scores by 10% from Spring 2021 to Spring 20222.

Evaluation Data Sources: TELPAS scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All bilingual scholars will practice writing in English each month in a minimum of two subjects. **Strategy's Expected Result/Impact:** All EL students will have regular practice writing in English. **Staff Responsible for Monitoring:** Assistant Principal Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All EL students will practice speaking in English using various apps on the IPads and Chromebooks or by creating a monthly podcast. **Strategy's Expected Result/Impact:** EL students will have frequent practice speaking into a microphone and listening to their own voice well before TELPAS. **Staff Responsible for Monitoring:** Assistant Principal Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				854

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All bilingual students will be read to in English and grades 3-5 scholars will read books in English that are on their reading level in English as determined by MAP testing. **Strategy's Expected Result/Impact:** Bilingual students' understanding of English will increase during the year. Students in grades 2-5 will show an increase in English reading level as measured by iStation and TELPAS. **Staff Responsible for Monitoring:** Assistant Principal Bilingual Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: LPAC Committee made up of all bilingual teachers and the Assistant Principal will meet at least quarterly to discuss the progress of each student and determine and needed interventions/acceleration. **Strategy's Expected Result/Impact:** The needs of all EL students will be met and their English proficiency as measured by TELPAS will increase by the end of the school year. **Staff Responsible for Monitoring:** Assistant Principal Bilingual Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

855

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Dowling will become a Schoolwide AVID Campus on or before May 2022.

Evaluation Data Sources: Lesson Plans, Walkthrough Data, AVID Site Team Plan Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers K-5 and administrators will complete AVID Foundations by May 2022. **Strategy's Expected Result/Impact:** All teachers and administrators will be trained in AVID. AVID strategies and structures will be implemented in 100% of classrooms K-5. **Staff Responsible for Monitoring:** Assistant Principal AVID Site Team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Supplemental Pay for AVID training on 3 Saturdays - Title One School-wide - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: After AVID Foundation training, all teachers K-5 will incorporate a minimum of one WICOR strategy in each category in weekly lesson plans. **Strategy's Expected Result/Impact:** Scholars will hone their academic skills, including note-taking, organization, time management, and critical thinking. **Staff Responsible for Monitoring:** AVID Site Team Administrators Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The AVID Site Team will use the CCI to develop campus goals and monitor progress monthly. **Strategy's Expected Result/Impact:** Dowling will move closer to becoming an AVID Schoolwide Site by the end of the 2022 school year.				

Staff Responsible for Monitoring: AVID Site Team Assistant Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress


Accomplished

Continue/Modify

Discontinue

857

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 6: The percentage of students reading on grade level in all grades will increase at least 10% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP testing results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will have daily access to high-quality lessons in guided reading / guided comprehension, whole-group instruction, and personalized learning through Imagine Reading. **Strategy's Expected Result/Impact:** All students will show one year of growth in reading by May 2021. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classrooms will implement 30 minutes of silent reading where students are reading self-selected reading material on their instructional level. **Strategy's Expected Result/Impact:** Students reading levels will increase throughout the year. Student stamina for reading will increase. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3, 4, 5				858

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause**: Lack of rigorous Tier I instruction.
Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.
Problem Statement 5: Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause**: Students are not reading on grade level.

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 7: All students will use Learning Without Tears curriculum for fine motor development and handwriting skills.

Evaluation Data Sources: Monthly writing samples

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Handwriting Without Tears curriculum will be purchased for all students. Teachers will implement the curriculum with fidelity. **Strategy's Expected Result/Impact:** Increase in the legibility of student handwriting. Student note-taking ability in 4th and 5th grade will increase from BOY to EOY. Students in grades 2-5 will write in cursive for all assignments by the end of the year. **Staff Responsible for Monitoring:** Teachers Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Learning Without Tears Materials - Title One School-wide - $4,600				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

859

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 8: All students in grades 1-5 will use the Accelerated Reading program. Goals will be set for individual students each quarter based on 30-minutes of daily reading.

Evaluation Data Sources: Student goal achievement data and reading level progress
Library circulation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will read daily for 30 minutes, test on the books they are reading, and record AR goals and progress towards those goals in their planner. **Strategy's Expected Result/Impact:** Increase in reading levels, develop a love of reading within students, increase library book circulation **Staff Responsible for Monitoring:** Media Specialist Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3, 4, 5				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

860

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause**: Lack of rigorous Tier I instruction.
Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.
Problem Statement 5: Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause**: Students are not reading on grade level.

Goal 3: Learning Journey: Dowling will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling will equip students to be adaptable in an ever-changing society.

Performance Objective 9: All students K-5 will set goals and track progress in reading and math achievement.

Evaluation Data Sources: Student data sheets
STAAR data
MAP data
AR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in grades 2-5 will record weekly goals in their planner. **Strategy's Expected Result/Impact:** Students will be able to identify steps needed to reach year-long goals. Students will be able to communicate their goals to others. Students will be able to track their personal progress. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All scholars in grades 3-5 will conference with an administrator, counselor a minimum of twice per year about their progress towards achieving mastery on STAAR. **Strategy's Expected Result/Impact:** Scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year. **Staff Responsible for Monitoring:** Administrators Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2, 3, 4				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 1: Students' classroom grades do not correlate with STAAR scores. **Root Cause**: The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

Student Learning

Problem Statement 2: STAAR scores do not correlate to short-cycle assessment and released test data. **Root Cause**: Conceptual understanding is not developed.

Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause**: Lack of rigorous Tier I instruction.

Problem Statement 4: Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause**: Students are leaving kindergarten behind grade level in reading.

Problem Statement 5: Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause**: Students are not reading on grade level.

Problem Statement 6: In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause**: Tier I classroom instruction does not match the rigor of the TEKS.

Problem Statement 7: Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause**: Students are entering 3rd grade below grade level in math.

Problem Statement 8: 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause**: Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

School Processes & Programs

Problem Statement 3: Personalized learning does not occur. **Root Cause**: Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

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Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	Digital Learning Resources: Accelerated Reader, Flocabulary, Generation Genius, IStation, Brain Pop		$9,782.00
1	6	1	Cosncious Discipline Training		$16,779.00
1	7	2	Supplemental Pay for Tutors for Saturday Tutoring		$6,360.00
1	7	2	Supplemental Pay for Tutors - ESSR 3 fundsd		$32,200.00
2	1	7	Kindergarten Conference Expenses		$1,800.00
3	1	5	Supplemental Pay for tutors		$38,560.00
3	1	6	Math and Science Manipulatives and Materials		$6,880.00
3	5	1	Supplemental Pay for AVID training on 3 Saturdays		$10,000.00
3	7	1	Learning Without Tears Materials		$4,600.00
				Sub-Total	$126,961.00
				Grand Total	$126,961.00

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Addendums

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Ector County Independent School District

Ector Middle School

2021-2022 Campus Improvement Plan

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Mission Statement

The mission of the Ector Junior High is: "To engage, enlighten, empower, and equip students to become productive citizens achieving their infinite potential."

Vision

Strategies

Strategy #1

We will ensure learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

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Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

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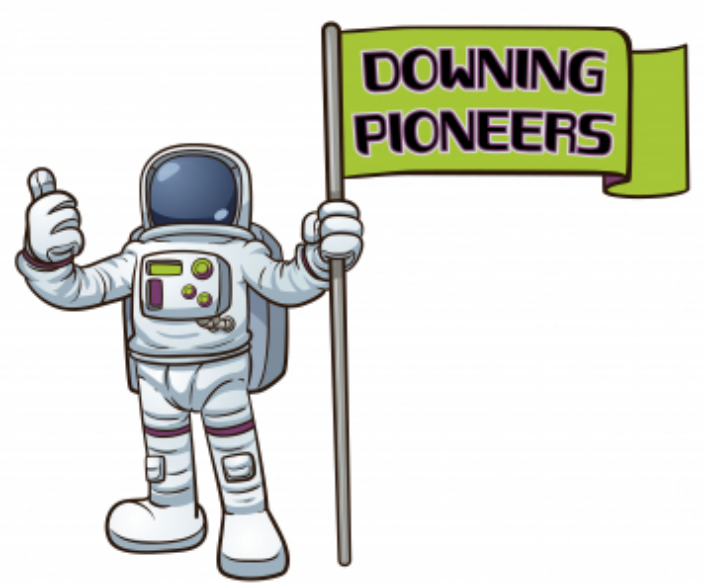
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Ector County Independent School District

Edward K. Downing Elementary

2021-2022 Campus Improvement Plan



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Mission Statement

Edward K. Downing Elementary's Mission is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills and core values necessary to achieve continuous improvement with personal and academic success that will in turn enrich their lives and our community

Vision

The vision at Edward K. Downing Elementary is to prepare and motivate our students for a rapidly changing world by instilling in them the skills of collaboration, communication, critical thinking, and creativity in a highly engaging learner centered environment to achieve continuous improvement toward academic success. Our students with the partnership from our community and parents will demonstrate mastery of the core values of respect, loyalty, perseverance, compassion, good manners, responsibility and self-control.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Edward K. Downing Elementary (EKD Elementary) was built in 2015. It is located at 1480 N. Knox Ave. Odessa TX in West Odessa. This is the school's 7th school year. Edward K. Downing Elementary's (EKD Elementary) current enrollment is K-5 students. This is a difference of 110 more students from the school year of 2019-2020. EK Downing Elementary is a Title One school.

The account for the increase is due the fact the campus was the influx of growth in West Odessa. The campus was designed and built for 650 students. EKD Elementary as of the 2019-20 school year had:

- 429 (66.1%) students listed as AT-RISK.
- 529 (70.6%) students listed as Economically Disadvantaged.
- 310 (41.4%) students listed as LEP and 300 97% of the total LEP population are being served in a bilingual program. The remainder of the LEP students were parent denials to the bilingual program.
- 60 (9.4%) Mobility rate
    - 8 SPED students Mobile
    - 15 EL students Mobile
    - 48 Eco Dis students are mobile
- 84 (11%) Students in SPED program
    - 24 (28%) students listed as Instellectual Disability Special Education
    - 32 (38.1%) listed with Physical Disability
    - 16 (19%) with Autism
    - 12 (14.3%) with Behavioral Disablilties
- 64 (11.2%) students listed as GT
- 41 (5.5%) White students
- 702 (93.7%) Hispanic students
- 2 (0.2%) African American students

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Total Enrollment

- Total Membership 749
- Kindergarten 118
- 1 Grade 121
- Grade 2 125
- Grade 3 130
- Grade 4 120
- Grade 5 135

Based on the last 6 years the trend seems to be that Edward K. Downing Elementary has a high number of Hispanic and economicaly disadvantaged students that seem to be consistant and correlates to the popoulation in West Odessa.

At-risk students are identified using the 13 state indicators. All students identified for at-risk will be identified as what needs are needing to be addressed through interventions. Such interventions will be tutoring throughout the school day, mentoring through WATCH DOG program, and parent workshops, parent meetings, attendance incentives.

Special Ed: Last year approximately 50 students were served in the special ed program by speech, learning disability, and/or intellectual disability. Students who qualified for a learning disability/intellectual disability qualified due to quality response to intervention strategies that were done by our staff or other schools. These students possesed strengths in which to build upon for their instruction. Those that did not qualify held very low IQ without any strengths in which to build upon for instruction. These students were placed in an intervention program throughout the school year.

The special ed program is a majority of inclusion practices for most of our students identified as learning disabled/intellectually disabled.

Student Attendance: Last year our yearly attendance average was 94.6%. Our goal for this year is to maintain 96% or higher. A campus attendance committee was developed and used to identify students with high attendance issues. Parent conferences were held to discuss reasons for high attendance and provide intervention for parents. The EKD classroom teachers call parents after 3 absences to visit with parents about reasons for student absences and catching up with student work. After 5 absences the EKD attendance clerk calls parents to discuss the purpose for the high number of absences and offer any assitance the school can provide to prevent any further unnecessary absences. After 10 absences the attendance committee meets with the parents. Most of the absences are excused due to doctor appt., or students who are called in ill.

English Language Learners:

Most of our ELL learners are served through a dual language bilingual program. Each grade level has 2 to 3 certified bilingual teachers. A small number of students are served through our ESL program in which they are placed with a teacher who is ESL certified. All other ELL students are listed as parent denials of the bilingual program. All denials must meet with the principal to discuss the benefits of their child being in the bilingual program. If the parent still denies the program then he/she must meet with the Director of Bilingual/ESL services.

Staff Demographics:

Total Staff

- Teachers 41.6
- Professional Support 2.0
- Campus Administration 3.0
- Educational Aides 7.0
- Beginning Teachers 14.8
- 1-5 Years Experience 4.1
- 6-10 Years Experience 8.1
- 11-20 Years Experience 9.6
- Over 20 Years Experience 5.0

Average class size is about 25 students.

Student Learning

Student Learning Summary

E.K. Downing

3-5 All Subj Eng & Span STAAR 2021 Domain 1	Summarized Results				Domain 1
	Total Students	**Approaches**	**Meets**	**Masters**	
District	6788	51.96%	24.29%	11.04%	29%
DOWNING ELEMENTARY SCHOOL	391	47.05%	17.97%	7.34%	24%

3-5 Reading STAAR 2021 Eng & Span	Summarized Results				Domain 1
	Total Students	Approaches	Meets	Masters	
ECISD	6751	54.10%	26.53%	13.38%	31%
DOWNING ELEMENTARY SCHOOL	389	48.33%	19.28%	10.28%	26%

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3-5 Math STAAR 2021 Eng & Span	Summarized Results				Domain 1
	Total Students	Approaches	Meets	Masters	
ECISD	6750	54.76%	26.58%	12.50%	31%
DOWNING ELEMENTARY SCHOOL	389	53.73%	23.14%	8.48%	28%

	Writing					Science				
	Total Students	Approaches	Meets	Masters	Domain 1	Total Students	Approaches	Meets	Masters	Domain 1
All Students	2158	40.59%	16.17%	3.38%	20%	48.15%	18.58%	7.06%	4451	148375%
DOWNING ELEMENTARY SCHOOL	135	28.89%	7.41%	0%	12%	122	41.80%	9.02%	2.46%	18%

STAAR 2021 3rd Eng & Span	Mathematics				Reading/ELA				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Mas
All Students	2282	51.75%	20.82%	7.89%	2282	55.26%	25.24%	11.79%	2295	53.51%	23.03%	

Summarized Results

3-5 All Subj Eng & Span STAAR 2021 Domain 1	Total Students	Approaches	Meets	Masters	Domain 1							
DOWNING ELEMENTARY SCHOOL	133	52.63%	20.30%	7.52%	133	51.88%	16.54%	8.27%	133	52.26%	18.42%	7.89

	Mathematics				Reading/ELA				Writing			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Mas
All Students	2168	50.23%	24.17%	11.72%	2169	46.66%	22.22%	8.67%	2158	40.59%	16.17%	3.38
DOWNING ELEMENTARY SCHOOL	135	44.44%	21.48%	6.67%	135	40.74%	14.81%	4.44%	135	28.89%	7.41%	0%

5th STAAR 2021 Eng & Span	Mathematics				Reading/ELA				Science			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Mas
All Students	2300	62%	34.57%	17.83%	2300	59.96%	31.87%	19.39%	2293	48.15%	18.58%	7.06
DOWNING ELEMENTARY SCHOOL	121	65.29%	28.10%	11.57%	121	52.89%	27.27%	19.01%	122	41.80%	9.02%	2.46

MAP data:

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https://teach.mapnwea.org/report/download/rpt/124644805

Student Learning Strengths

Approaches and Meets percentage has increased which means the level of instruction has increased in the classroom.

Math MAP: grade levels 1st, 3rd, 4th and 5th met/exceeded growth is the areas of MATH.

Reading MAP: grade levels 1st, 3rd, 4th, and 5th met/exceeded growth is the area of Reading.

School Processes & Programs

School Processes & Programs Summary

Curriculum/Instruction:

Edward K. Downing n(EKD) utilizes the TEKS, the district's curriculum, and a multitude of district approved resources to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT, Speech, and SPED services. AVID strategies are utilized in 4th and 5th grade classrooms. Imagine Math, Short Cycle Assessments, MAP, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress. SEL resources help enrich and provide supports to both teachers and students to meet their needs. Formative assessments are used in the classroom and District summative assessments are also adminsitered to assess and monitor student progress.

Technology is integrated through the use of district-approved programs. All K-5 students are required to complete a minimum number of lessons weekly on Imagine Math and complete a minimum number of minutes in Imagine Language and Literacy, and Imagine Math Facts. Other online programs such as K-12 Summit and Istation help enrich instruction and support students. A technology specialist assists with providing teachers with technology training and resources, and the district provides several online opportunities for teachers, principals, and district employees to learn more about technology utilized in the district.

A master schedule has been created to allow for a 45 minute conference period with an additional 45 minute intervention time at the end of the day. PLCs are held once a week that are data driven and Relay practices and protocols and expectations are established.

School Context/Organization:

EKD Elementary has an average of 850 students with almost 60 classroom teachers, 1 PE teacher, 1 Music Teacher, 2 Special Education Teachers, 1 instructional coach (IC), 1 dyslexia teacher, 1 counselor and a library clerk. This year's average will be 6 classrooms per grade level, 4 monolingual, 2 bilingual with the exception of 3 in Kinder and 4th grade. Programs currently operating at EKD include serving K-5th grade students, programs such as, dyslexia/504, Special Education, bilingual, Gifted and Talented, and after-school athletics (depending on COVID restrictions).

EKD is in its 2nd year of being an Opportunity Culture campus for 2021-2022. The campus will have an MCL IIs and one RA per grade level in K-5. RAs provide a pipeline of future teacher candidates for the campus. The goal of Opportunity Culture is to reach more students with excellent teachers.

Relay DDI processes and playbooks are implemented to create and implement effective data processes, whole system routines and procedures. CHAMPS is also implemented for consistent routines and procedures to provide a safe and productive environment.

Recruit/Support/Retain:

With the implementation of Opportunity Culture, we will grow and empower teachers and future leaders. Our goal is to also retain teacher residents and student teachers for future vacancies on campus.

School Processes & Programs Strengths

Curriculum and Instruction

Goliad will follow the district's curriculum with fidelity. Personalized professional development is provided as needed for teachers. DDI process is the focus for PLCs after each SCA, MAP and district benchmarks.

School Context and Organization

1. Big Rocks Student Culture has been a new implementation to assist in classroom management, arrival/dismissal, as well as classroom/hallway transitions.
2. Weekly PLCs are conducted.
3. Relay for routines and procedures is effectively implemented to reflect consistent expectations for students, staff and administrators.
4. CHAMPS implemented school-wide (Big Rocks goes hand in hand with CHAMPS)
5. One to one technology campus-wide. I-Pads for K-2 and Chromeboks for 3-5.
6. Seesaw effectively implemented and used for all K-2nd students and beginning to utilize Schoology for all 3-5th grade students.

Recruit/Support/Retain

EKD recruits highly qualified/certified teachers. Teacher retention is a goal for this school year.

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Perceptions

Perceptions Summary

EKD utilizes a few different things to assist with assessing perceptions around the area.

1. Send out a monthly calendar with school-wide events and messages

2. Panorama survey and results

3. Title I meetings/survey

4. Classes keep famiies abreast of situations through class Dojo

5. Campus communication is distributed through the school's website, Facebook, Twitter, Schoology, Seesaw, and information sent home in backpacks.

Perceptions Strengths

The following areas are a few strengths for EKD:

1. Send out a monthly calendar with school-wide events and messages

2. Panorama survey and results

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3. Title I meetings/survey

4. Classes keep famiies abreast of situations through class Dojo

5. Campus communication is distributed through the school's website, Facebook, Twitter, Schoology, Seesaw, and information sent home in backpacks.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

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Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Teachers will learn and implement cooperative learning strategies on campus.

Evaluation Data Sources: Observations and student success

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Professional development on cooperative learning strategies, observation feedback through MCLs and administration, & MCL modeling and coaching. **Strategy's Expected Result/Impact:** Increased student engagement and academic discourse. **Staff Responsible for Monitoring:** MCLs administration **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title One School-wide				882

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: We will retain up to 90% of current staff.

Evaluation Data Sources: Position Staffing Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Continue to implement Opportunity Culture campus-wide. **Strategy's Expected Result/Impact:** Teachers will be coached and mentored throughout the year for classroom management and instructional strategies, using RELAY methods. **Staff Responsible for Monitoring:** MCLs and administration. **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 **Funding Sources:** Purchase coaching/leadership books for all MCLs - Title One School-wide - $300				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Updated technology and resources

Evaluation Data Sources: Evidence of utilized technology on campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Purchase well researched technology to update across campus. **Strategy's Expected Result/Impact:** Increase technology use in classrooms to increase learning and growth. **Staff Responsible for Monitoring:** MCLs and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
2	1	1	Purchase coaching/leadership books for all MCLs		$300.00
				Sub-Total	$300.00
				Grand Total	$300.00

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Ector County Independent School District

Falcon ECHS

2021-2022 Campus Improvement Plan

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Mission Statement

At Falcon Early College High School our mission is to inspire, empower and prepare our diverse student body through relationship building, real world relevance and academic rigor. We strive to foster individual responsibility, and goal setting in order to reduce barriers to higher education.

Vision

Falcon ECHS will prepare students to be creative critical thinkers who are well-rounded, marketable, and ambitious in the competitive university setting.

Core Beliefs

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Beliefs

1. Each person has inherent worth and unique strengths.

2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.

3. People are interdependent.

4. Each individual has a responsibility to add value to self and community.

5. Individuals are accountable for their choices and actions.

6. Education creates opportunity and opportunity creates a better world.

7. Progress improves and adds value to human life.

8. Fear limits life's potential; courage inspires living.

9. There is a difference between right and wrong.

10. Values learned at home affect a lifetime.

11. Leadership is influence; everyone is a leader.

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Ector County Independent School District

Gale Pond Alamo Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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Mission Statement

We exist to prepare all students to be self-navigating critical thinkers for life.

Vision

To be the premier school in ECISD providing an excellent and innovative education for success in life.

Value Statement

Goals: Intense Focus on **Student** Achievement----High-Performing **Collaborative** Team-----**Efficient** Operations 893

Safe Learning and Working Environments ------Sustained **Community** Engagement

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Comprehensive Needs Assessment

Revised/Approved: August 19, 2021

Demographics

Demographics Summary

GP Alamo STEAM Academy is a Title 1 campus located in Odessa, Texas. We are a 100% magnet campus with a focus in STEAM education. In years prioer we have been an extended year / extended day campus in which intersessions as well as magnet hour was offered to students. Due to COVID, 2020-2021 we followed the standard schedule of ECISD. In the upcoming school year, we will add back the magnet hour, while following the district calendar of 180 days of instruction. Because of our magnet focus and being a School of Choice, we have very low student mobility which is been below 15% for the last 7 years.

Enrollment for the 2020-2021 school year was 398 students. Projected enrollment for the upcoming 2021 school year is 362.

Our campus serves students in Pre K - 5th grade. The grade breakdown is:

- Pre K - 9.8%
- Kinder - 14.3%
- First - 16%
- Second - 17%
- Third - 16%
- Fourth - 15%
- Fifth - 12%

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Our ethnic breakdown is as follows:

- White - 13%
- Hispanic - 82%
- Black / African American - 4%
- Two or more races - 1%

Special Populations breakdown:

- At risk - 37%
- Economically Disadvantaged - 59%
- LEP - 17% (Bilingual - 12%, ESL - 0.3%)
- Gifted and Talented - 11%
- Dyslexic - 2%

In 2020-2021 we had 85 FTEs. For the 2021-2022 school year we will have 17 classroom teachers with 3 of those being in combined bilingual classrooms. This will be down from 22 clasroom teachers in 2020-2021. Our teacher years of service breakdown is:

- Beginning - 7%
- 1-5 years - 39%
- 6-10 years - 14%
- 11-20 years - 19%
- + 20 years - 21%

Our teacher retention rate is 79%.

This past year our campus participated in MAP testing for the first time. Our growth from Fall to Spring has the following breakdown:

- Kinder - 74% (met growth projection)
- First - 65%
- Second - 77%
- Third - 79%
- Fourth - 76%
- Fiffth - 75%

For 2021 STAAR had 43% of 5th grade meet growth in Math and Reading, 37% of 4th grade, and 43% of 3rd. When looking at meets our campus had the following successes: (the state percentage is in parenthesis)

- 5th: Math - 56% (43%), Reading - 32% (45%)
- 4th: Math - 24% (35%), Reading - 45% (36%)
- 3rd: Math - 44% (30%), Reading - 49% (38%)

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Because of the state of the district, we have been told to combine our bilingual classes. As a result, we only have 3 bilingual positions and only one certified teacher at this time. **Root Cause:** There is a district wide shortage in bilingual teachers.

Problem Statement 2: Our SPED population has increased by 27% in the last year. We have 13 students who are being served in either inclusion / resource. **Root Cause:** Accurate identification and timely intervention of students. Providing strong Tier 1 instruction to all students and ensuring that RTI is done consistently and with fidelity. 5 of our new SPED students were obtained in the lottery as we were working this past year to increase capacity in 3rd grade.

Problem Statement 3: Our economically disadvantaged population is currently at 59% which is a 7% increase from the previous year. **Root Cause:** Impacts and residual effects of COVID on the general population as well as the oil field demographic.

Priority Problem Statements

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Goals

Goal 1: Foundational Excellence: GP Alamo STEAM will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: GPA STEAM will provide a rigorous, relevant and engaging curriculum to all students daily.

Evaluation Data Sources: NWEA MAP Beginning, Middle, and End of Year Assessments
District Benchmarks/State Assessments/PK Circle Assessment /TEKS Based Grading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be engaged in rigorous Reading and Math Tier One Instruction. Students will be assessed with multiple measures to ensure a consistent learning gain to meet individual learning targets and growth. **Strategy's Expected Result/Impact:** 100% of all students will make one year progress according to multiple data sources in reading and math. **Staff Responsible for Monitoring:** Teachers; Administrators; All Support Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			898
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrators will conduct walkthroughs and implement the T-TESS rubric training and monitor student data and lesson delivery in order to provide real time feedback and data reviews to ensure the fidelity of instruction. **Strategy's Expected Result/Impact:** All teachers will reach the proficient level or above on their T-TESS evaluations to increase student growth of a year or beyond by May 2022. **Staff Responsible for Monitoring:** Administrators, Teacher, Instructional Coach and Curriculum and Instruction **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: GP Alamo STEAM will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: GP Alamo STEAM will provide and safe and supportive school environment.

899

Goal 1: Foundational Excellence: GP Alamo STEAM will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: GP Alamo STEAM will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives district wide.

900

Goal 1: Foundational Excellence: GP Alamo STEAM will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: GP Alamo STEAM will embed technology for anytime, anywhere teaching and learning.

901

Goal 2: Invest in Talent: GP Alamo STEAM will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, GP Alamo STEAM will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

902

Goal 3: Learning Journey: GP Alamo STEAM will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: GP Alamo STEAM will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

903

Goal 3: Learning Journey: GP Alamo STEAM will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: GP Alamo STEAM will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

904

Goal 3: Learning Journey: GP Alamo STEAM will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: GP Alamo will increase a sense of belonging, engagement, and overall student attendance from 97% in 2021 to 98.5% by May 2022.

Evaluation Data Sources: Weekly attendance document provided by the Community Outreach Center.

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Addendums

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Ector County Independent School District

G.E."Buddy" West Elementary

2021-2022 Campus Improvement Plan

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Goals

Goal 1: Foundational Excellence: Buddy West will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson plans, walk-throughs, Student Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will utilize LLI intervention kits for K-3 grade. K-5th grade will utilize I-station (bilingual will include Summit) for 60 minutes a week per program. **Strategy's Expected Result/Impact:** Improvement in student growth. **Staff Responsible for Monitoring:** Administrators, IC and teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

909

Goal 1: Foundational Excellence: Buddy West will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Buddy West will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, I-station reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All grade levels will meet weekly with their team and principal to review data, lesson plans, create a plan of action, and discuss follow through. Grade levels will also meet with IC to follow through. **Strategy's Expected Result/Impact:** Improvement in identified areas of need. **Staff Responsible for Monitoring:** Administrators, IC, and teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

910

Goal 1: Foundational Excellence: Buddy West will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Character Ed Lessons by Counselor for K-5th; Lower Referral Numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals from said students. **Strategy's Expected Result/Impact:** Awareness of SEL research and practice. Assistance for teachers and students with recurring behavior issues. **Staff Responsible for Monitoring:** Administrators, IC, Counselors, and teachers **Title I Schoolwide Elements:** 2.6				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

911

Goal 1: Foundational Excellence: Buddy West will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Buddy West will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal and Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

912

Goal 2: Invest in Talent: Buddy West will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-2022, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations - TTESS
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

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Goal 3: Learning Journey: Buddy West will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 12 to 16 points from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP growth reports

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Addendums

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Ector County Independent School District

Goliad Elementary

2021-2022 Campus Improvement Plan



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Mission Statement

Mission

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

Vision

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Vision

Goliad will provide a positivie learning environment where students will engage in new learning experiences that are necessary, appropriate, and challenging to enable them to become successful citizens.

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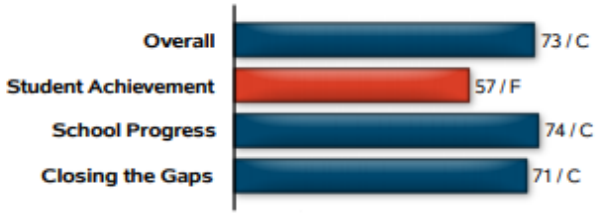
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Goliad Elementary serves the communities of Odessa and Ector County. Goliad serves PK-5th grade monolingual and bilingual students. In 2019 GOLIAD Elementary earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for GOLIAD Elementary. Scores are scaled from 0 to 100 to align with letter grades. 2020 & 2021 Accountability Rating: Not Rated: Declared State of Disaster. 919



TEA 2018-2019 Goliad Elementary School Report Card

2020-2021 Enrollment

	16-17	17-18	18-19	19-20	20-21
Total	456	478	552	541	580
PK	0	0	0	0	44
Kinder	77	83	102	88	85

	16-17	17-18	18-19	19-20	20-21
1	65	78	92	93	86
2	81	58	80	97	95
3	70	84	85	79	83
4	95	71	101	79	91
5	68	104	92	106	96

Ethnic Distribution

	16-17	17-18	18-19	19-20	20-21
White	84	81	122	104	102
Hispanic	353	367	401	404	434
Black/AA	13	18	20	17	24
Asian	0	0	0	2	1
American Indian	0	3	3	2	1
Native Hawaiian/Pacific Islander	3	1	1	2	4
Two or More	3	8	5	10	14

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Gender

16-17	17-18	18-19	19-20	20-21
				263 Female
				317 Male

Special Programs

	16-17	17-18	18-19	19-20	20-21
At Risk	274	2315	295	408	420
Eco Dis	347	338	412	435	474
LEP	103	96	112	114	134
Special Ed	40	47	52	62	71

	16-17	17-18	18-19	19-20	20-21
CTE	0	0	0	0	0
Bilingual Ed	95	90	99	34	97
ESL	8	5	6	3	4
Alternative Language	0	0	0	0	0
GT	25	25	24	24	18
Title I	455	478	552	541	580
Immigrant	8	2	0	3	2
Migrant	0	0	0	1	1
Military Connected	0	0	1	7	5
Foster Care	1	2	0	5	4
Homeless	18	37	18	34	26
Dyslexia	8	6	8	10	12

Attendance Rates

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16-17	17-18	18-19	19-20	20-21
94.3	93.1	94.7	95.4	93.1%

Special Education Percentages

16-17	17-18	18-19	19-20	20-21
8.77%	9.83%	9.42%	11.46%	10.83%

EL Percentages

16-17	17-18	18-19	19-20	20-21
22.59%	20.08%	20.29%	21.07%	22.82%

Economic Disadvantage Rates

16-17	17-18	18-19	19-20	20-21
76.10%	70.71%	74.64%	80.41%	81.72%

Staff Retention Rates Goliad Elementary

17-18	18-19	19-20	20-21
76.67%	50.0%	50.0%	71.4%

Student Retention Campus Rate

17-18	18-19	19-20	20-21
2.0	1.81%	0.37%	.21%

Teachers Year of Experience

	16-17	17-18	18-19	19-20	20-21
Beginning	5 Teachers	2.1	7.2	14	11.9 34.2%
1-5 Years	10	8.9	8.1	7.1	3.5 10.1%
6-10 Years	4	4.8	6.1	2	5.1 14.7%
11-20 Years	6.1	5.8	3.6	4.9	9.3 26.7%
Over 20 Years	7.1	8.2	8.1	5	5 14.4%

Student Mobility Rate

16-17	17-18	18-19	19-20	20-21
21.80%	17.69 %	17.56%	18.95%	29.13%
97 students	69 students	88 students	94 students	141 students

Panorama School Connectedness

Student Surveys 3-5th

Fall 2020	Spring 2021	Change
73%	75%	+2

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Student Discipline Referrals

16-17	17-18	18-19	19-20	20-21
86	81	152	214	45

Demographics Strengths

Goliad's demographics continue to remain constant over the last 5 years. During the 20-21 school year, Goliad was successful in adding a PK program where 44 Pre-K students were served. Goliad increased the teacher retention from 50% to 71.4% in 2021. Results of the Spring 2021 Panorama Student Survey for School Connectedness resulted at 75%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 44% of Goliad teachers have 5 years or less experience. **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

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Problem Statement 2 (Prioritized): Student attendance rate is 93.1% which is below district and state averages. **Root Cause:** Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than state and district averages.

Problem Statement 3 (Prioritized): Student mobility rate is 29% which significantly impacts student academic progress and performance and school accountability.

Student Learning

Student Learning Summary

20-21 STAAR Goliad Elementary

3-5th 230 students	Approaches	Meets	Masters
All subjects	42.74%	18.23%	6.77%
Reading	42.17	20.43	10.87
Math	44.78	18.26	6.09
Writing 76 students	28.95	7.89	0.0
Science 84 students	51.19	21.43	3.57

3rd Grade

3rd Grade 70 students	Approaches	Meets	Masters	Goal by 2024
Reading	44.29	15.71	8.57	3rd grade 45%Meets standard
Math	44.29	7.14	2.86	

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4th Grade

4th Grade 76 students	Approaches	Meets	Masters
Reading	31.03	12.07	1.72
Math	39.47	25.86	12.07
Writing	28.95	7.89	0.0

5th Grade

5th Grade 84 students	Approaches	Meets	Masters
Reading	50.0	26.19	14.29
Math	50.0	28.57	8.33

5th Grade 84 students Approaches Meets Masters

Science 51.19 21.43 3.57

Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Ector County ISD

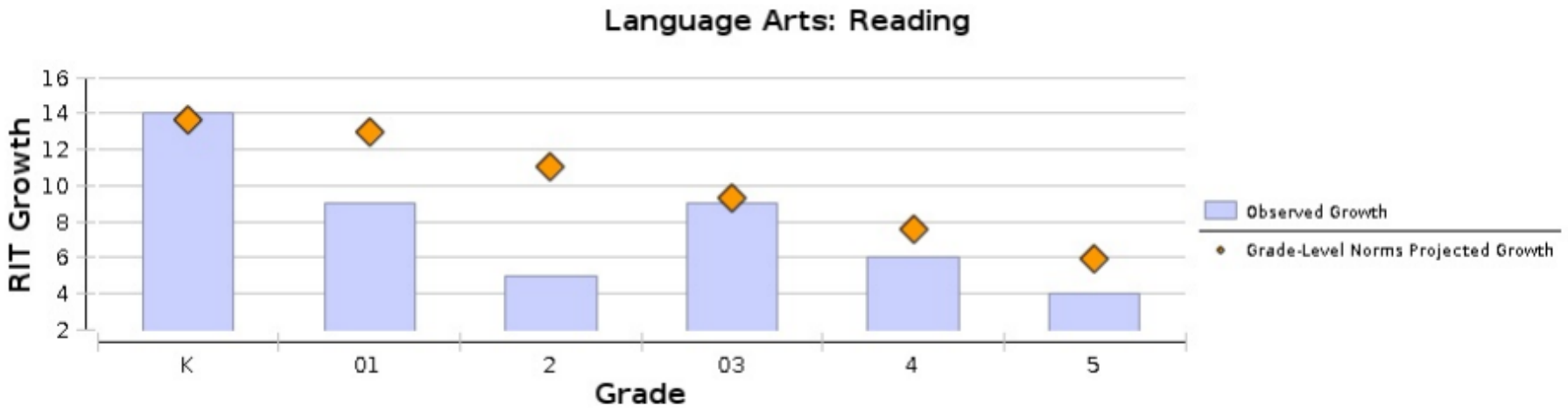
Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

GOLIAD ELEMENTARY SCHOOL

Language Arts: Reading

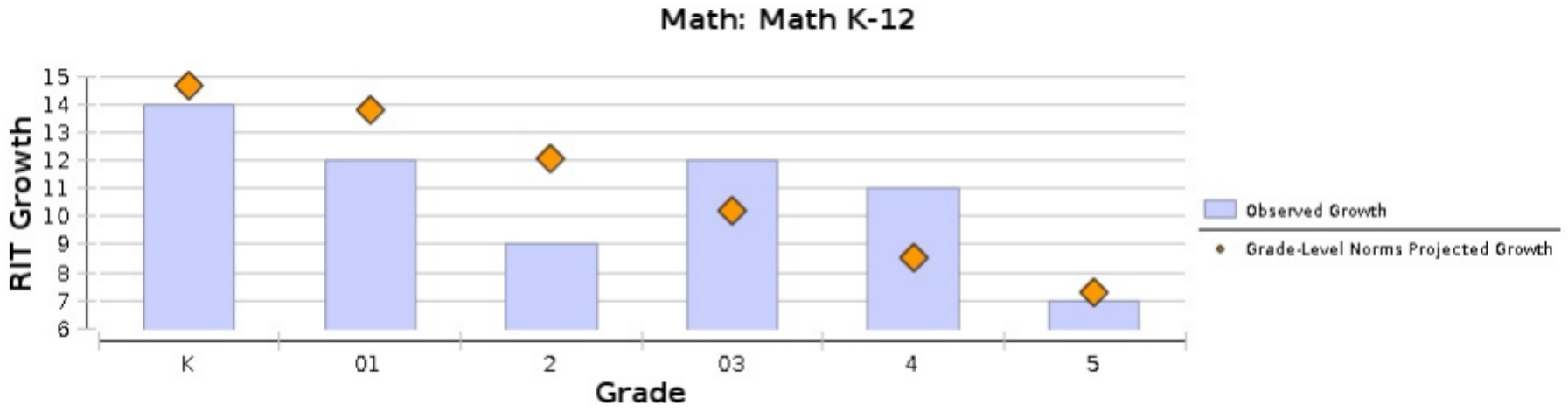
		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Stude Medi Condit Grow Perce
K	45	136.6	7.8	45	150.8	10.7	50	14	1.3	13.6	0.28	61	45	24	53	57
01	55	155.4	13.4	41	164.7	9.3	21	9	1.8	13.0	-1.79	4	55	25	45	34
2	56	164.7	14.9	10	169.3	12.5	2	5	1.5	11.1	-3.15	1	56	13	23	15
03	64	179.5	18.2	14	188.7	16.0	14	9	1.3	9.3	-0.08	47	64	31	48	39
4	62	186.8	17.0	8	193.1	17.3	6	6	1.4	7.6	-0.75	23	62	26	42	43
5	76	199.0	17.9	21	202.6	16.4	13	4	1.2	5.9	-1.42	8	76	30	39	32

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Math: Math K-12

Grade (Spring 2021)	Total Number of Growth Events‡	Comparison Periods: Fall 2020 Mean RIT Score	Fall 2020 Standard Deviation	Fall 2020 Achievement Percentile	Spring 2021 Mean RIT Score	Spring 2021 Standard Deviation	Spring 2021 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Media Conditio Growt Percen
K	69	139.3	15.3	43	153.6	12.6	40	14	1.7	14.7	-0.20	42	69	41	59	66
01	67	157.8	14.2	31	169.7	9.9	22	12	1.9	13.8	-0.90	18	67	37	55	55
2	74	169.3	15.7	14	178.6	14.0	7	9	1.5	12.0	-1.48	7	74	32	43	43
03	62	180.3	13.5	7	192.3	14.2	13	12	1.0	10.2	1.05	85	62	39	63	60
4	61	189.0	14.7	5	199.5	17.4	9	11	0.9	8.5	1.23	89	61	37	61	61
5	78	201.8	16.0	15	208.5	17.0	14	7	0.8	7.3	-0.32	37	78	38	49	44



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GOLIAD ELEMENTARY SCHOOL TELPAS 2021

Total Students	15	16	17	15	18	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50
Total met progress	8	4	10	4	14	9															32
% met progress	53%	25%	59%	27%	78%	53%															64.0%

Student Learning Strengths

1. Spring 2021 Panorama Student Survey for School Connectedness resulted at 75%.

2. Kindergarten students in reading made grade level projected growth in reading based on MAP.

3. 3rd and 4th grade students made grade level projected growth on the Math MAP assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than half of Goliad's Kinder-5th grade students met their projected BOY to EOY reading and math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** Goliad did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 2 (Prioritized): 20% of all students are achieving at the meets grade level standard in Reading STAAR 2021. **Root Cause:** Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 3 (Prioritized): 18% of all students are achieving at the meets grade level standard in Math STAAR 2021.. **Root Cause:** Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Goliad utilizes the district's curriculum, approved resources in addition to the TEKS to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT and SPED services. Students in 4th and 5th grade use AVID strategies. Imagine Math, Short Cycle Assessments, CogAT, Circle, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress. SEL resources help enrich and provide supports. These resources help ensure we meet the needs of our students. Formative assessments are used in the classroom and District assessments are also adminsitered to assess and monitor student progress.

Technology is integrated through the use of district-approved programs. All K-5 students are required to complete a minimum number of lessons weekly on Imagine Math and complete a minimum number of minutes in Imagine Language and Literacy, and Imagine Math Facts. Other online programs such as K-5 Summit and Flocabulary help enrich instruction and support students. A technology specialist assists with providing teachers with technology training and resources.

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A master schedule has been created to allow for a 45 minute conference period with an additional 45 minute planning once a week. PLCs are held once a week that are data driven and Relay practices and protocols are established and expected.

School Context and Organization

Goliad Elementary has an average of 540 students with 30 classroom teachers, 1 PE teacher, 1 Music Teacher, 1 Special Education Teacher, 1 reading coach, instructional specialist, dyslexia teacher, counselor and a library clerk. This year average will be 4 classrooms per grade level, 3 monolingual and 1 bilingual. Pre-Kindergarten will host one monolingual and one bilingual teacher. Programs currently operating at Goliad include serving PK-5th grade students, programs such as, dyslexia/504, Special Education, bilingual, Gifted and Talented, and after-school athletics.

Goliad will be an Opportunity Culture campus for 2021-2022. The campus will have an MCL I in 2nd grade, 3rd grade and 4 grade. Two teacher residents will assist the MCLs on campus. The teacher residents provide a pipeline of future teacher candidates for the campus. The goal of Opportunity Culture is to reach more students with excellent teachers. Goliad will also serve as a student teaching site for UTPB. Hosting student teachers will also be a pipeline for teacher

candidates for the campus.

Goliad Elementary is fortunate to partner with Communities in Schools for the 21-22 school year. Goliad's CIS Coordinator will provide resources and support to our students and families. The CIS coordinator will be available to provide small group tutoring, hold parent involvement activities, support a college readiness environment, and provide critical resources to our families.

Relay DDI processes and playbooks are implemented to create and implement effective data processes, whole system routines and procedures. CHAMPS is also implemented for consistent routines and procedures to provide a safe and productive environment.

Recruit/Support/Retain

With the implementation of Opportunity Culture, we will grow and empower teachers and future leaders. Our goal is to also retain teacher residents and student teachers for future vacancies on campus.

Curriculum and Instruction

Goliad will follow the district's curriculum with fidelity. Personalized professional development is provided as needed for teachers. DDI process is the focus for PLCs after each SCA, MAP and district benchmarks.

School Context and Organization

1. Weekly PLCs are conducted.

2. Relay "Playbook" for routines and procedures is effectively implemented and has reduced number of office referrals. Consistent expectations for students, staff and administrators.

3. CHAMPS implemented school-wide.

4. One to one technology campus-wide.

5. Seesaw effectively implemented and used for all PK-2nd students and Google Classroom for all 3-5th grade students.

Recruit/Support/Retain

Goliad highly qualified/certified teachers has greatly increased and Goliad will begin the 21-22 school year with only one teacher not certified. Teacher retention has improved from 50 to 70 percent.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Problem Statement 2: Focused and effective intervention time for students is inconsistent across campus. **Root Cause:** Lack of teacher experience in developing intervention lessons and classroom systems that are consistent and effective.

Perceptions

Perceptions Summary

Panorama

Title I surveys

Parent surveys

problem statement

Perceptions Strengths

Panorama

Title I surveys

Parent surveys

problem statement

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Priority Problem Statements

Problem Statement 22: Student mobility rate is 29% which significantly impacts student academic progress and performance and school accountability.

Root Cause 22:

Problem Statement 22 Areas: Demographics

Problem Statement 23: Student attendance rate is 93.1% which is below district and state averages.

Root Cause 23: Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than state and district averages.

Problem Statement 23 Areas: Demographics

Problem Statement 24: 44% of Goliad teachers have 5 years or less experience.

Root Cause 24: Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 24 Areas: Demographics

Problem Statement 25: Less than half of Goliad's Kinder-5th grade students met their projected BOY to EOY reading and math growth targets as measured by the 2021 NWEA MAP Assessment.

Root Cause 25: Goliad did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

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Problem Statement 25 Areas: Student Learning

Problem Statement 26: 20% of all students are achieving at the meets grade level standard in Reading STAAR 2021.

Root Cause 26: Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 26 Areas: Student Learning

Problem Statement 27: 18% of all students are achieving at the meets grade level standard in Math STAAR 2021..

Root Cause 27: Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 27 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

933

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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Goliad's annual student attendance will increase from 93.1% in 2021 to 94.5% in 2022.

Evaluation Data Sources: Weekly Attendance Reports
Eduphoria documentation completed by required staff member
Contracts up to date

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parent communication required expectation of student attendance outlined in district policy. **Strategy's Expected Result/Impact:** Goliad weekly attendance report will be reviewed by AP and clerk. Staff will follow necessary steps and documentation to improve attendance. **Staff Responsible for Monitoring:** Principal AP Clerk Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				934

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff training on procedures for attendance documentation in Eduphoria and attendance committee will review every 3 weeks. **Strategy's Expected Result/Impact:** Attendance committee will review and make appropriate contacts to improve student attendance. Intervention pieces will be placed and monitored. **Staff Responsible for Monitoring:** Administrators Clerk Teachers Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Contacts/contracts conducted by designated personnel in a timely manner within one week of needed contact or contract. **Strategy's Expected Result/Impact:** Improve student attendance each week. **Staff Responsible for Monitoring:** Administrators Clerk Teachers Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Attendance incentives for students every month. **Strategy's Expected Result/Impact:** Improve student attendance to be at or above state average. **Staff Responsible for Monitoring:** Administrators and teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

935

Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Goliad staff will provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Weekly lesson plan feedback using Google Form, walk-through feedback, DDI, assessment progress and data results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide students with effective Tier I instruction that is relevant and appropriate for diverse learners in the classroom setting. **Strategy's Expected Result/Impact:** Improvement in student growth in all grades and subjects. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reading Coach, and Dyslexia teacher will provide intense, targeted small group instruction to meet student academic needs. **Strategy's Expected Result/Impact:** Monitor student progress monthly. Improve student growth. **Staff Responsible for Monitoring:** Admin, teachers, reading coaches, and dyslexia teacher and counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading Coaches and dyslexia teacher - Title One School-wide				936

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Goliad Elementary school will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: lesson plans, walk throughs, student achievement and progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all. **Strategy's Expected Result/Impact:** Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Platform. **Staff Responsible for Monitoring:** Admin and teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Funding Sources:** technology devices such as Ipads, laptops, microphones, headphones, - Title One School-wide - $15,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will provide a school wide platform, Seesaw Plus, for all grades PK-5th grade to engage all staff, students and families with remote and in school learning. **Strategy's Expected Result/Impact:** An effective and consistent platform to deliver instruction, communication and accountability for students, parents and teachers. **Staff Responsible for Monitoring:** School staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** School Wide Digital applications - Title One School-wide - $5,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Goliad Elementary School will provide a safe and supportive learning environment.

Evaluation Data Sources: Relay school culture plans rubric, student data in Eduphoria, and PEIMS data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete all required ethics, safe schools training, trauma, sexual harassment training and other district required training. **Strategy's Expected Result/Impact:** A safe and supportive environment. **Staff Responsible for Monitoring:** Principals and Leadership Team Classroom Teachers and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will establish school wide systems, routines and expectations through the use of Relay, Conscious Discipline, CHAMPS, and AVID strategies. **Strategy's Expected Result/Impact:** Provide a safe and supportive environment for staff and teachers. **Staff Responsible for Monitoring:** Staff **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Conscious Discipline Resources - Title One School-wide - $3,500				938

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-5 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Students will develop social emotional skills and learn how to self-regulate their emotions. Teachers will develop strategies to reinforce in the classroom. **Staff Responsible for Monitoring:** Administrators Counselor Classroom Teachers and aides **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselor will provide guidance lessons twice a month and implement programs to include bullying prevention at least twice a year. **Strategy's Expected Result/Impact:** Preventive measure established and implemented to prevent bullying. Students will know how to find help from an adult if they are being bullied. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers and Counselor **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Administrators and counselor will train staff on suicide prevention response procedures. All staff will take immediate action when a situation arises. **Staff Responsible for Monitoring:** All Staff Administrators SAS Counselor and School Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				939

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. Committee will review quarterly to examine data and make needed recommendations for changes. **Strategy's Expected Result/Impact:** Discipline referrals, OSS and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				



No Progress


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Continue/Modify

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Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Goliad will establish and maintain strong partnerships with parents, community, businesses and local partnerships.

Evaluation Data Sources: Parent Survey Responses, Community Partnership documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Improvement Team will include required members who will meet a minimum of 4 times a year. **Strategy's Expected Result/Impact:** CIT will be aligned with mandataed representation. Review and monitor campus plan, vision and goals. **Staff Responsible for Monitoring:** Adminstrators and CIT **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will conduct at least two parent engagement trainings per school year. **Strategy's Expected Result/Impact:** Increase parent engagement to help support student achievement. **Staff Responsible for Monitoring:** Administrators CIT Counselor **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Resources/materials needed for family engagement trainings. - Title One School-wide - $3,000				940

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Monthly campus newsletters will be published via Smore will be sent through Seesaw to families. Weekly campus newsletter published via Smore will be sent via email to staff. **Strategy's Expected Result/Impact:** School staff and families will have timely information about school activities and learning goals. **Staff Responsible for Monitoring:** Principal AP Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Goliad will maintain current school partnerships and will establish at least two additional community partners. **Strategy's Expected Result/Impact:** Increase current community partners form 2 to 4. **Staff Responsible for Monitoring:** ILT CIT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

941

Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Goliad will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Attendance and PEIMS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement universal free feeding to all elementary students. **Strategy's Expected Result/Impact:** All students will have access to free breakfast and lunch daily. **Staff Responsible for Monitoring:** Cafeteria Manager/Staff Administrators Classroom Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

942

Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Goliad will build awareness and commitment to implement and integrate SEL initiatives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Counselor will conduct training at least three times a year on SEL curriculum. **Staff Responsible for Monitoring:** Counselor Admin **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom teachers will embed SEL strategies daily into their lesson plans and counselor will conduct SEL lesson in classrooms twice a month. **Strategy's Expected Result/Impact:** Students will apply SEL strategies to help self-regulate their emotions. **Staff Responsible for Monitoring:** Counselor Admin Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				943

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Goliad will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements. **Strategy's Expected Result/Impact:** Reduce the number of in- school and out of school infractionns. Reduce the disproportional statistics of student discipline consequences by sub-population. **Staff Responsible for Monitoring:** Principal Discipline Management Committee Assistant Principal Counselor **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 71.4% in 2021 to 76.4% in 2022

Evaluation Data Sources: walk-throughs, data, surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Relay coaching will be implemented by instructional leaders through the use of observation and coaching in order to identify areas of instructional need and teacher growth. **Strategy's Expected Result/Impact:** Grow highly effective teachers that result in student performance Support teacher growth **Staff Responsible for Monitoring:** Leadership team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

944

Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2021-202, Goliad Elementary School will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: surveys, feed-back and walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of 5 documented walk-throughs and provide immediate feedback to support teachers. **Strategy's Expected Result/Impact:** Improved learning time Improve effective teacher planning and delivery Improve student achievement **Staff Responsible for Monitoring:** Leadership Team and principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Google Forms will be used twice a month to gather feedback and evidence from teachers in order provide personalized professional development. **Strategy's Expected Result/Impact:** Improve instruction and learning. Increase teachers' content knowledge and expertise for effective and rigorous lesson delivery. **Staff Responsible for Monitoring:** Leadership and admin team **Title I Schoolwide Elements:** 2.4, 2.5, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Goliad will implement Opportunity Culture to reach more students with highly, effective certified teachers.

946

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Map assessment, campus assessments, short cycle assessments, informal and formal assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring **Strategy's Expected Result/Impact:** Increase student learning and progress each time MAP assessment is administered. **Staff Responsible for Monitoring:** Administrators Classroom Teachers Reading Coach and IS **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning **Staff Responsible for Monitoring:** Admin Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path **Strategy's Expected Result/Impact:** Increased effective lesson planning, lesson delivery, focused intervention and student progress measures in established and monitoring. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 16% (2021 STAAR) to 28% as measured by the 2022 STAAR assessment and 3rd grade reading meets level will increase from 7% percent to 28% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: Short cycle assessments, district benchmarks, 2022 STAAR, MAP assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level from 33 to 37% **Staff Responsible for Monitoring:** Teachers and leadership team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards **Strategy's Expected Result/Impact:** Increase meets from 33 to 37 percent. **Staff Responsible for Monitoring:** Teachers and leadership team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 4th grade math "Meets" percentages will increase from 12% (2021 STAAR) to 30% and 4th grade reading "Meets" percentages will increase form 25% to 30% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction . **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards. **Strategy's Expected Result/Impact:** Meet from 37% to 41% **Staff Responsible for Monitoring:** Teachers and leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				949

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilization of additional resources such Dyna Notes, Mentoring Minds and Learning Without Teachers will be used to provide additional targeted intervention. **Strategy's Expected Result/Impact:** Improve overall student achievement in reading, math and science. **Staff Responsible for Monitoring:** Admin and teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Tiered resources for targeted intervention from Mentoring Minds, DynaNotes, Learning Without Tears and Forde-Ferrier - Title One School-wide - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: 5th grade math "Meets" percentages will increase from 28% (2021 STAAR) to 32% and 5th grade reading "Meets" percentages will increase from 26% to 32% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction . **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards. **Strategy's Expected Result/Impact:** Meet from 35% to 39% **Staff Responsible for Monitoring:** Teachers and leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				950

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: 5th grade science "Meets" percentages will increase from 21% (2021 STAAR) to 30% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction . **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will follow all the districts mandated science programs and curriculum, adhere to scope and sequence and state standards. **Strategy's Expected Result/Impact:** Meet from 29% to 33% **Staff Responsible for Monitoring:** Teachers and leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				951

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: The percentage of students that Met Standard on all subjects/grades tested will increase from 42.74% (2021 STAAR) to 63% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction . **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Kinder-2nd grade students will show progress from BOY, MOY and EOY Map assessment. By the end of the school year 60 percent of K-2nd students will meet RIT growth standard.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction . **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Pre-Kinder students will make progress at each benchmark. By the end of the 21- 2022 school year, 80 percent of PK students will be on grade level based on Circle assessment.

Evaluation Data Sources: Circle Assessment, formal and informal assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will monitor student progress, use data driven instruction processes and provide targeted intervention when needed. **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Reading Coaches and dyslexia teacher		$0.00
1	3	1	technology devices such as Ipads, laptops, microphones, headphones,		$15,000.00
1	3	2	School Wide Digital applications		$5,000.00
1	4	2	Conscious Discipline Resources		$3,500.00
1	5	2	Resources/materials needed for family engagement trainings.		$3,000.00
3	3	3	Tiered resources for targeted intervention from Mentoring Minds, DynaNotes, Learning Without Tears and Forde-Ferrier		$8,000.00
				Sub-Total	$34,500.00
				Grand Total	$34,500.00

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Addendums

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Ector County Independent School District

Gonzales Elementary

2021-2022 Campus Improvement Plan

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Mission Statement

Our mission is to provide an engaging and equitable learning environment for ALL students to become successful and serving members in a changing global society. We will analyze student data, adapt, and accelerate instruction to provide students with the tools to achieve beyond their potential. We will demonstrate leadership everyday by being

Responsible, Respectful, Ready, and Remarkable.

Vision

Our vision is to educate all students for tomorrow.

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Value Statement

As a Leadership Community, we value Responsible, Respectful, and Ready characteristics in order to be Remarkable in every way.

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- Goal 2: Gonzales Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 21
- Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society. 23

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our Vision is to educate ALL students for lifelong learning. Our Mission is to provide an engaging and equitable learning environment for all students to become successful and serving members of a changing global society, providing each student with the tools to achieve and grow forward every day by being responsible, respectable, ready, and remarkable. Our Economically Disadvantage population has remained over 50% the last three years. Our English Learner population has declined in the last three years. Our Special Education population is below 15% of our population over the last five years. Our highly mobile population has gradually increased from 18% to 24% over the last five years and 83% of our Highly Mobile students are classified as homeless (MVG). Our retention rate increased this year by 12.3%. Teacher retention increased this year by 12.3%. In the last two years, the majority of our teacher's experience is from one to ten years. Our School Connectedness score is 80%. It increased 5% from Fall 2020 to Spring 2021. 2020-2021 is the first year for Gonzales Elementary to have PreK-4 students. We had approximately 50 students all year.

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
111206	414	49.76%	198	416	47.60%	258	441	58.50%	264	468	56.41%	268	468	57.27%

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Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
1117	414	1.69%	10	416	2.40%	24	441	5.44%	23	468	4.91%	13	468	2.78%

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
11147	414	11.35%	55	416	13.22%	54	441	12.24%	68	468	14.53%	63	468	13.46%

Student Mobility Rate Report for All Campuses

Student Mobility Rate Report for All Campuses

	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobilit Rate
111	101	424	23.82%	92	445	20.67%	100	440	22.73%	69	390	17.69%	73	413	17.68%

Student Retention Rate by Campus/Grade for Years: 2019, 2020, 2021 for Grades: KG, 01, 02, 03, 04, 05 for All Campuses

	Grade	2018 - 2019			2019 - 2020			2020 - 2021		
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
District Summary	KG	23	2552	0.90%	33	2735	1.21%	21	2372	0.89%
District Summary	1	60	2646	2.27%	70	2681	2.61%	37	2562	1.44%
District Summary	2	47	2479	1.90%	33	2658	1.24%	17	2485	0.68%
District Summary	3	31	2539	1.22%	16	2506	0.64%	9	2397	0.38%
District Summary	4	10	2690	0.37%	8	2556	0.31%	6	2293	0.26%
District Summary	5	28	2631	1.06%	23	2714	0.85%	7	2363	0.30%
Total - District	All	199	15537	1.28%	183	15850	1.15%	97	14472	0.67%
Campus		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
068901111 - Gonzales EL	KG	3	65	4.62%	1	82	1.22%	2	67	2.99%
068901111 - Gonzales EL	1	1	72	1.39%	1	76	1.32%	1	86	1.16%
068901111 - Gonzales EL	2	3	65	4.62%	0	73	0.00%	1	71	1.41%
068901111 - Gonzales EL	3	0	74	0.00%	2	62	3.23%	0	73	0.00%
068901111 - Gonzales EL	4	0	85	0.00%	0	82	0.00%	0	61	0.00%
068901111 - Gonzales EL	5	1	80	1.25%	1	93	1.08%	0	73	0.00%

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Student Retention Rate by Campus/Grade for Years: 2019, 2020, 2021 for Grades: KG, 01, 02, 03, 04, 05 for All Campuses

068901111 - Gonzales EL	All	8	441	1.81%	5	468	1.07%	4	431	0.93%

Retention Rate By Campus for 2020, 2021 By Count

Retention Rate By Campus	2019 - 2020	2020 - 2021
Campus		
068901 - District Rates	77.50%	84.60%
068901111 - Gonzales EL	56.60%	68.90%

Retention Rate By Campus for 2020, 2021 By Count

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Retention Rate By Campus	2019 - 2020	2020 - 2021
Campus		
068901111 - Gonzales EL	**56.60%**	**68.90%**

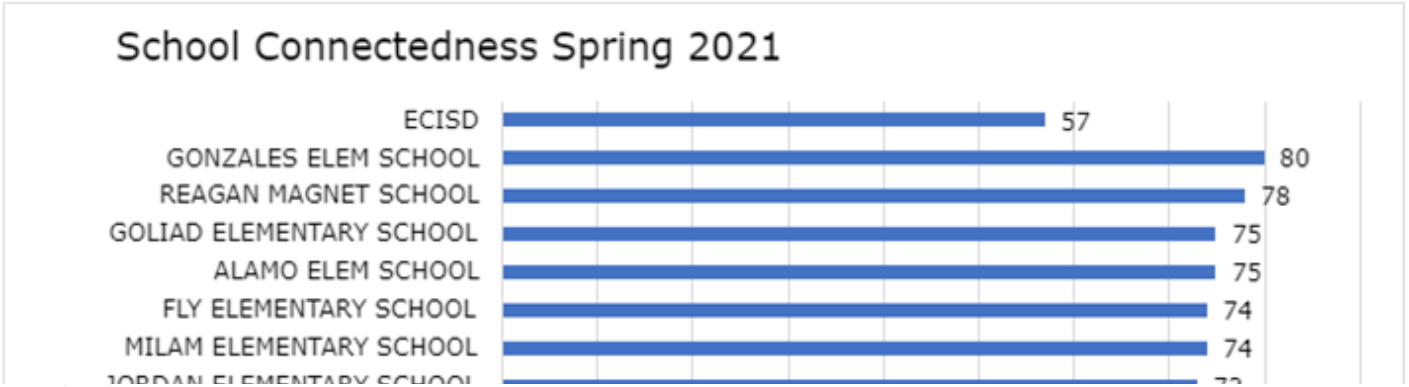
Teacher Years of Experience for Gonzales EL for Multiple Years

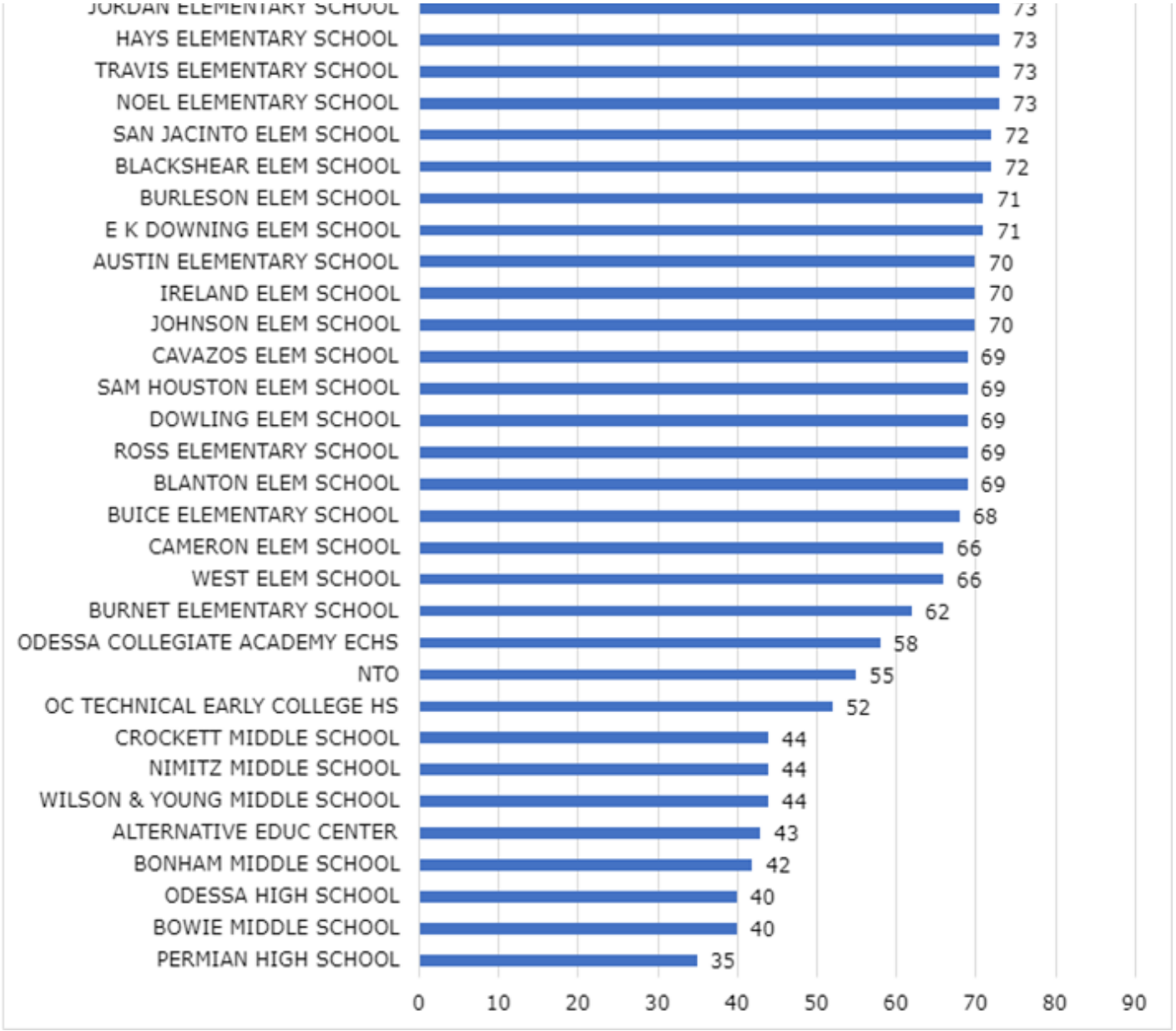
Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	2	7.30%	2.5	8.60%	2.1	7.90%	6.7	23.70%	8	28.00%
All Core Subjects	1.9	94.40%	1.9	77.40%	1	46.40%	6.4	96.10%	4.8	60.60%
Reading / ELA	1.2	58.10%	0.8	30.60%	0.6	27.50%	2.7	41.10%	1.9	24.40%
Mathematics	0.5	23.70%	0.9	36.70%	0.3	11.80%	1	15.50%	0.9	10.70%
Science	0.2	8.10%	0.1	2.40%	0.1	4.70%	1.3	18.80%	1.4	17.30%
Social Studies	0.1	4.50%	0.2	7.70%	0.1	2.40%	1.4	20.60%	0.7	8.20%

Teacher Years of Experience for Gonzales EL for Multiple Years

1 - 5 Years Experience	7.2	26.40%	8.1	27.90%	6.7	25.10%	7.8	27.60%	6.1	21.30%
All Core Subjects	5	69.10%	6.9	85.80%	5.9	87.60%	4.9	62.20%	4.9	79.40%
Reading / ELA	2.4	33.10%	3	36.80%	2.4	35.60%	3	38.40%	2.1	34.60%
Mathematics	0.9	12.10%	2.1	26.00%	2	30.00%	1.4	18.30%	1.6	27.00%
Science	1.1	15.00%	1.3	15.60%	1	15.40%	0.2	3.00%	0.8	12.80%
Social Studies	0.6	8.80%	0.6	7.40%	0.4	6.60%	0.2	2.50%	0.3	5.00%
6 - 10 Years Experience	4.1	15.00%	3	10.30%	7	26.20%	5	17.70%	5.6	19.60%
All Core Subjects	3.9	95.30%	3	98.30%	5.9	84.20%	3.9	78.60%	3.9	69.50%
Reading / ELA	2.4	58.80%	2	66.80%	3.4	48.60%	2	40.30%	1.7	29.70%
Mathematics	0.8	19.90%	0.5	17.30%	0.8	11.90%	0.5	10.40%	1.2	21.30%
Science	0.4	9.10%	0.3	9.00%	0.9	12.90%	0.9	17.40%	0.6	10.60%
Social Studies	0.3	7.60%	0.2	5.30%	0.8	10.70%	0.5	10.40%	0.4	7.80%
11 - 20 Years Experience	6.1	22.30%	3.7	12.80%	2.8	10.50%	3.3	11.70%	4.1	14.30%
All Core Subjects	3.9	63.60%	1.9	52.00%	1.9	69.30%	2.9	88.00%	2.9	70.50%
Reading / ELA	0.9	14.10%	0.9	23.30%	0.9	31.00%	1	30.90%	0.5	11.50%
Mathematics	1.6	25.60%	0.6	15.20%	0.6	20.20%	1.5	44.30%	1.3	30.20%
Science	0.8	13.10%	0.2	5.40%	0.2	7.20%	0.2	5.10%	0.1	2.20%
Social Studies	0.7	10.80%	0.3	8.10%	0.3	10.80%	0.3	7.70%	1.1	26.50%
Over 20 Years Experience	8	29.30%	11.7	40.30%	8.1	30.30%	5.5	19.40%	4.7	16.40%
All Core Subjects	5.8	72.30%	7	59.60%	4.8	58.90%	2.9	52.40%	2.9	61.70%
Reading / ELA	3.2	40.60%	3.6	30.60%	2.5	30.40%	1.6	28.40%	1.4	28.60%
Mathematics	1.6	20.30%	1.4	11.80%	1.3	16.00%	0.7	12.40%	0.9	18.60%
Science	0.4	4.90%	1.1	9.60%	0.6	6.90%	0.3	5.90%	0.4	8.20%
Social Studies	0.5	6.60%	0.9	7.60%	0.5	5.50%	0.3	5.80%	0.3	6.20%
Total Teacher FTEs	27.3	100.00%	29	100.00%	26.7	100.00%	28.3	100.00%	28.6	100.00%

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Demographics Strengths

Our demographic strength is our school connectedness as determined by the Panorama Survey completed by the 3rd, 4th, and 5th-grade students.

Panorama 2021-Students	2021	2020
Self-Efficacy	61%	57%
Self-Management	76%	68%
Social Awareness	73%	68%
Supportive Relationships	90%	87%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Highly Mobile population has increased from 18% to 24% and 83% are classified as Homeless (MVG). **Root Cause:** Lack of immediate benchmark testing and tutoring upon entry to school.

Problem Statement 2: Students' self-efficacy is at 61% as determined by the Panorama Survey. **Root Cause:** Students' do not believe they can achieve academic outcomes.

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Student Learning

Student Learning Summary

Our 3rd and 5th-grade students performed above the District STAAR scores in Domain 1 of the same grade levels. 3rd-grade scored 37%, 8% above the District. 4th-grade scored 21%, 4% below the District. 5th-grade scored 37%, 4% above the District. In Domain 3, Gonzales Elementary populations did not meet any targets in reading and math. In Domain 3 Reading, Academic Achievement Status, the highest achieving group is our White population at 35.45% Meets (on grade level) and our lowest-achieving group is our Economically Disadvantaged group at 16.77% with an overall gap of 18.68%. Although the white population was the highest achieving group in reading, they have the largest gap in reading achievement with 24.55%. Our Special Education group scored 2.78% with a gap of 16.22% in reading. Our Hispanic population is closest to the Target score and has a gap of 13.29% in reading. In Domain 3 Math, Academic Achievement Status, the highest achieving group is our Hispanic population at 32.78% and our lowest-achieving group is our White population at 19.77% with a gap of 13.01%. Our Economically Disadvantaged group scored a 29.97% in Math and is the closest to the target score. Our largest gap is in the White population at 39.23% in math. The largest gap in reading and math between their performance and the target is our White population. Our Special Education population scored 6.11% in math making the gap between performance and the target 16.89%. In Domain 3, Student Achievement Domain Score in Reading and Math, our highest achieving group is the White population yet they are furthest from the target. Our lowest-achieving group is our Economically Disadvantaged students 28.19% yet they are closest to the Target score. Our Special Education population has the lowest score of 9.03% with a 13.97% gap. Our lowest percentage scores fall in the subject of Reading and Writing. Our MAP Growth Summary report is comparable to the STAAR scores. Our weakest subject is English Language Arts. Our MAP Growth Summary shows our weakest grade levels to be Kindergarten, 1st-grade, and 2nd-grade in reading and math. Kindergarten through 4th-grade is weaker in reading than math.

D1-All Subjects	Students Tested	A	M	Ma	D1 Score
111	194	56.19%	26.92%	11%	31%

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3-5 Reading	Students Tested	A	M	Ma	D1 Score
111	193	52.33%	26.42%	10.88%	30%

3-5 Math	Students Tested	A	M	Ma	D1 Score
111	193	65.80%	34.20%	15.03%	38%

4-Writing	Students Tested	A	M	Ma	D1 Score
111	57	36.84%	12.28%	3.51%	18%

5-Science	Students Tested	A	M	Ma	D1 Score
111	66	56.06%	19.70%	6.06%	27%

STAAR 2021 3rd	Mathematics				Reading/ELA				Summarized Results				
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Domain 1
ECISD-ALL	2282	51.75%	20.82%	7.89%	2282	55.26%	25.24%	11.79%	2295	53.51%	23.03%	9.84%	29%
111	70	65.71%	35.71%	11.43%	70	61.43%	34.29%	12.86%	70	63.57%	35%	12.14%	37%

STAAR 2021 4th	Mathematics				Reading/ELA				Writing				Summarized Res	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Me
ECISD-ALL	2168	50.23%	24.17%	11.72%	2169	46.66%	22.22%	8.67%	2158	40.59%	16.17%	3.38%	2186	45.84%	20.86
111	58	53.45%	25.86%	12.07%	58	31.03%	12.07%	1.72%	57	36.84%	12.28%	3.51%	58	40.46%	16.76

STAAR 2021 5th	Mathematics				Reading/ELA				Science				Summarized Res	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Me
ECISD-ALL	2300	62%	34.57%	17.83%	2300	59.96%	31.87%	19.39%	2293	48.15%	18.58%	7.06%	2307	56.71%	28.35
111	65	76.92%	40%	21.54%	65	61.54%	30.77%	16.92%	66	56.06%	19.70%	6.06%	66	64.80%	30.10

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	STAAR				
	16-17	17-18	18-19	19-20	20-21
Accountability Rating	Met	Met	C-Met	No Test	No Rating
Overall	Met		6875-C		31%
Student Achievement		67	6067-D		56%
School Progress		47	6975-C		
Closing the Gaps		34	6574-C		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-C Er
30% weight	Academic Achievement (Percentage at Meets Grade Level or Above)													

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Co En
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Reading Number of Assessments	193	10	136	45				2	112	9	32			
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	N	Y	N	N	N
Percent at Meets Grade Level or Above (only enter group percentages for groups that meet minimum size)	26.42%		23.71%	35.45%					16.77%		2.78%			
Target Met?	N	#N/A	N	N	#N/A	#N/A	#N/A	#N/A	N	N	N	#N/A	#N/A	#N/A
GAP	17.58%		13.29%	24.55%					16.23%		16.22%			
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Math Number of Assessments	193	10	136	45				2	112	9	32			
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	N	Y	N	N	N
Percent at Meets Grade Level or Above (only enter group percentages for groups that meet minimum size)	33.86%		32.78%	19.77%					29.97%		6.11%			
Target Met?	N	#N/A	N	N	#N/A	#N/A	#N/A	#N/A	N	#N/A	N	#N/A	#N/A	#N/A
GAP	12.14%		7.22%	39.23%					6.03%		16.89%			

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Co En
	Academic Achievement Score													
10% weight	Student Achievement Domain Score: STAAR Component Only													
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Co Enrolle
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%
Number of Tests	193	10	136	45				2	112	9	32			
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	N	Y	N	N	N
percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard.	31.37%	25%	29.66%	33.72%				100%	28.19%	20.83%	9.03%			969
Target Met?	N	#N/A	N	N	#N/A	#N/A	#N/A	#N/A	N	#N/A	N	#N/A	#N/A	#N/A
	Student Achievement Domain Score: STAAR Component Only													
GAP	15.63%	11%	11.34%	24.28%					9.81%	16.17%	13.97%			

Meets Score (On-grade level)	16-17	17-18	18-19	19-20	20-21
All Subject All Students	26%	31%	34%	No Test	27%
Hispanic	26%	29%	32%		25.35%
White	24%	37%	38%		29.06%
EcoDis	17%	22%	28%		22.97%

Summarized Results ALL Tests

	Total Students	Raw Score	Scale Score	Percent Score	A	M	MA	Date Taken
GONZALES ELEM SCHOOL	194	19	1953	56.01%	56.19%	26.92%	11%	04/01/21
Economic Disadvantage	113	19	1939	53.67%	51.01%	22.97%	8.45%	05/01/21
Black/African American	10	19	2056	54.68%	57.14%	25%	3.57%	05/01/21
Hispanic	137	19	1948	55.53%	55.71%	25.35%	9.19%	04/01/21
Two or More Races	2	28	2221	83.60%	100%	100%	60%	05/01/21
White	45	20	1933	56.62%	55.56%	29.06%	16.24%	04/01/21
LEP	9	20	1971	58.38%	66.67%	20.83%	12.50%	05/01/21
Special Ed Indicator	32	14	1781	39.64%	22.62%	4.76%	0%	05/01/21

Student Learning Strengths

Our students are demonstrating minimal growth in math and reading however, there is more growth in math as determined by STAAR and MAP tests. The 3rd grade and 5th-grade students performed above ECISD "Meets" in all tested subjects combined.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a discrepancy in academic performance across student populations. **Root Cause:** Data is not consistently monitored for all populations across all grade levels.

Problem Statement 2 (Prioritized): Gonzales fails to close the gap in learning by not meeting or exceeding the target score across student populations. **Root Cause:** Lack of personalized learning through traditional or technological means.

School Processes & Programs

School Processes & Programs Summary

Teacher retention increased from 56.60% to 68.90% from last year. The number of years in teaching is highest from one to ten years.

Gonzales follows the district curriculum requirements for all subjects. The teachers use data to plan and implement rigorous and engaging lessons.

Gonzales continues to implement qualities of being Responsible, Respectful, Ready, and Remarkable.

Gonzales implements parent involvement activities such as Breakfast with Your Bulldog, Literacy Night, Bookfair, and Doggone Reading Day.

We celebrate staff and student birthdays. We celebrate student character with our monthly Bulldog of the Month and we celebrate student academic achievement with our Bulldog Boasts.

Attendance is celebrated monthly.

School Processes & Programs Strengths

Celebrations for staff and students.

Birthday recognition in the morning assembly and students receive a book from the book vending machine.

971

Academic celebrations for MAP assessment by grade level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Consistency in school processes & programs. **Root Cause:** Changes in staffing at the beginning of the year.

Perceptions

Perceptions Summary

Vision: Our vision is to educate ALL students for lifelong learning.

Mission: Our mission is to provide an engaging and equitable learning environment for ALL students to become successful and serving members of a changing global society, providing each student with the tools to achieve, and grow forward every day by being responsible, respectable, ready, and remarkable.

Gonzales is friendly and welcoming to ALL and has the belief that ALL students will learn and succeed.

Perceptions Strengths

Classroom data is posted in the hallway. College-going culture when you walk in the doors. Teachers tutoring after school, monitoring students in the classroom and the hallway and implementing the district management system-CHAMPS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stress on staff's mental health was greater this year. **Root Cause:** The challenges of the pandemic.

Priority Problem Statements

Problem Statement 1: Our Highly Mobile population has increased from 18% to 24% and 83% are classified as Homeless (MVG).
Root Cause 1: Lack of immediate benchmark testing and tutoring upon entry to school.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Gonzales fails to close the gap in learning by not meeting or exceeding the target score across student populations.
Root Cause 2: Lack of personalized learning through traditional or technological means.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a discrepancy in academic performance across student populations.
Root Cause 3: Data is not consistently monitored for all populations across all grade levels.
Problem Statement 3 Areas: Student Learning

Goals

Goal 1: Gonzales Elementary will create an agile, forward-thinking organization, that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Gonzales Elementarys' annual attendance will increase from 94.4% in 2021 to 95% in 2022.

Evaluation Data Sources: Weekly Attendance
Monthly Campus Attendance Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus expectation to communicate absences to parents as defined by district policy. Train staff on district attendance policy. Attendance committee will review attendance every three weeks, contact parents, complete truancy contracts, and provide each teacher with a report. Incentives will be determined by the Attendance Committee. **Strategy's Expected Result/Impact:** Attendance will be closely monitored and addressed in a timely manner. Attendance will increase from 94.4% in 2021 to 95% in 2022. **Staff Responsible for Monitoring:** Campus Administrators Counselor Clerk Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				974

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Gonzales Elementary will create an agile, forward-thinking organization, that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Student's sense of belonging will increase from 77% to 80% as measured on the Panorama Survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Plan and implement a system for weekly classroom walk-through's and an effective transition plan for PreK3 to PreK4, PreK4 to Kinder and 5th grade to 6th grade. **Strategy's Expected Result/Impact:** To effectively maintain the academic learning and social-emotional support of students. **Staff Responsible for Monitoring:** Campus administration Counselor Teachers Staff **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

975

Goal 1: Gonzales Elementary will create an agile, forward-thinking organization, that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Gonzales Elementary will provide a safe and supportive learning environment for all students as measured by the Panorama Survey.

Evaluation Data Sources: District and State Assessments
Professional Learning Agenda and Sign-In documents
Certificate of Completion for online professional learning.
PEIMS Discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales Elementary will provide training or document on-line learning for all district required training in the area of Sexual Harassment, Child Abuse and Trauma, and other maltreatment of children. **Strategy's Expected Result/Impact:** Awareness and resources to support the social-emotional needs of our students. **Staff Responsible for Monitoring:** Campus Administrator Counselor Teachers and Staff **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				976

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The school counselor will implement monthly guidance and counseling curriculum lessons to support a healthy social-emotional growth of all students. **Strategy's Expected Result/Impact:** Students who demonstrate healthy social-emotional character. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers and Staff **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Gonzales Elementary will implement a campus-wide discipline management system in alignment with CHAMPS, PBIS, and Conscious Discipline practices. **Strategy's Expected Result/Impact:** Students who can self-monitor their behavior and make personal successful choices. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers and Staff **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Gonzales Elementary will increase cultural awareness support for faculty and staff from 52% to 60% by recognizing the unique qualities of each faculty member weekly on campus. **Strategy's Expected Result/Impact:** Cultural awareness increase from 52% to at or above 60%. **Staff Responsible for Monitoring:** Panorama Survey Administrators Counselor **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

977

Goal 2: Gonzales Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 68.9% to 74%.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will receive coaching and feedback as determined by classroom walk-throughs. **Strategy's Expected Result/Impact:** Increase in certified teacher retention rate. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Gonzales Elementary will improve the sense of belonging of faculty and staff from 56% to 60% with staff feedback conversations as determined by walk-throughs. **Strategy's Expected Result/Impact:** An increase from 56% to at or above 60%. **Staff Responsible for Monitoring:** Administrators Panorama Survey **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				978

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Gonzales Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2020-2021, Gonzales Elementary will offer job-embedded, personalized professional learning for all teachers through weekly walk-throughs and PLC's (Professional Learning Communities).

Evaluation Data Sources: PreK Circle Assessment
Istation
MAP Assessment
STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct walk-throughs on half of the staff or more every week. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive job-embedded professional learning in professional learning communities once a week. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Administrators District Curriculum Instructional Specialists Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The Pre-Kindergarten students will show growth in the five developmental domains from the beginning of the year CIRCLE assessment to the end of the year CIRCLE assessment.

Evaluation Data Sources: Pre-K CIRCLE assessment
Walk-through data
Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement state standards in daily lesson plans.	Formative			Summative
Strategy's Expected Result/Impact: One year's growth in all subjects.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will have weekly data meetings to analyze student achievement in English Language Arts, Math, and Social-Emotional Development.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administrators Counselor Teachers				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher support and well-being, and increased student	Oct	Jan	Mar	May

achievement.

Staff Responsible for Monitoring: Campus Administrators
District Curriculum Team

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

981

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 2: The percentage of students performing on grade level in Math and Reading in grades 1-5 will increase 4% from the beginning of the year MAP assessment to the end of the year MAP assessment.

Evaluation Data Sources: MAP assessment
Short cycle assessments
Istation
Imagine Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will analyze student data in weekly data meetings. **Strategy's Expected Result/Impact:** Increased student achievement in Reading and Math **Staff Responsible for Monitoring:** Campus Administrators District Curriculum Support **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators District Curriculum Support **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Tutors will provide individualized small group instruction during school or after school using the District approved resources or an online tutoring company to provide lessons weekly. **Strategy's Expected Result/Impact:** 4% increase in student achievement **Staff Responsible for Monitoring:** Administrators Teachers Tutors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Remote Tutors - Title One School- Improvement, Additional staff - Title One School- Improvement				

 No Progress  Accomplished  Continue/Modify  Discontinue

983

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd Grade Reading "Meets" percentages will increase from 34% (2021 STAAR) to 38% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessments
Istation
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators				

Teachers Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

985

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 4: 3rd Grade Math "Meets" percentages will increase from 36% (2021 STAAR) to 40% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Math
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators				

Teachers Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

987

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 5: 4th Grade Reading "Meets" percentages will increase from 12% (2021 STAAR) to 16% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Istation
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators				

Teachers Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress


Accomplished

Continue/Modify

Discontinue

989

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 4th Grade Math "Meets" percentages will increase from 26% (2021 STAAR) to 30% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Math
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators				

Teachers Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress


Accomplished

Continue/Modify

Discontinue

991

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 7: 5th Grade Reading "Meets" percentages will increase from 31% (2021 STAAR) to 35% as measured by the 2022STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Istation
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrator				

Teachers Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress


Accomplished

Continue/Modify

Discontinue

993

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 8: 5th Grade Math "Meets" percentages will increase from 40% (2021 STAAR) to 44% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Math
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrator				

Teachers Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

995

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 9: 5th Grade Science "Meets" percentages will increase from 20% (2021 STAAR) to 24% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 10: The percentage of students that Met Standard on all subjects/grades tested will increase from 59% (2021 STAAR) to 63% as measured by the 2022 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessments
Istation
Imagine Math
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				997

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will analyze student data weekly in PLC meetings. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers in grades all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Gonzales Elementary will implement opportunities to develop and distribute Parent and Family Engagement Policy, implement Parent and Family Literacy and Math opportunities for all, and implement Title 1 Parent-Teacher Conferences. **Strategy's Expected Result/Impact:** Increased parent engagement and student achievement. **Staff Responsible for Monitoring:** Campus Administrators Teachers Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Parent Engagement Materials - Title One School-wide - $1,346				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 11: The percentage of students meeting or exceeding the growth target will increase from 27% (2021 STAAR) to 31% as measured by the 2022 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessments
Istation
Imagine Math
STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				999

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. **Strategy's Expected Result/Impact:** Increased teacher support and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will analyze student data weekly in PLC meetings.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist Dyslexia Teacher				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: Dyslexia Therapist - State Comp Ed - $75,000				

Strategy 4 Details	Reviews			
Strategy 4: Teachers in all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: School Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1000

Strategy 5 Details	Reviews			
Strategy 5: The Response to Intervention teams will meet every six weeks to analyze data on students performing below grade level to target and accelerate instruction.	Formative			Summative
Strategy's Expected Result/Impact: All students performing on grade level.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administrator Counselor Teachers Dyslexia Teacher				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Gonzales Elementary will use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning to improve achievement in Reading and Math **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Administrators Teachers Dyslexia Teacher High-Impact Tutor **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 2: Gonzales fails to close the gap in learning by not meeting or exceeding the target score across student populations. **Root Cause**: Lack of personalized learning through traditional or technological means.

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Campus Funding Summary

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	11	3	Dyslexia Therapist		$75,000.00
				Sub-Total	$75,000.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	4	Remote Tutors		$0.00
3	2	4	Additional staff		$0.00
				Sub-Total	$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	10	5	Parent Engagement Materials		$1,346.00
				Sub-Total	$1,346.00
				Grand Total	$76,346.00

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Addendums

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Ector County Independent School District

Hays Magnet Academic Academy

2021-2022 Campus Improvement Plan



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Mission Statement

The mission of the ECISD Community, a passionate, unified, world-class leader in education, is to develop world-ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Beliefs

We believe that…

Each person has inherent worth and unique strengths.
Curiosity and learning are natural and grow without limit given stimulation and nurturing.
People are interdependent.
Each individual has a responsibility to add value to self and community.
Individuals are accountable for their choices and actions.
Education creates opportunity and opportunity creates a better world.
Progress improves and adds value to human life.
Fear limits life's potential; courage inspires living.
There difference between right and wrong.
Values learned at home affect lifetime.
Leadership is influence everyone is leader.

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Campus Mission:

The mission of Hays STEAM Academy is to develop scholars SHINE. SHINE stands for **S**cholars with **H**onor**, I**ntegrity, and **N**ever-ending **E**nthusiasm.

A child may qualify for the Hays academic program by meeting the following criteria:

Incoming kindergarten scholars:

- Score at or above the 69th percentile on the *Readiness Test for Kindergarten*

Incoming first-fifth grade scholars:

- Potential scholars must score at or above the 50th percentile on a nationally-standardized achievement test. AND
- Meet standard on state assessment (grades 4-5)
- Maintain a 95% attendance record without excessive tardies or late pick-ups.
- Have a record of acceptable behavior (No previous discipline issues or office referrals)
- Have no previous report card grades less than 80% in all core subjects

Vision

Hays STEAM Academy hosts a community of diverse scholars who demonstrate exemplary personal character and social responsibility through intellectual, emotional, and physical excellence.

Core Beliefs

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High expectations, together with a strong support system and rigorous curriculum, form the core beliefs at Hays STEAM Academy. Academic achievement, character education, healthy self-esteem, and critical-thinking skills are emphasized for every scholar. The program is designed and differentiated to meet the needs of scholars who work best in an accelerated learning environment. The high academic achievement demonstrated by Hays scholars is the result of a dynamic learning partnership of students, parents, staff, and community.

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- Goal 2: Invest in Talent: Hays will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 69
- Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 74

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hays Elementary was established in 1956 as a neighborhood campus. Hays became a magnet school in 1983. The campus currently serves our community as an Academic School of Choice with a focus on STEAM (Science, Technology, Engineering, Art, and Math). The focus is on Project Lead the Way (PLTW) and Engineering is Elementary (EIE).

Student Retention Rate by District & Campus:

03, 04, 05 for All Campuses

	Grade	2018 - 2019			2019 - 2020			
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained
District Summary	KG	23	2552	0.90%	33	2735	1.21%	21
District Summary	1	60	2646	2.27%	70	2681	2.61%	37
District Summary	2	47	2479	1.90%	33	2658	1.24%	17
District Summary	3	31	2539	1.22%	16	2506	0.64%	9
District Summary	4	10	2690	0.37%	8	2556	0.31%	6
District Summary	5	28	2631	1.06%	23	2714	0.85%	7
Total - District	All	199	15537	1.28%	183	15850	1.15%	97
Campus		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained
068901112 - EL Magnet At Hays	KG	0	68	0.00%	0	71	0.00%	0
068901112 - EL Magnet At Hays	1	0	70	0.00%	0	66	0.00%	0
068901112 - EL Magnet At Hays	2	0	50	0.00%	0	59	0.00%	0
068901112 - EL Magnet At Hays	3	0	50	0.00%	0	50	0.00%	0
068901112 - EL Magnet At Hays	4	0	56	0.00%	0	50	0.00%	0
068901112 - EL Magnet At Hays	5	0	58	0.00%	0	49	0.00%	0
068901112 - EL Magnet At Hays	All	0	352	0.00%	0	345	0.00%	0

Discipline Action Student Counts and Days by Gender/Ethnicity/Special Populations

2020-2021:

Grade	Black	Hawaiian or Pacific Islander	Hispanic/Latino	White	Female	Male	Total
KG	0	0	1	1	0	2	2
01	1	1	1	1	1	3	4
02	0	0	1	0	0	1	1
03	1	0	0	0	0	1	1
04	0	0	1	0	0	1	1
05	1	0	1	0	1	1	2
Total	3	1	5	2	2	9	11

Fall Economic Disadvantage Year Comparison Percentages - 2016-2021

	2016 - 2017			2017 - 2018			2018 - 2019			201
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	To
Hays STEAM Academy	185	416	44.47%	149	409	36.43%	177	396	44.70%	152	
										1009	

Fall Special Education Year Comparison Percentages - 2016-2021

	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020	
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	To
Hays STEAM Academy	3	416	0.72%	10	409	2.45%	7	396	1.77%	10	

Teacher Years of Experience for Hays STEAM Academy 2016-2021

Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 202	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Pe
Beginning Teachers	4	12.5%	3	10.0%	2	7.2%	8	27.6%	4	

Teacher Years of Experience for Hays STEAM Academy 2016-2021

All Core Subjects	2.8	69.8%	2.8	92.0%	1.8	91.0%	6.7	84.3%	1.9	
Reading / ELA	1.2	30.2%	1.4	45.3%	0.9	43.0%	3.1	39.0%	0.9	
Mathematics	0.7	17.3%	0.7	23.7%	0.5	25.0%	1.9	23.4%	0.5	
Science	0.6	14.8%	0.5	15.7%	0.3	14.0%	0.9	11.0%	0.3	
Social Studies	0.3	7.5%	0.2	7.3%	0.2	9.0%	0.9	11.0%	0.3	
1 - 5 Years Experience	7.1	22.1%	6	19.9%	6.9	24.8%	5	17.2%	7	
All Core Subjects	6.4	89.8%	4.6	76.5%	4.5	65.4%	3.9	78.0%	5.8	
Reading / ELA	3.5	49.1%	2.3	38.4%	2.2	31.4%	1.8	36.0%	2.7	
Mathematics	1.7	23.4%	1.2	20.3%	1.3	18.1%	1.1	21.6%	1.6	
Science	0.8	10.6%	0.7	11.5%	0.7	9.6%	0.5	10.1%	0.8	
Social Studies	0.5	6.8%	0.4	6.3%	0.4	6.2%	0.5	10.1%	0.8	
6 - 10 Years Experience	10	31.2%	10	33.2%	7.9	28.4%	4	13.8%	3.9	
All Core Subjects	6.8	67.5%	6.9	69.5%	6.1	77.0%	2.8	71.2%	2.9	
Reading / ELA	3.6	35.9%	3.6	36.1%	3	38.1%	1.3	32.9%	1.3	
Mathematics	1.8	17.4%	1.8	18.5%	1.7	21.3%	0.8	19.8%	0.8	
Science	0.9	8.8%	1	9.5%	0.9	10.9%	0.4	9.3%	0.4	
Social Studies	0.5	5.4%	0.5	5.3%	0.5	6.7%	0.4	9.3%	0.4	1010
11 - 20 Years Experience	5.1	15.9%	4	13.3%	4	14.4%	6	20.7%	7	
All Core Subjects	3.8	74.7%	2.8	70.3%	2.7	66.6%	4.8	80.0%	4.8	
Reading / ELA	2.1	40.5%	1.6	40.6%	1.3	32.2%	2.2	37.0%	2.2	
Mathematics	1.1	21.4%	0.7	18.1%	0.8	19.8%	1.3	22.2%	1.3	
Science	0.4	8.6%	0.3	6.7%	0.4	10.6%	0.6	10.4%	0.6	
Social Studies	0.2	4.3%	0.2	5.0%	0.2	4.0%	0.6	10.4%	0.6	
Over 20 Years Experience	5.9	18.4%	7	23.3%	7	25.2%	6	20.7%	7	
All Core Subjects	0.9	15.3%	3.5	49.9%	3.6	51.3%	2.8	47.5%	3.7	
Reading / ELA	0.6	9.5%	2	28.3%	1.8	25.2%	1.3	21.9%	1.7	
Mathematics	0.2	3.2%	0.9	12.5%	1	14.5%	0.8	13.2%	1	
Science	0.1	1.5%	0.4	5.3%	0.5	7.3%	0.4	6.2%	0.5	
Social Studies	0.1	1.0%	0.3	3.8%	0.3	4.3%	0.4	6.2%	0.5	
Total Teacher FTEs	32.1	100.0%	30.1	100.0%	27.8	100.0%	29	100.0%	28.9	1

Retention Rate By Campus for 2020, 2021 By Count

Retention Rate By Campus	2019 - 2020	2020 - 2021
Campus		
Hays STEAM Academy	72.0%	80.7%

Student Mobi

	2020 - 2021			2019 - 2020			2018 - 2019		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility R
Hays STEAM Academy	16	299	5.35%	10	281	3.56%	15	293	5.12%

Monolingual Classes:

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- Pre-K (4 year olds) = 3 full-day classes
- Kinder = 3 classes
- 1st grade = 3 classes
- 2nd grade = 2 classes
- 3rd grade = 2 classses
- 4th grade = 2 classes
- 5th grade = 2 classes

Bilingual Classes:

- PK (4 year olds) = 1 full-day class
- Kinder/1st = 1 full-day class
- 2nd/3rd = 1 full-day class
- 4th/5th = 1 full-day class

Hays STEAM Academy employs 21 teachers, 8 aides, one Media Specialist, two administrators, one Instructional

Coach, one counselor, one secretary, one flex aide, and one attendance clerk. Hays shares a dyslexia therapist with Blackshear Elementary, and a speech therapist with Burnet. 19 classroom teachers hold a Bachelor's Degree, and 3 hold a Master's Degree. Hays staff consists of 13 white females, 12 Hispanic females, 1 other (Asian) female, and 2 Hispanic males.

For the 2021-2022, 7 staff members are new to Hays. Two teachers left the district (relocated) at the end of the 2020-2021 school year. Two teachers were promoted to MCL positions on other campuses. The Instructional Specialist was promoted to the Curriculum & Instruction Department. One bilingual teacher was promoted as a bilingual specialist. Three bilingual teachers were excessed when grade levels combined classes. One bilingual teacher transferred in order to avoid having two combined grade levels.

Demographics Strengths

Hays STEAM Academy showed a significant increase in student attendance for the 2020-2021 school year. Virtual platforms curbed absences when students were sick and could not attend face-to-face instruction. The attendance rate for the 2020-2021 school year was 97.8%. 068901112

Hays STEAM Academy draws scholars from many parts of our city. The majority of scholars' parents work during the day but remain involved in their scholar's school life through parent conferences, school programs, and apps such as Class Dojo. A small percentage of our parents speak Spanish only. Hays is unlike other campuses in the district due to our low rate of student mobility. We lose and/or gain very few new students during the school year. As an academic school of choice, scholars must test to get in, maintain an 80 average in all classes, and maintain no more than 10 absences throughout the school year. As a School of Choice, all scholars must attend face-to-face instruction in 2021-2022.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of focus on high-performing scholars by proving enrichment/acceleration that challenges them. **Root Cause:** Lack of professional development on personalized learning.

Problem Statement 2 (Prioritized): High turnover rate for staff resulting in new hires with lack of experience. **Root Cause:** Promotions within the district.

Problem Statement 3 (Prioritized): Bilingual staff reduced by 50% with grade levels combined. **Root Cause:** Lack of certified bilingual teachers district-wide.

1013

Student Learning

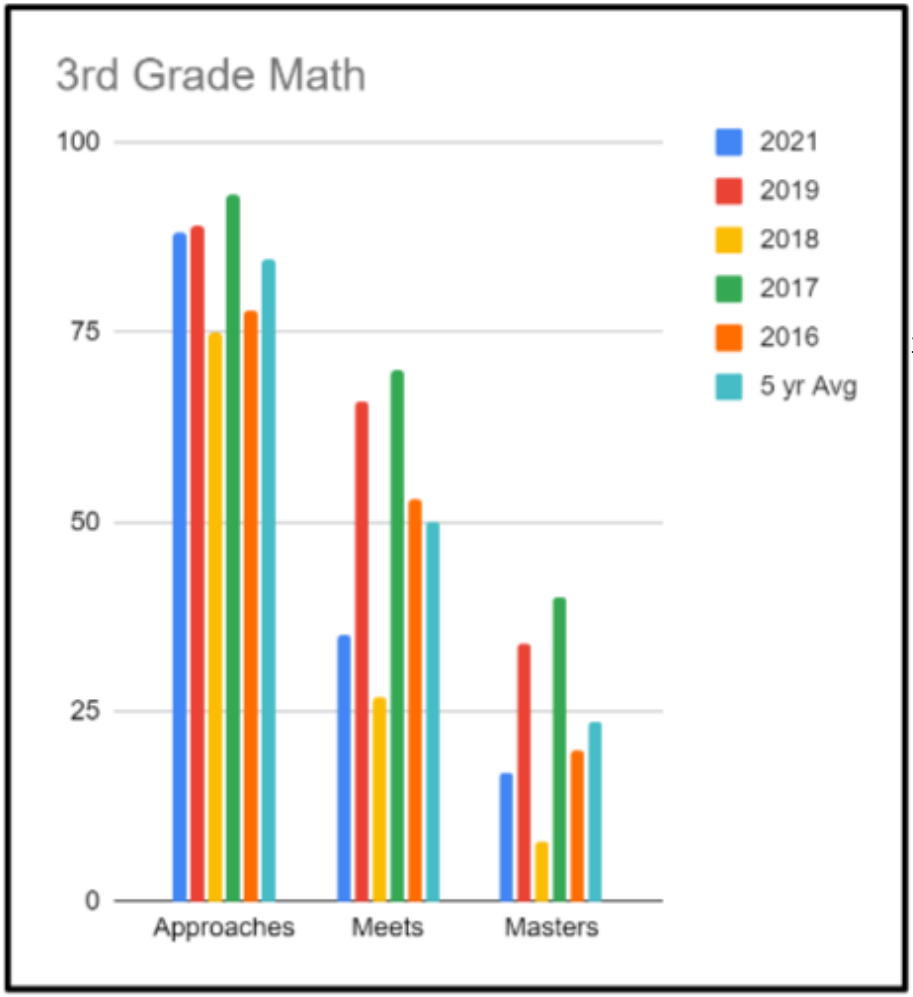
Student Learning Summary

Summarized Results: 3-5 All Subject English & Spanish STAAR - 2021 Domain 1:

Total Students	Approaches	Meets	Masters	Domain 1
158	87.11%	50.84%	27.45%	55%

3rd Grade Math All Students			
	Approaches	Meets	Masters
2021	88	35	17
2019	89	66	34
2018	75	27	8
2017	93	70	40
2016	78	53	20
5 yr Avg	84.6	50.2	23.8

Math
Hays has experienced a 1% decline in students who achieved **Approaches** from 2019 and an 3% increase over the five-year average compared to an 18% decline experienced by the district from 2019 and a 13% decline of the five-year average in Math.
Hays has experienced a 47% decline in students who achieved **Meets** from 2019 and a 30% decline over the five year average compared to an 38% decline experienced by the district from 2019 and a 27% decline of the five year average in Math.
Hays has experienced a 50% decline in students who achieved **Masters** from 2019 and a 29% decline over the five year average compared to an 50% decline experienced by the district from 2019 and a 38% decline of the five year average in Math.



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3rd Grade Math Economically Disadvantaged			
	Approaches	Masters	Meets
2021	84	19	35
2019	80	40	53
2018	75	8	27
2017	93	30	60
2016	69	15	38
5 yr Avg	80.2	23.25	44.5

3rd Grade Math LEP			
	Approaches	Masters	Meets
2021	100	100	100
2019			
2018			
2017			
2016			
5 yr Avg	100	100	100

3rd Grade Math Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	80	80	52
2018	77	9	29
2017	95	45	75
2016			
5 yr Avg	84	44.66666667	52

3rd Grade Math Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	93	26	51
2018	77	9	28
2017	93	40	70
2016			
5 yr Avg	87.66666667	25	49.66666667

1015

3rd Math Grade Hispanic			
	Approaches	Masters	Meets
2021	88	18	38
2019	85	33	52
2018	75	6	28
2017	92	44	72

3rd Grade Math White			
	Approaches	Masters	Meets
2021	100	0	33
2019	80	20	60
2018	79	7	21
2017	100	46	77

2016	83	23	57
5 yr Avg	84.6	24.8	49.4

2016	77	23	54
5 yr Avg	87.2	19.2	49

3rd Grade Math African American			
	Approaches	Masters	Meets
2021	75	0	0
2019	57	0	43
2018	0	0	0
2017	86	0	43
2016	25	0	25
5 yr Avg	49	0	22

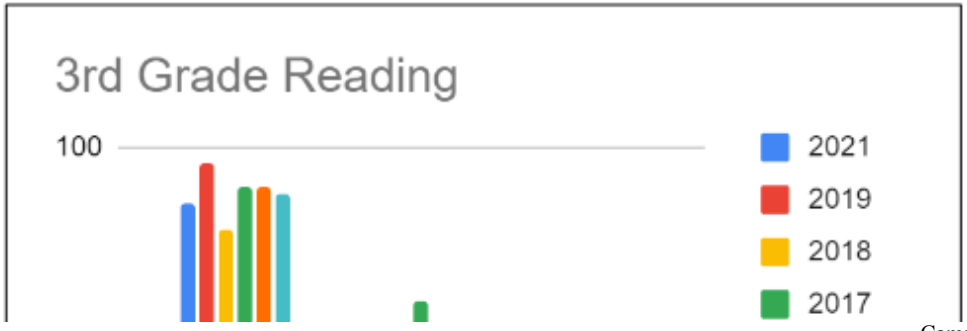
3rd Grade Math Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

3rd Grade Math Not Special Education			
	Approaches	Masters	Meets
2021			
2019	80	28	53
2018	74	9	26
2017	93	40	71
2016			
5 yr Avg	82.33333333	25.66666667	50

3rd Grade Math Special Education			
	Approaches	Masters	Meets
2021	50	0	50
2019			
2018			
2017			
2016			
5 yr Avg	50	0	50

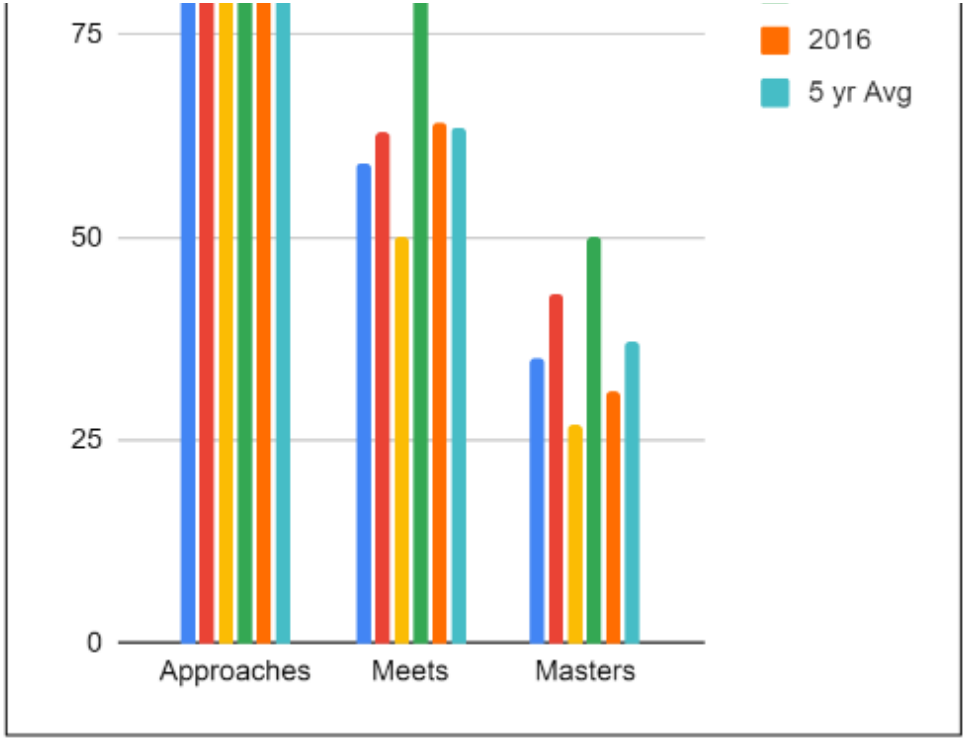
1016

3rd Grade Reading All Students			
	Approaches	Meets	Masters
2021	93	59	35
2019	98	63	43
2018	90	50	27
2017	95	81	50
2016	95	64	31



5 yr Avg	94.2	63.4	37.2

Reading
Hays has experienced a 6% decline in students who achieved **Approaches** from 2019 and a 1% decline over the five year average compared to an14% decline experienced by the district from 2019 and a 8% decline of the five year average in Reading.
Hays has experienced a 6% decline in students who achieved **Meets** from 2019 and a 6% decline over the five year average compared to an 18% decline experienced by the district from 2019 and a 7% decline of the five year average in Reading.
Hays has experienced a 19% decline in students who achieved **Masters** from 2019 and a 5% decline over the five year average compared to an 37% decline experienced by the district from 2019 and a 20% decline of the five year average in Reading.



1017

3rd Grade Reading Economically Disadvantaged			
	Approaches	Masters	Meets
2021	93	45	55
2019	93	40	60
2018	94	24	41
2017	95	33	71
2016	93	33	67
5 yr Avg	93.6	32.5	59.75

3rd Reading Grade LEP			
	Approaches	Masters	Meets
2021	100	100	100
2019	100	83	83
2018			
2017	100	43	86
2016	100	33	67
5 yr Avg	100	64.75	84

3rd Grade Reading Not Economically Disadvantaged			
	Approaches	Masters	Meets

3rd Grade Reading Other Non LEP			
	Approaches	Masters	Meets

2021			
2019	93	37	50
2018	89	29	54
2017	95	58	86
2016			
5 yr Avg	92.33333333	41.33333333	63.33333333

2021			
2019	92	31	49
2018	89	28	51
2017	95	51	81
2016			
5 yr Avg	92	36.66666667	60.33333333

3rd Grade Reading Not Special Education			
	Approaches	Masters	Meets
2021			
2019	93	38	53
2018	90	25	49
2017	95	50	82
2016			
5 yr Avg	92.66666667	37.66666667	61.33333333

3rd Grade Reading 2nd Year Monitoring			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

1018

3rd Grade Math Special Education			
	Approaches	Masters	Meets
2021	100	50	50
2019			
2018			
2017			
2016			
5 yr Avg	100	50	50

3rd Grade Reading Hispanic			
	Approaches	Masters	Meets
2021	98	34	55
2019	94	44	53
2018	89	28	50
2017	95	49	81
2016	92	31	67
5 yr Avg	93.6	37.2	61.2

3rd Grade Reading Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	100	100
5 yr Avg	100	100	100

3rd Reading Grade White			
	Approaches	Masters	Meets
2021	100	67	100
2019	100	40	80
2018	93	29	50
2017	100	62	85
2016	100	38	62
5 yr Avg	98.6	47.2	75.4

3rd Grade Reading African American			
	Approaches	Masters	Meets
2021	75	0	50
2019	86	0	29
2018	100	0	0
2017	86	29	71
2016	100	0	50
5 yr Avg	89	6	40

1019

4th Grade Math LEP			
	Approaches	Masters	Meets
2021	60	20	50
2019	89	22	56
2018	80	13	40
2017	100	50	70
2016			
5 yr Avg	82.25	26.25	54

4th Grade Math Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	92	28	41
2018	95	30	59
2017	93	17	60
2016			
5 yr Avg	93.33333333	25	53.33333333

4th Grade Math Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	93	28	37
2018	100	31	54
2017	86	18	55
2016			
5 yr Avg	93	25.66666667	48.66666667

4th Grade Math Economically Disadvantaged			
	Approaches	Masters	Meets
2021	64	16	36
2019	94	24	35
2018	95	21	32
2017	84	29	55
2016	93	7	36
5 yr Avg	86	20.25	39.5

4th Grade Math Special Education			
	Approaches	Masters	Meets
2021	100	0	0
2019			
2018			
2017			
2016			
5 yr Avg	100	0	0

4th Grade Math Not Special Education			
	Approaches	Masters	Meets
2021			
2019	93	27	39
2018	95	28	51
2017	89	23	57
2016			
5 yr Avg	92.33333333	26	49

1020

4th Grade Math Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			

4th Grade Math White			
	Approaches	Masters	Meets
2021	67	33	33
2019	90	50	50
2018	100	10	40
2017	86	14	64
2016	100	25	63

2016	100	0	100
5 yr Avg	100	0	100

5 yr Avg	88.6	26.4	50

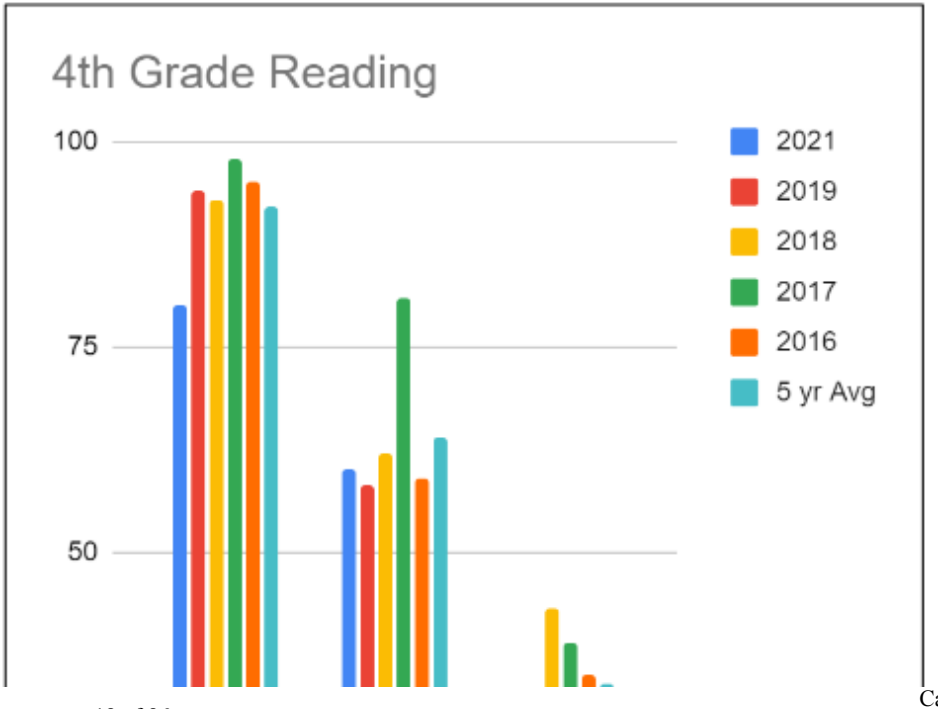
4th Math Grade Hispanic			
	Approaches	Masters	Meets
2021	76	12	37
2019	95	23	37
2018	94	30	55
2017	90	30	63
2016	86	18	41
5 yr Avg	88.2	22.6	46.6

4th Grade Math African American			
	Approaches	Masters	Meets
2021	75	0	50
2019	0	0	0
2018	100	20	20
2017	80	0	0
2016	0	0	0
5 yr Avg	63.75	5	17.5

1021

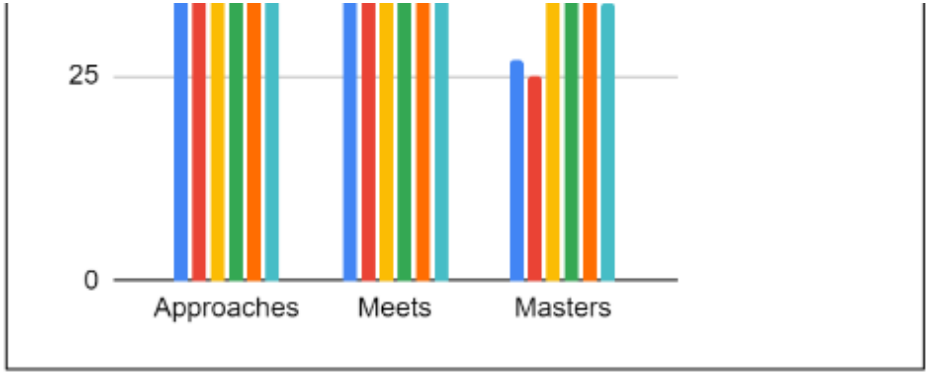
4th Grade Reading All Students			
	Approaches	Meets	Masters
2021	80	60	27
2019	94	58	25
2018	93	62	43
2017	98	81	39
2016	95	59	35
5 yr Avg	92	64	33.8

Reading
Hays has experienced a 15% decline in students who achieved **Approaches** from 2019 and a 13% decline over the five year average compared to an 24% decline experienced by the district from 2019 and a 17% decline of the five year average in Reading.



Hays has experienced a 3% increase in students who achieved **Meets** from 2019 and a 6% decline over the five year average compared to an 28% decrease experienced by the district from 2019 and a 21% decrease of the five year average in Reading.

Hays has experienced a 8% increase in students who achieved **Masters** from 2019 and a 6% decline over the five year average compared to an 36% decrease experienced by the district from 2019 and a 31% decrease of the five year average in Reading.



4th Reading Grade LEP			
	Approaches	Masters	Meets
2021	75	0	50
2019	100	50	50
2018	85	38	46
2017	100	25	88
2016	100	50	100
5 yr Avg	92	32.6	66.8

4th Grade Reading Economically Disadvantaged			
	Approaches	Masters	Meets
2021	87	17	43
2019	94	19	44
2018	94	39	61
2017	100	27	83
2016	100	24	47
5 yr Avg	95	27.25	58.75

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4th Grade Reading Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	93	22	59
2018	96	44	67
2017	98	41	80
2016			
5 yr Avg	95.66666667	35.66666667	68.66666667

4th Grade Reading Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	95	27	65
2018	93	44	63
2017	97	52	79
2016			
5 yr Avg	95	41	69

4th Grade Reading Special Education			
	Approaches	Masters	Meets
2021	100	0	100
2019			
2018			
2017			
2016			
5 yr Avg	100	0	100

4th Grade Reading Not Special Education			
	Approaches	Masters	Meets
2021			
2019	94	25	58
2018	93	42	63
2017	98	39	81
2016			
5 yr Avg	95	35.33333333	67.33333333

4th Grade Reading African American			
	Approaches	Masters	Meets
2021	100	25	25
2019	0	0	0
2018	100	20	60
2017	100	20	60
2016	100	0	0
5 yr Avg	80	13	29

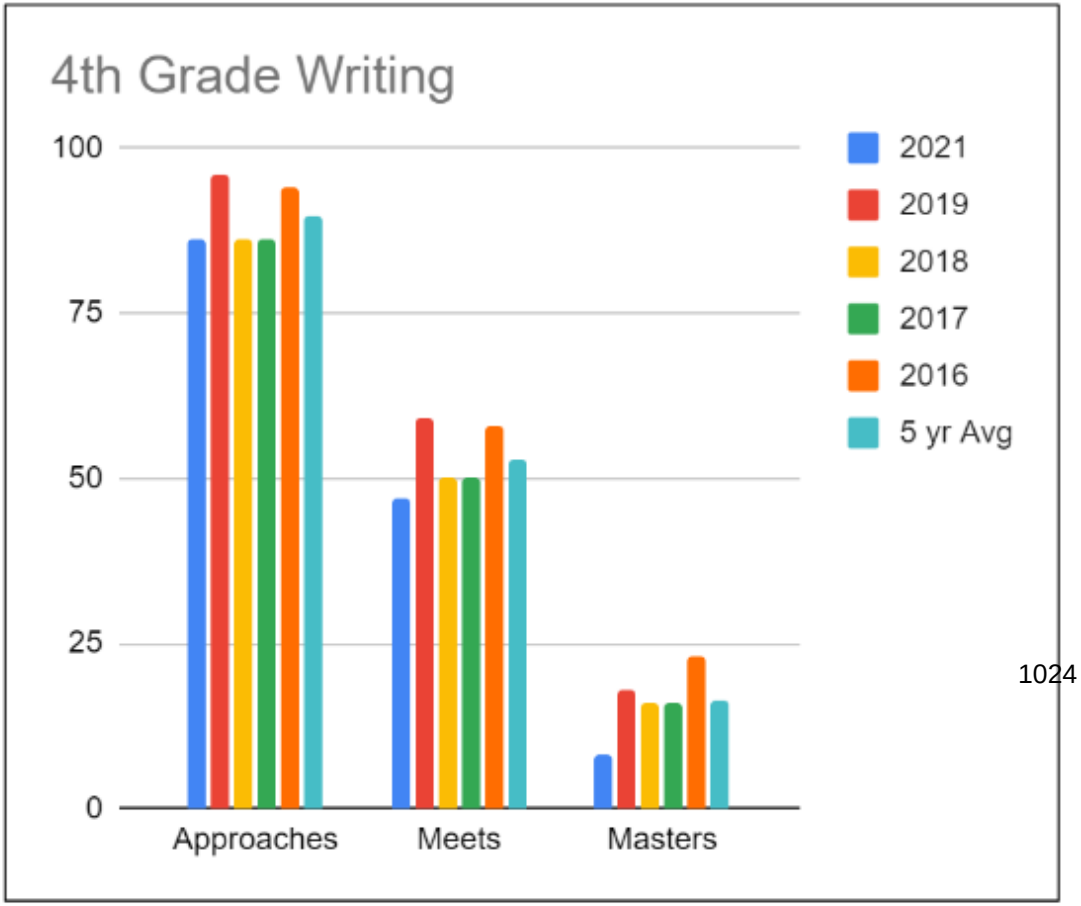
4th Reading Grade White			
	Approaches	Masters	Meets
2021	83	17	50
2019	90	40	80
2018	100	30	60
2017	100	50	86
2016	88	50	63
5 yr Avg	92.2	37.4	67.8

1023

4th Grade Reading Hispanic			
	Approaches	Masters	Meets
2021	90	21	54
2019	98	23	53
2018	91	49	62
2017	97	39	84
2016	96	35	62
5 yr Avg	94.4	33.4	63

4th Grade Reading Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	0
5 yr Avg	100	0	0

4th Grade Writing All Students			
	Approaches	Meets	Masters
2021	86	47	8
2019	96	59	18
2018	86	50	16
2017	86	50	16
2016	94	58	23
5 yr Avg	89.6	52.8	16.2



Writing
Hays has experienced a 10% decrease in students who achieved **Approaches** from 2019 and a 5% decline over the five year average for Writing.
Hays has experienced a 20% decrease in students who achieved **Meets** from 2019 and a 11% decline over the five year average for Writing.
Hays has experienced a 56% decrease in students who achieved **Masters** from 2019 and a 50% decline over the five year average for Writing.

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4th Writing Grade LEP			
	Approaches	Masters	Meets
2021	75	0	13
2019			
2018	92	8	58
2017	100	20	100
2016			
5 yr Avg	89	9.333333333	57

4th Grade Writing Economically Disadvantaged			
	Approaches	Masters	Meets
2021	87	4	39
2019	94	13	44
2018	94	17	61
2017	89	19	56
2016	100	15	31
5 yr Avg	92.8	16	48

4th Grade Writing Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	96	20	61
2018	94	23	71
2017	84	16	45
2016			
5 yr Avg	91.33333333	19.66666667	59

4th Grade Writing Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	97	20	66
2018	93	21	71
2017	83	14	45
2016			
5 yr Avg	91	18.33333333	60.66666667

4th Grade Writing Special Education			
	Approaches	Masters	Meets
2021	100	0	0
2019			
2018			
2017			
2016			
5 yr Avg	100	0	0

4th Writing Grade LEP			
	Approaches	Masters	Meets
2021	75	0	13
2019			
2018	92	8	58
2017	100	20	100
2016			
5 yr Avg	89	9.333333333	57

1025

4th Grade Writing Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100

4th Grade Writing Hispanic			
	Approaches	Masters	Meets
2021	85	8	41
2019	95	11	58
2018	93	20	70
2017	83	20	49
2016	90	25	55

5 yr Avg	100	0	100

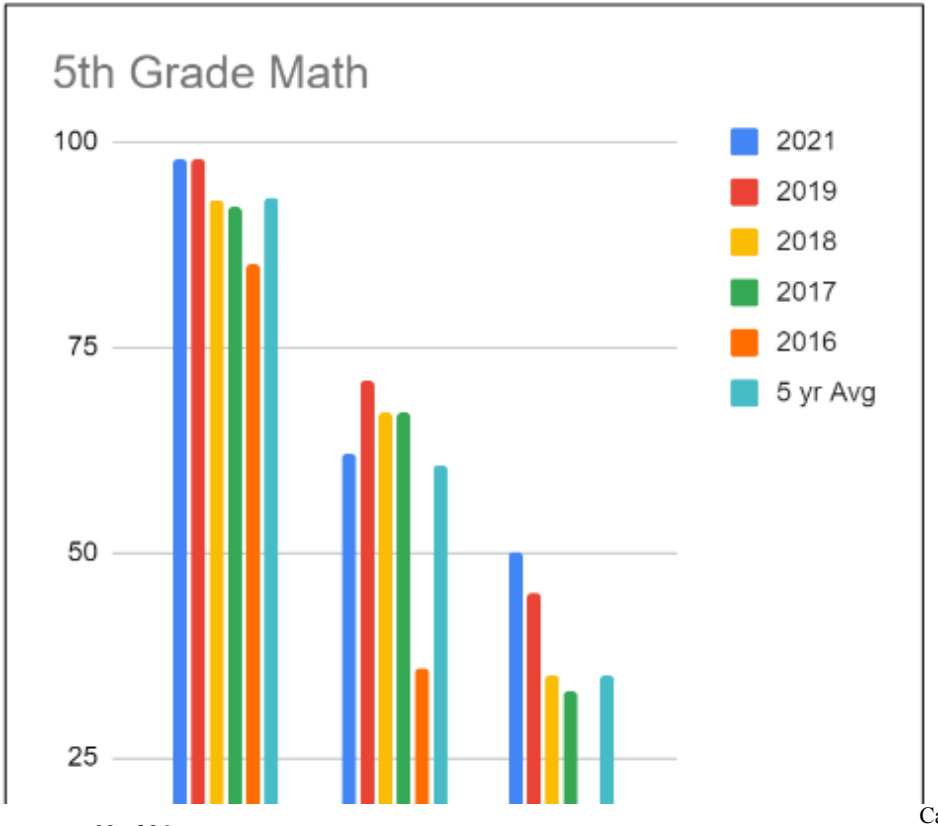
5 yr Avg	89.2	16.8	54.6

4th Writing Grade White			
	Approaches	Masters	Meets
2021	83	0	50
2019	100	30	60
2018	90	20	70
2017	86	7	57
2016	100	13	63
5 yr Avg	91.8	14	60

4th Grade Writing African American			
	Approaches	Masters	Meets
2021	100	0	75
2019	100	0	0
2018	100	0	40
2017	100	0	40
2016	100	0	0
5 yr Avg	100	0	38.75

5th Grade Math All Students			
	Approaches	Meets	Masters
2021	98	62	50
2019	98	71	45
2018	93	67	35
2017	92	67	33
2016	85	36	12
5 yr Avg	93.2	60.6	35

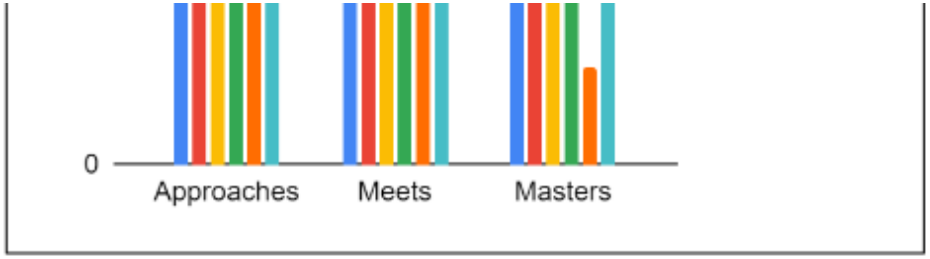
Math
Hays has experienced a 0% change in students who achieved **Approaches** from 2019 and a 5% increase over the five year average compared to an 14% decline experienced by the district from 2019 and a 9% decline of the five year average in Math.
Hays has experienced a 13% decline in students who achieved **Meets** from 2019 and a 2% increase over the five year average compared to an 14% decline experienced by the district from 2019



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and a 3% decline of the five year average in Math.

Hays has experienced a 10% increase in students who achieved **Masters** from 2019 and a 43% increase over the five year average compared to an 21% decline experienced by the district from 2019 and a 5% increase of the five year average in Math.



5th Grade Economically Disadvantaged			
	Approaches	Masters	Meets
2021	100	63	79
2019	100	29	65
2018	90	48	71
2017	89	26	63
2016	71	29	12
5 yr Avg	90	33	52.75

5th Grade Math Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	90	91	100
2018	32	33	42
2017	90	32	61
2016			
5 yr Avg	70.66666667	52	67.66666667

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5th Grade Math Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	97	51	74
2018	94	26	65
2017	95	40	70
2016			
5 yr Avg	95.33333333	39	69.66666667

5th Grade Math LEP			
	Approaches	Masters	Meets
2021	100	92	67
2019			
2018			
2017			
2016	50	0	0
5 yr Avg	75	46	33.5

5th Math First Year Monitored			
	Approaches	Masters	Meets
2021	100	100	100

5th Grade Math Not Special Education			
	Approaches	Masters	Meets
2021			

2019	100	20	40
2018			
2017			
2016			
5 yr Avg	100	60	70

2019	98	45	71
2018	93	35	67
2017	92	33	67
2016			
5 yr Avg	94.33333333	37.66666667	68.33333333

5th Math Grade Hispanic			
	Approaches	Masters	Meets
2021	100	54	77
2019	98	47	70
2018	92	35	78
2017	96	37	70
2016	85	15	37
5 yr Avg	94.2	37.6	66.4

5th Grade Math African American			
	Approaches	Masters	Meets
2021	60	60	60
2019	100	25	75
2018	100	33	67
2017	0	0	0
2016	80	0	0
5 yr Avg	68	24	40

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5th Grade Math White			
	Approaches	Masters	Meets
2021	100	20	60
2019	100	38	75
2018	92	31	38
2017	88	38	75
2016	83	0	33
5 yr Avg	92.6	25.4	56.2

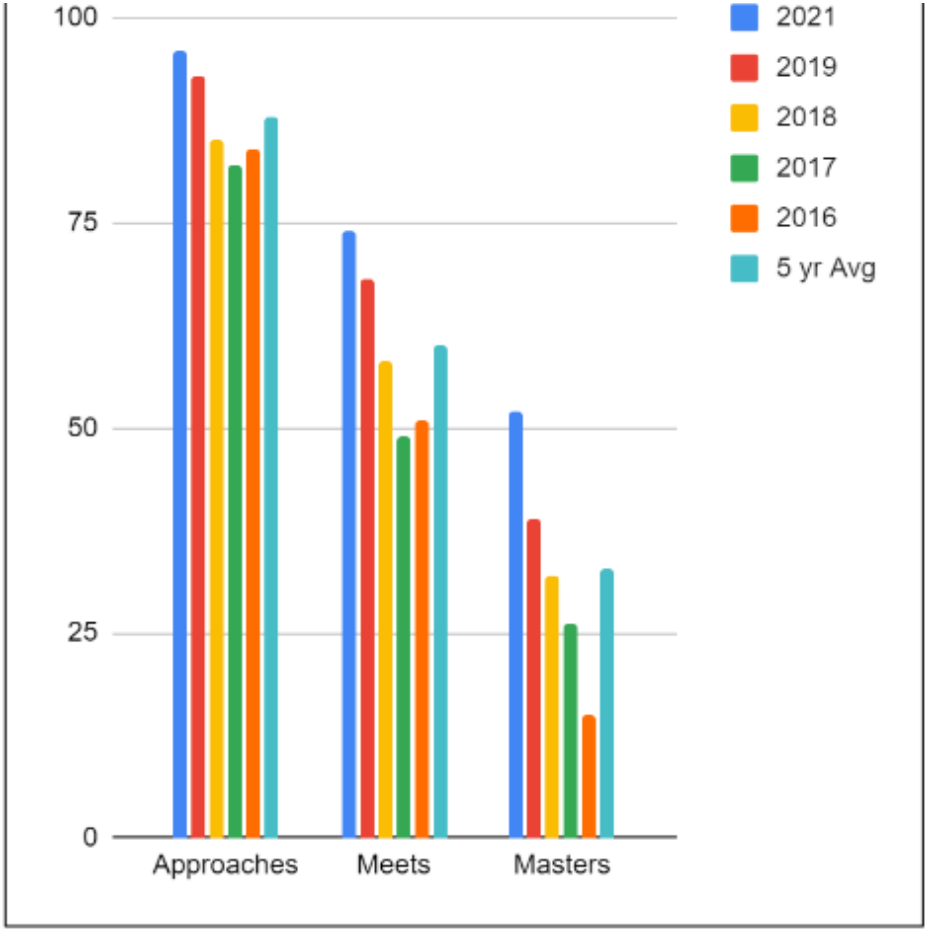
5th Grade Math Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

5th Grade Reading All Students			
	Approaches	Meets	Masters
2021	96	74	52



2021	[illegible]	74	[illegible]
2019	93	68	39
2018	85	58	32
2017	82	49	26
2016	84	51	15
5 yr Avg	88	60	32.8

Reading
Hays has experienced a 3% increase in students who achieved **Approaches** from 2019 and a 9% increase over the five year average compared to an 5% decline experienced by the district from 2019 and a 16% decline of the five year average in Reading.
Hays has experienced a 9% increase in students who achieved **Meets** from 2019 and a 23% increase over the five year average compared to an 8% decline experienced by the district from 2019 and a 3% decline of the five year average in Reading.
Hays has experienced a 33% increase in students who achieved **Masters** from 2019 and a 58% increase over the five year average compared to a 25% increase experienced by the district from 2019 and a 25% increase of the five year average in Reading.



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5th Grade Reading Economically Disadvantaged			
	Approaches	Masters	Meets
2021	100	42	50
2019	88	35	65
2018	86	38	52
2017	84	16	42
2016	100	18	53
5 yr Avg	91.6	26.75	53

5th Reading Grade LEP			
	Approaches	Masters	Meets
2021	100	33	42
2019	75	25	38
2018	100	25	38
2017	86	29	43
2016	50	0	0
5 yr Avg	82.2	22.4	32.2

5th Grade Reading Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	95	41	69
2018	85	26	62
2017	80	35	55
2016			
5 yr Avg	86.66666667	34	62

5th Grade Reading Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	98	44	77
2018	83	30	61
2017	81	26	48
2016			

5th Reading First Year Monitored			
	Approaches	Masters	Meets
2021	100	100	100
2019	80	20	40
2018			
2017			
2016			

5th Grade Reading Not Special Education			
	Approaches	Masters	Meets
2021			
2019	93	39	68
2018	58	31	85
2017	82	26	49
2016			
5 yr Avg	77.66666667	32	67.33333333

1030

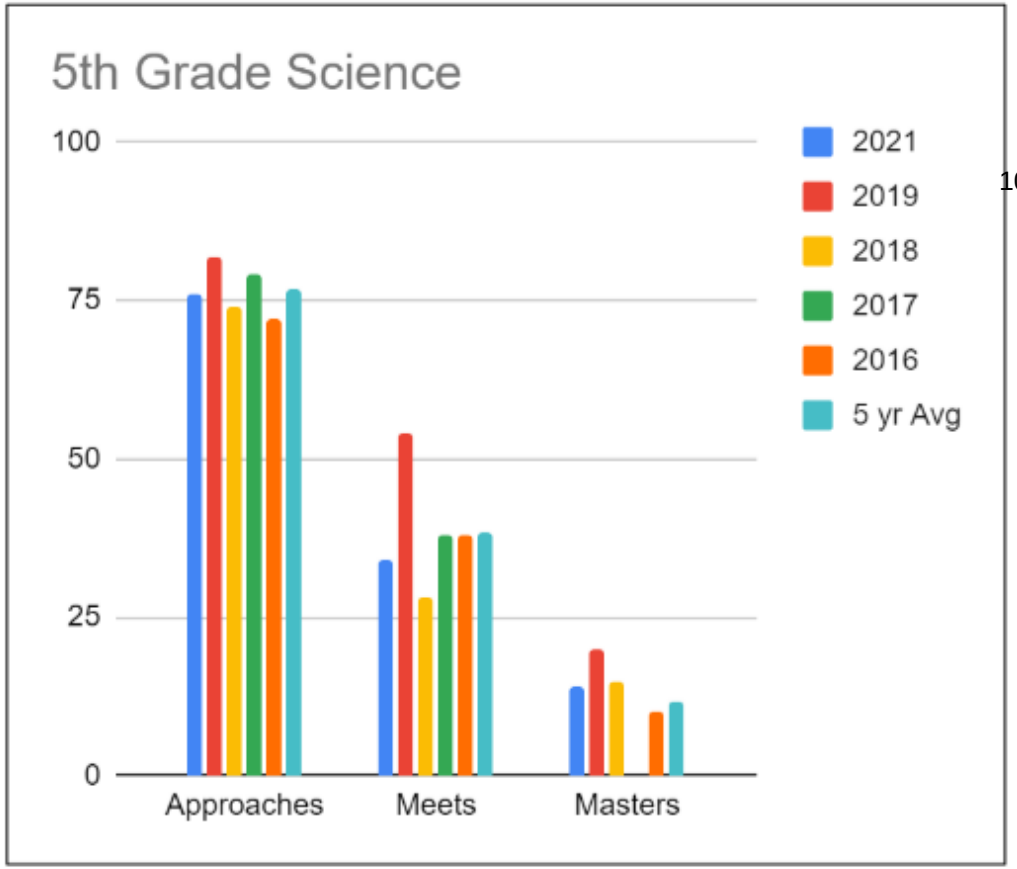
5th Grade Reading Hispanic			
	Approaches	Masters	Meets
2021	100	51	59
2019	91	40	65
2018	86	30	57
2017	85	26	52
2016	95	29	50
5 yr Avg	91.4	35.2	56.6

5th Reading African American			
	Approaches	Masters	Meets
2021	40	20	40
2019	100	50	100
2018	100	0	100
2017	100	0	0
2016	80	0	40
5 yr Avg	84	14	56

5th Reading Grade White			
	Approaches	Masters	Meets
2021	100	40	100
2019	100	25	63
2018	92	38	77
2017	63	25	50
2016	100	25	25
5 yr Avg	91	30.6	63

5th Grade Reading Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

5th Grade Science All Students			
	Approaches	Meets	Masters
2021	76	34	14
2019	82	54	20
2018	74	28	15
2017	79	38	0
2016	72	38	10
5 yr Avg	76.6	38.4	11.8



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Science
Hays has experienced a 7% decrease in students who achieved **Approaches** from 2019 and a 1% decrease over the five year average for Science.
Hays has experienced a 37% decrease in students who achieved **Meets** from 2019 and a 11% decrease over the five year average for Science.
Hays has experienced a 30% decrease in students who achieved

Hays has experienced a 50% decrease in students who achieved **Masters** from 2019 and a 16% increase over the five year average for Science.

5th Grade Science Economically Disadvantaged			
	Approaches	Masters	Meets
2021	83	4	29
2019	82	18	41
2018	65	15	30
2017	68	0	32
2016	61	6	28
5 yr Avg	71.8	9.75	32.75

5th Grade Science Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	86	21	53
2018	74	15	28
2017	87	0	39
2016			
5 yr Avg	82.33333333	12	40

5th Grade Science Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	82	21	59
2018	79	15	26
2017	90	0	45
2016			
5 yr Avg	83.66666667	12	43.33333333

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5th Science Grade LEP			
	Approaches	Masters	Meets
2021	83	8	25
2019	88	25	75
2018	71	14	29
2017	43	0	29
2016	0	0	0
5 yr Avg	57	9.4	31.6

5th Grade Science First Year Monitoring			
	Approaches	Masters	Meets
2021	100	100	100
2019	40	0	20
2018			

5th Grade Science Not Special Education			
	Approaches	Masters	Meets
2021			
2019	82	20	54
2018	74	15	28

2017			
2016			
5 yr Avg	70	50	60

2017	79	0	38
2016			
5 yr Avg	78.33333333	11.66666667	40

5th Grade Science Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

5th Science African American			
	Approaches	Masters	Meets
2021	40	20	40
2019	100	0	50
2018	33	0	0
2017	100	0	0
2016	80	0	40
5 yr Avg	71	5	26

1033

5th Science Grade White			
	Approaches	Masters	Meets
2021	80	20	40
2019	79	23	53
2018	77	23	31
2017	88	0	38
2016	100	17	33
5 yr Avg	84.8	16.6	39

5th Grade Science Hispanic			
	Approaches	Masters	Meets
2021	80	13	33
2019	79	23	53
2018	78	11	28
2017	74	0	41
2016	57	10	33
5 yr Avg	73.6	11.4	37.6

TELPAS
Texas English Language Proficiency Assessment System

Grade K

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 068-901 ECTOR COUNTY IS
Campus: 112 ELEM. MAGNET AT

Report Date: JULY 2021
Date of Testing: SPRING 2021

Listening		Speaking		Reading		Writing	
Number	Percent	Number	Percent	Number	Percent	Number	

Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced ADV H = Advanced High	Number of Students Rated Not Rated: EC Not Rated: ARD Decision	13 0 0	100 0 0	Number of Students Rated Not Rated: EC Not Rated: ARD Decision	13 0 0	100 0 0	Number of Students Rated Not Rated: EC Not Rated: ARD Decision	13 0 0	100 0 0	Number of Students Rated Not Rated: EC Not Rated: ARD Decision	13 0 0
	Total Documents Submitted	13	100	Total Documents Submitted	13	100	Total Documents Submitted	13	100	Total Documents Submitted	13

	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV
All Students	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0
Male	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---
Female	9	67	33	0	0	9	78	11	11	0	9	89	0	11	0	9	89	11	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Hispanic/Latino	12	67	33	0	0	12	75	17	8	0	12	92	0	8	0	12	92	8	0
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
White	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Economically Disadvantaged *Yes*	8	63	38	0	0	8	75	13	13	0	8	88	0	13	0	8	88	13	0
No	5	80	20	0	0	5	80	20	0	0	5	100	0	0	0	5	100	0	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Title I, Part A *Participants*	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Migrant *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
No	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Limited English Proficient *Current LEP*	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0
Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Bilingual *Participants*	12	75	25	0	0	12	83	17	0	0	12	100	0	0	0	12	100	0	0
Nonparticipants	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
ESL *Participants*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---
Nonparticipants	12	75	25	0	0	12	83	17	0	0	12	100	0	0	0	12	100	0	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Special Education *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
No	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
Nonparticipants	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
At-Risk *Yes*	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---

1034

Student Learning Strengths

Hays STEAM Academy students performed at or above district and state averages in Reading and Math.

5th Grade Math:

- Hays has experienced a 0% change in students who achieved **Approaches** from 2019 and a 5% increase over the five year average compared to a 14% decline experienced by the district from 2019 and a 9% decline of the five year average in Math.
- Hays has experienced a 13% decline in students who achieved **Meets** from 2019 and a 2% increase over the five year average compared to a 14% decline experienced by the district from 2019 and a 3% decline of the five year average in Math.
- Hays has experienced a 10% increase in students who achieved **Masters** from 2019 and a 43% increase over the five year average compared to a 21% decline experienced by the district from 2019 and a 5% increase of the five year average in Math.

5th Grade Reading:

- Hays has experienced a 3% increase in students who achieved Approaches from 2019 and a 9% increase over the five year average compared to a 5% decline experienced by the district from 2019 and a 16% decline of the five year average in Reading.

- Hays has experienced a 9% increase in students who achieved Meets from 2019 and a 23% increase over the five year average compared to an 8% decline experienced from the district from 2019 and a 3% decline of the five year average in Reading.
- Hays has experienced a 33% increase in students who achieved Masters from 2019 and a 58%increase over the five year average compared to a 25% increase experienced by the district from 2019 and a 25% increase of the five year average in Reading.

Problem Statements Identifying Student Learning Needs 1035

Problem Statement 1 (Prioritized): Not all students achieved projected MAP growth goals for 2020-2021. **Root Cause:** Lack of personalized learning instruction.

Problem Statement 2 (Prioritized): 64% of students achieved 'Meets' in STAAR Reading. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 3 (Prioritized): 35% of 3rd grade Hays scholars achieved 'Meets' standard on Math STAAR Assessment. **Root Cause:** Loss of instructional time from March-August 2020.

Problem Statement 4 (Prioritized): 34% of 5th grade Hays scholars achieved 'Meets' standard on Science STAAR Assessment. **Root Cause:** Lack of hands-on lab opportunities due to Covid -19 restrictions.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment at Hays STEAM Academy is guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the ECISD Scope and Sequence.

Recruitment of high-quality staff.

All new teachers are given a mentor on campus. The mentor teaches the same grade or a grade below/above the new teacher. Mentors and their mentees are expected to meet at least weekly for 30 minutes. New teachers meet twice monthly with administrators to participate in 'Teach Like a Champion' book study.

Teachers in need of improvement receive weekly coaching from an administrator. In addition, teachers meet regularly with the T-Tess appraiser to work towards goals listed in their improvement plan. Professional Development to help improve instruction is determined on an individual basis for these teachers.

Two classrooms will have Instructional Facilitators for the year due to lack of qualified applicants. However, one facilitator is a pre-law student working on his elementary certification. The other facilitator is certified secondary and working towards elementary certification.

The average class sizes are as follows: Pre-K Monolingual=20, Bilingual =12; Kinder Monolingual=20, Bilingual=17; 1st Monolingual=19, Bilingual=14; 2nd Monolingual=16, Bilingual=12; 3rd Monolingual=24, Bilingual=12; 4th Monolingual=24, Bilingual=12; 5th Monolingual=21, Bilingual=12 1036

Professional development is planned at the district and campus levels. This year at the campus level, all professional learning will be planned to equip staff in implementing STEAM Components including Project Lead the Way and Engineering is Elementary, AVID, Blended Learning, Conscious Discipline, and CHAMPS, and Depth and Complexity. Teachers will also be able to choose the professional learning needed for the upcoming school year.

Grade-level Math PLC's are held every Tuesday in the conference room. A grade-level Reading PLC is held every Thursday. This time is used to review curriculum, data, assessments, etc. It is also used for a time to train on campus initiatives. During PLC time, teachers are encouraged to share effective teaching practices with each other. An administrator and instructional coach is involved in the planning and execution of PLC's. This can include help in lesson planning, modeling, and co-teaching lessons, and observation and coaching feedback.

Recruitment strategies consist of AVID presentations on the district level. Teachers also excel with social media apps which ensures Hays STEAM Academy is in front of the public sharing the learning on campus. In addition, administrators attend all job fairs sponsored by ECISD.

School Processes & Programs Strengths

- Weekly grade level PLC's.
- Relay Coaching provided to staff by administrators and Instructional Coach.
- Small group instruction
- Our staff excels in utilizing data obtained through TEKS Resource System and Eduphoria to provide purposeful interventions.
- Lesson plans are submitted and reviewed by administrators weekly.
- During PLC and grade level time, teachers study the curriculum and analyze data to ensure students are successful with TEKS.
- Teachers share effective teaching practices after analyzing data to help all students grow.
- Several teachers are Trainers of Trainers for Math, ELAR, AVID, Conscious Discipline, etc.
- Teachers embrace technology integration in classrooms across the campus.
- Hays is an AVID Showcase school that draws people from across the country. We host AVID teachers and principals throughout the year that are developing a program. Hays STEAM Academy is the model elementary school.
- Pilot school for K-2 Blended Learning. Campus-wide teachers began utilizing the station rotation Blended Learning model last year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Hays STEAM Academy is in need of enrichment and accelerated programs that challenge the most advanced students. **Root Cause:** Lack of available professional development

1037

Problem Statement 2 (Prioritized): Continue to meet the needs and interests of more diverse student and parent populations. **Root Cause:** Increase of diverse students including Russian, Islamic, Turkish, etc.

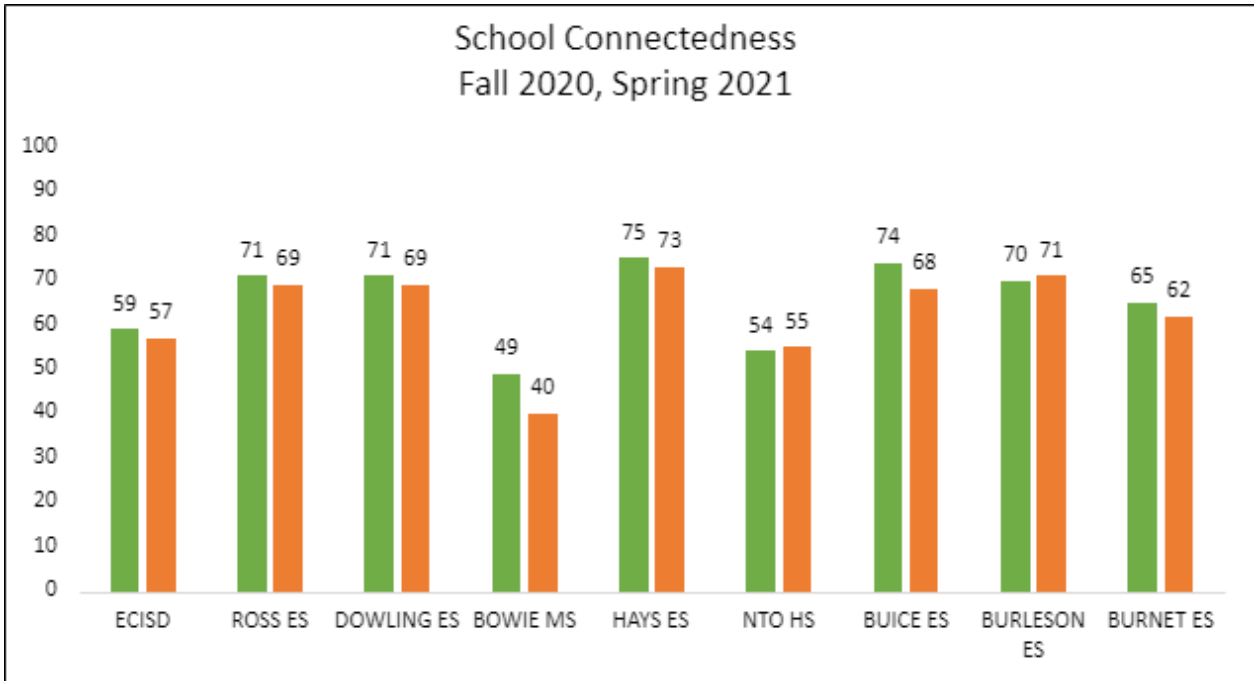
Problem Statement 3 (Prioritized): Conscious Discipline is not fully implemented in all classrooms or grade levels because 7 out of 24 teachers are new to the campus. **Root Cause:** Teachers lack formal training or do not understand how to fit Conscious Discipline into their appropriate grade level.

Problem Statement 4 (Prioritized): AVID is not used with fidelity because 5 out of 24 teachers are new to the campus. **Root Cause:** Teachers lack formal training in AVID Summer Institute or AVID Foundations.

Perceptions

Perceptions Summary

At Hays STEAM Academy, we are working very hard to create a community of life-long learners by proividing a challenging, safe, nurturing and respectful learning environment. We encourage individuals to respect and value hard work each and every day. We believe that together we can provide a safe, school environment where all individuals feel welcomed and respected. The staff will serve and support all students as they become creative, independent, and critical thinkers.



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HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

Summary

Topic Description	Results	Comparison

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

62%

▲ 7 since last survey

57% ELEMENTARY

57% ECTOR COUNTY ISD

Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

74%

▲ 2 since last survey

68% ELEMENTARY

68% ECTOR COUNTY ISD

Social Awareness

How well students consider the perspectives of others and empathize with them.

71%

▼ 1 since last survey

68% ELEMENTARY

68% ECTOR COUNTY ISD

Supportive Relationships

91%

▲ 4 since last survey

87% ELEMENTARY

87% ECTOR COUNTY ISD

159 responses

1039

HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

PANORAMA

Self-Efficacy

Your average

62%

159 responses

Change

▲ 7 since last survey

School Type average: **57%** ELEMENTARY

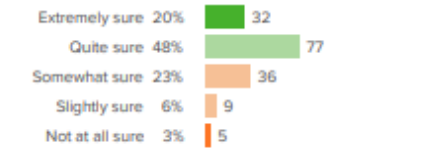
District average: **57%** ECTOR COUNTY ISD

How did people respond?

Q 1: How sure are you that you can complete all the

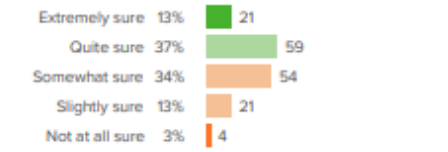
Q 2: When complicated ideas are discussed in class,

work that is assigned in your class?



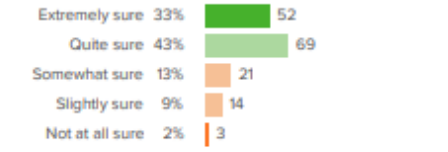
▲ 6 from last survey Favorable: **69%**

how sure are you that you can understand them?



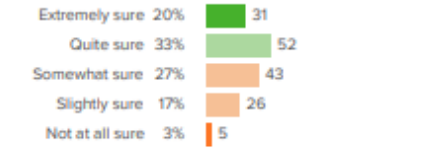
▲ 7 from last survey Favorable: **50%**

Q.3: **How sure are you that you can learn all the topics taught in your class?**



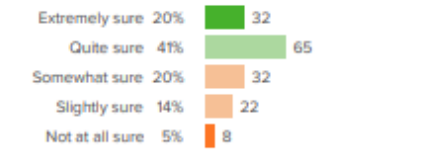
▲ 11 from last survey Favorable: **76%**

Q.4: **How sure are you that you can do the hardest work that is assigned in your class?**



▲ 3 from last survey Favorable: **53%**

Q.5: **How sure are you that you will remember what you learned in your current class, next year?**



▲ 6 from last survey Favorable: **61%**

1040

HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

Self-Management

Your average
74%
159 responses

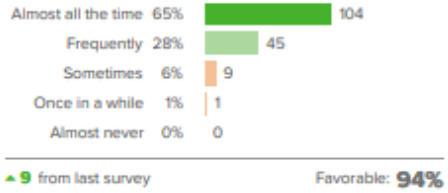
Change
▲ **2**
since last survey

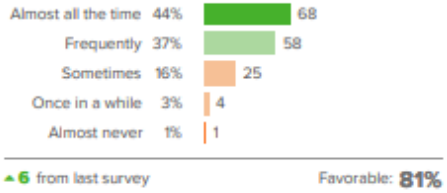
School Type average: **68%** ELEMENTARY
District average: **68%** ECTOR COUNTY ISD

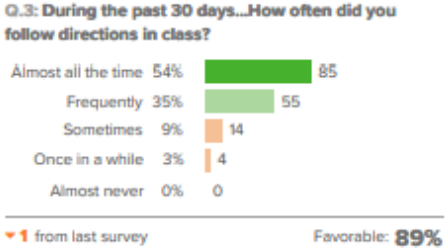
How did people respond?

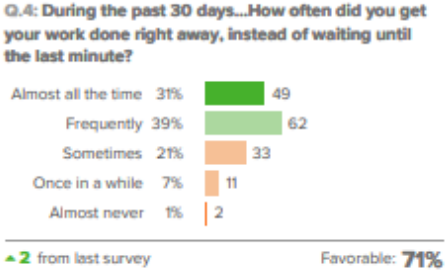
Q.1: **During the past 30 days...How often were you polite to adults?**

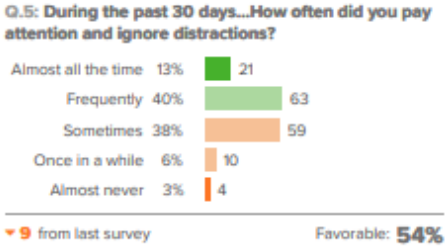
Q.2: **During the past 30 days...How often did you come to class prepared?**

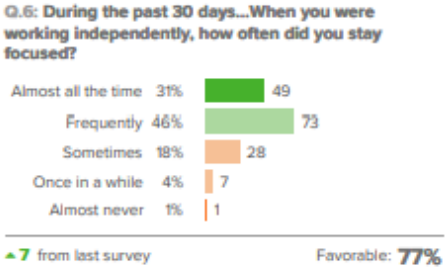

Almost all the time 65% 104
Frequently 28% 45
Sometimes 6% 9
Once in a while 1% 1
Almost never 0% 0
9 from last survey
Favorable: 94%


Almost all the time 44% 68
Frequently 37% 58
Sometimes 16% 25
Once in a while 3% 4
Almost never 1% 1
6 from last survey
Favorable: 81%

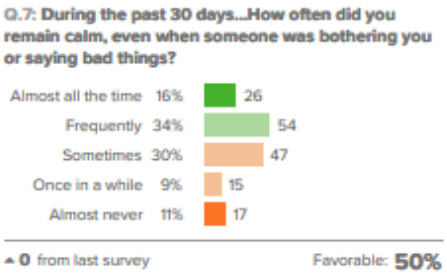

Q.3: During the past 30 days...How often did you follow directions in class?
Almost all the time 54% 85
Frequently 35% 55
Sometimes 9% 14
Once in a while 3% 4
Almost never 0% 0
1 from last survey
Favorable: 89%

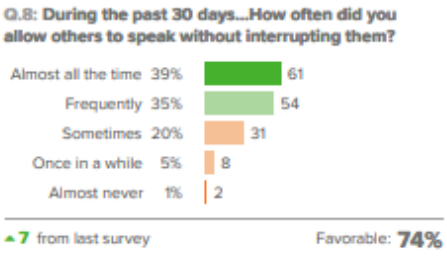

Q.4: During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?
Almost all the time 31% 49
Frequently 39% 62
Sometimes 21% 33
Once in a while 7% 11
Almost never 1% 2
2 from last survey
Favorable: 71%


Q.5: During the past 30 days...How often did you pay attention and ignore distractions?
Almost all the time 13% 21
Frequently 40% 63
Sometimes 38% 59
Once in a while 6% 10
Almost never 3% 4
9 from last survey
Favorable: 54%

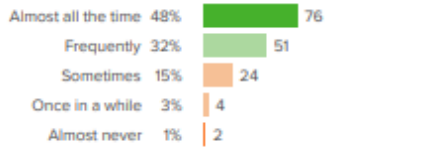

Q.6: During the past 30 days...When you were working independently, how often did you stay focused?
Almost all the time 31% 49
Frequently 46% 73
Sometimes 18% 28
Once in a while 4% 7
Almost never 1% 1
7 from last survey
Favorable: 77%

1041


Q.7: During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?
Almost all the time 16% 26
Frequently 34% 54
Sometimes 30% 47
Once in a while 9% 15
Almost never 11% 17
0 from last survey
Favorable: 50%

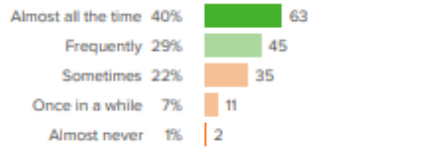

Q.8: During the past 30 days...How often did you allow others to speak without interrupting them?
Almost all the time 39% 61
Frequently 35% 54
Sometimes 20% 31
Once in a while 5% 8
Almost never 1% 2
7 from last survey
Favorable: 74%

Q.9: During the past 30 days...How often were you polite to other students?



▼2 from last survey Favorable: **81%**

Q.10: During the past 30 days...How often did you keep your temper under control?



▲3 from last survey Favorable: **69%**

HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

Social Awareness

Your average
71%
159 responses

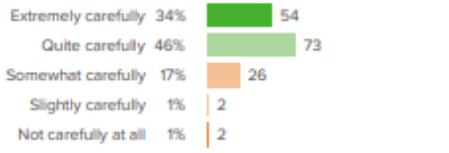
Change
▼1
since last survey

School Type average: **68%** ELEMENTARY
District average: **68%** ECTOR COUNTY ISD

1042

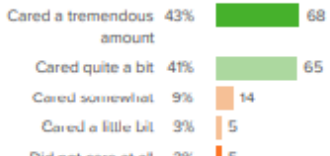
How did people respond?

Q.1: During the past 30 days...How carefully did you listen to other people's points of view?



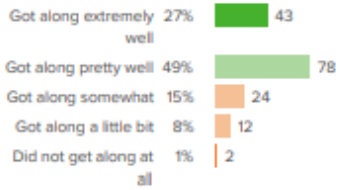
▼1 from last survey Favorable: **81%**

Q.2: During the past 30 days...How much did you care about other people's feelings?

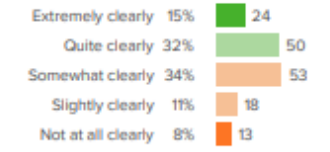


▼5 from last survey Favorable: **85%**

Q.3: During the past 30 days...How well did you get along with students who are different from you?



Q.4: During the past 30 days...How clearly were you able to describe your feelings?

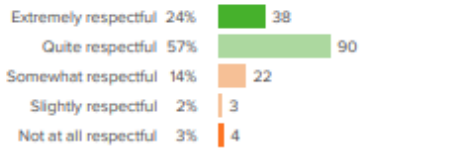


▼4 from last survey Favorable: **47%**

▼ 2 from last survey Favorable: 76%

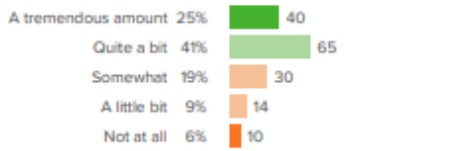
HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

Q.5: During the past 30 days...When others disagreed with you, how respectful were you of their views?



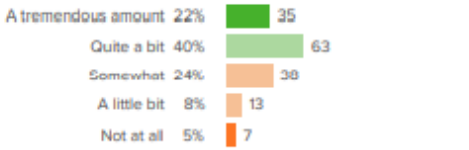
▲ 1 from last survey Favorable: **82%**

Q.6: During the past 30 days...To what extent were you able to stand up for yourself without putting others down?



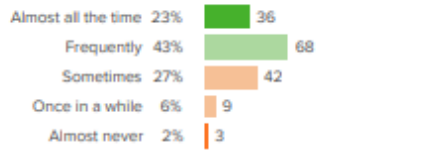
▼ 3 from last survey Favorable: **66%**

Q.7: During the past 30 days...To what extent were you able to disagree with others without starting an argument?



▲ 2 from last survey Favorable: **63%**

Q.8: During the past 30 days...How often did you compliment others' accomplishments?



▲ 4 from last survey Favorable: **66%**

1043

HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5

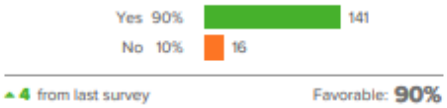
Supportive Relationships

Your average	Change
91%	▲ 4
159 responses	since last survey

School Type average: **87%** ELEMENTARY
District average: **87%** ECTOR COUNTY ISD

How did people respond?

Q.1: Do you have a teacher or other adult from school who you can count on to help you, no matter what?



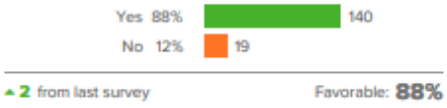
▲4 from last survey Favorable: 90%

Q.2: Do you have a family member or other adult outside of school who you can count on to help you, no matter what?



▲5 from last survey Favorable: 94%

Q.3: Do you have a friend from school who you can count on to help you, no matter what?

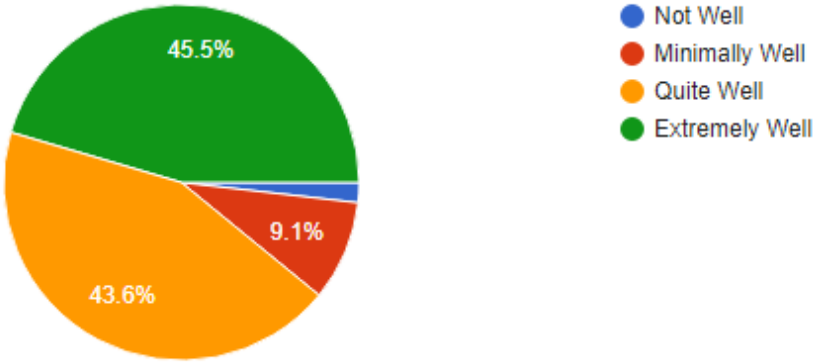


▲2 from last survey Favorable: 88%

Title I Parent & Family Engagement Survey:

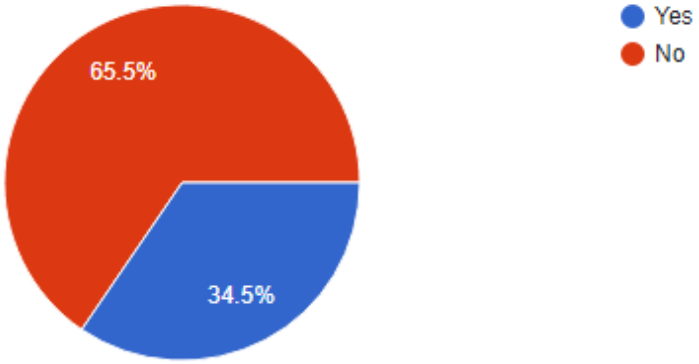
How well do you feel that our campus provides you, the parents an opportunity to share feedback and ideas regarding the school's parent and family engagement program and activities? 1044

55 responses



Did you attend a meeting this school year where the goals and activities of the Title I program were discussed with you?

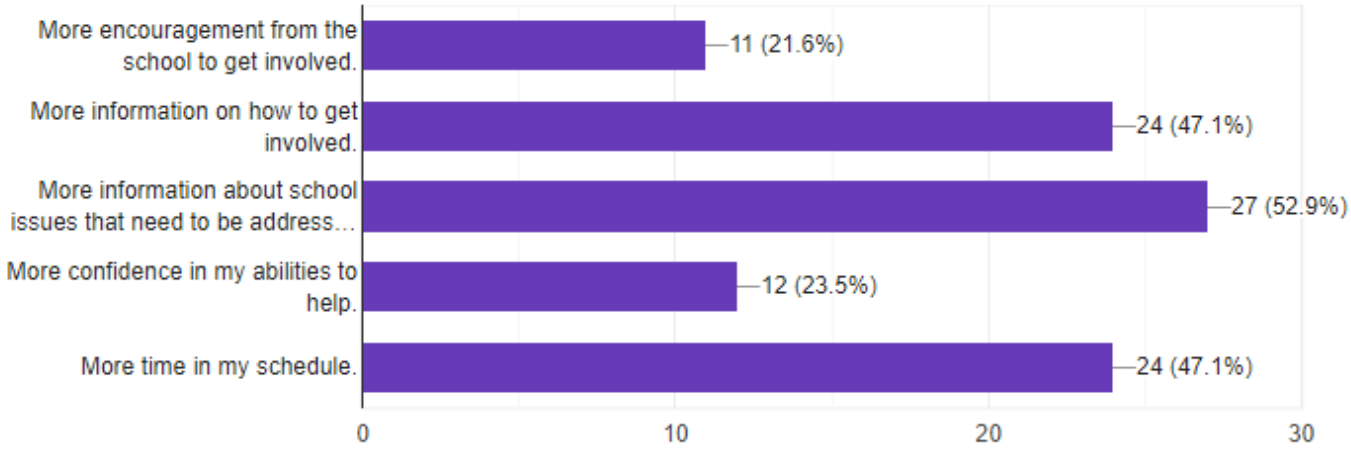
55 responses



What would help you participate more in decision making and the overall academic achievement for our campus? (Check all that apply)

1045

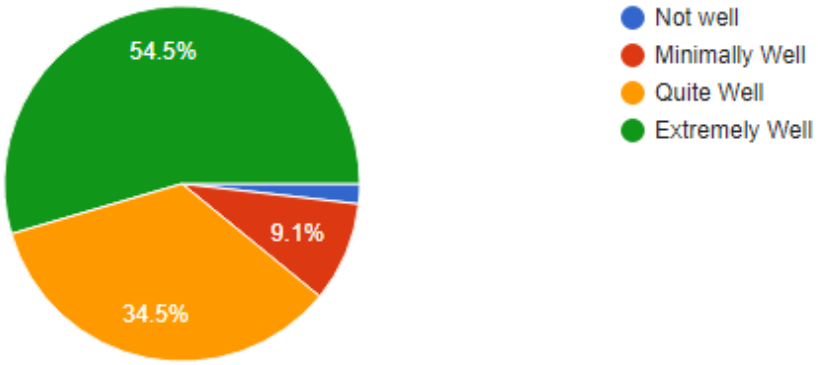
51 responses



How well does our school provide information that is easy to understand?

How well does our school provide information that is easy to understand?

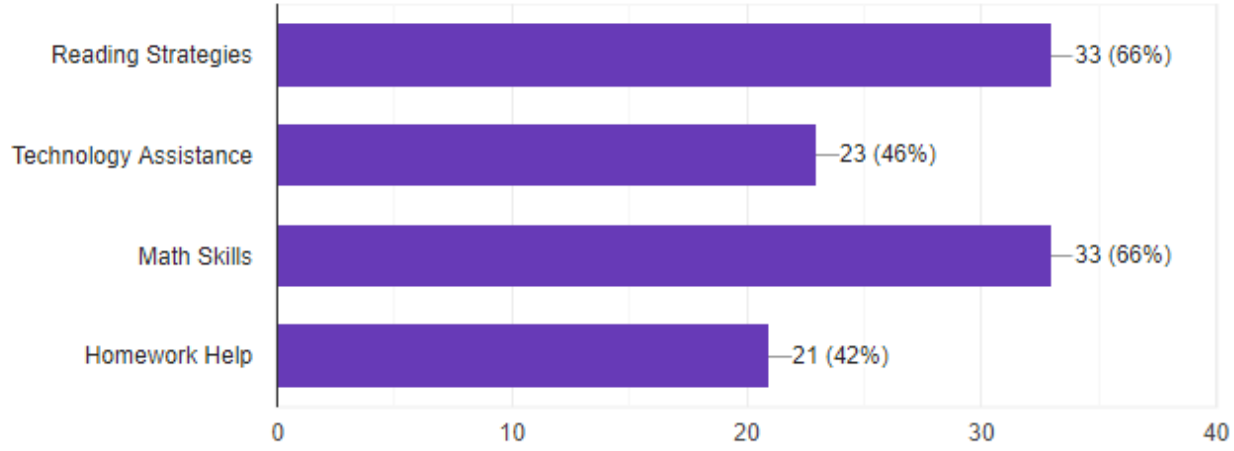
55 responses



What type of informational programs would you like the school to provide? (Check all that apply)

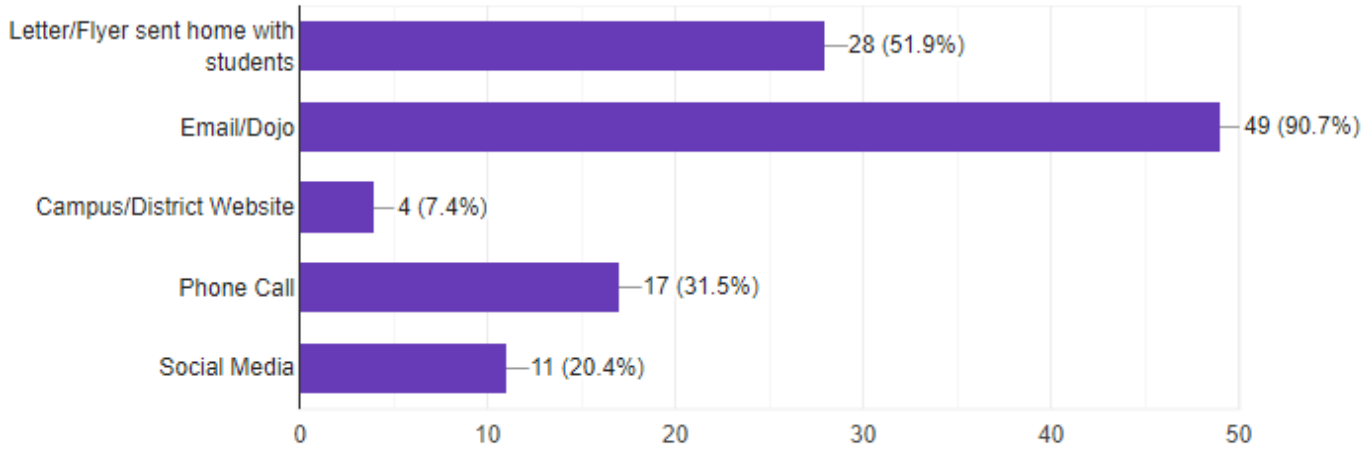
50 responses

1046



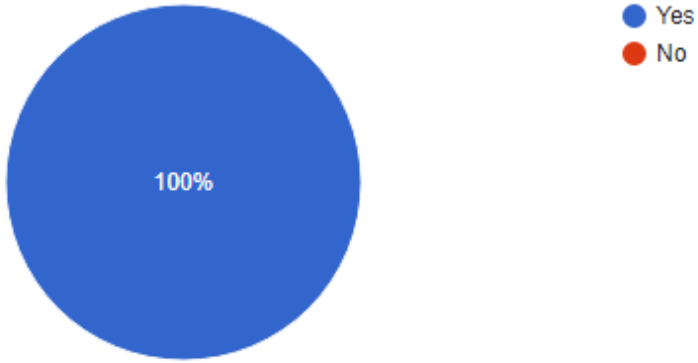
How would you prefer to receive information from your child's school? (Check all that apply)

54 responses



Do you know how to contact your child's teacher?

55 responses

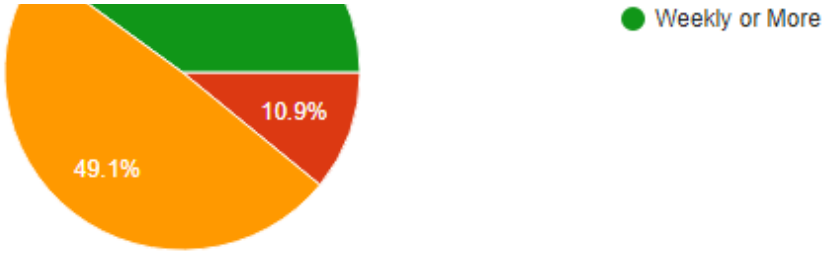


1047

How often does your child's teacher communicate with you about your child's progress?

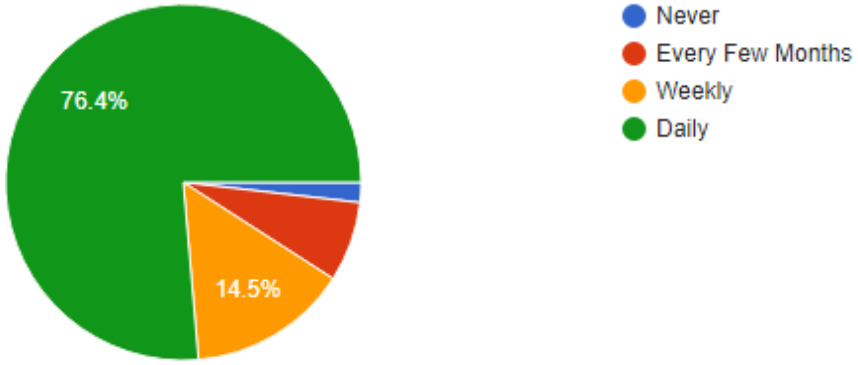
55 responses





How often do you work with your child on their homework?

55 responses



1048

In what ways can the school help you work with your child to do better in school?

26 responses

Everything is great.

Nothing

Take Ipad Access away... Or get I.T. to implement limited access Devices..

The school already does everything in their power to help my child.

Doing good

Having trainings to help them.

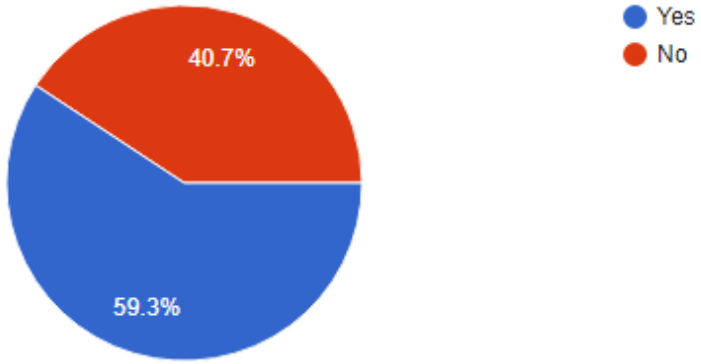
Links to show ways to solve math problems how they work them now days

Give ideas on how to help with reading at home.

Let me know of missing assignments and low grades immediately not when progress reports or report cards come out

Are you aware of opportunities to volunteer at your child's school?

54 responses

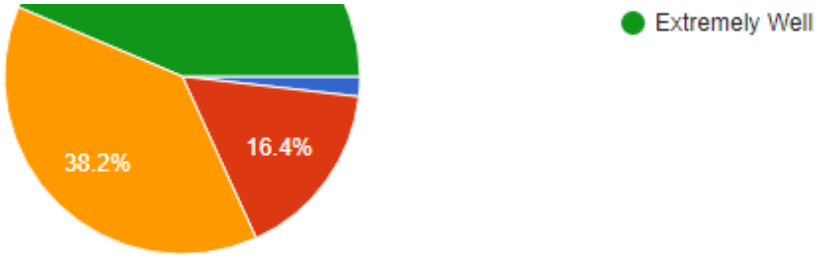


1049

How well do you feel the school creates a welcoming environment for parents?

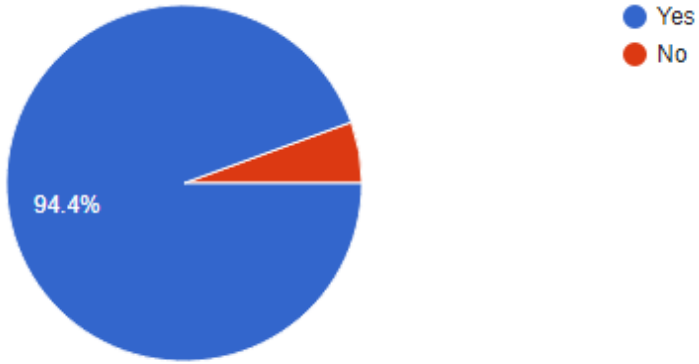
55 responses





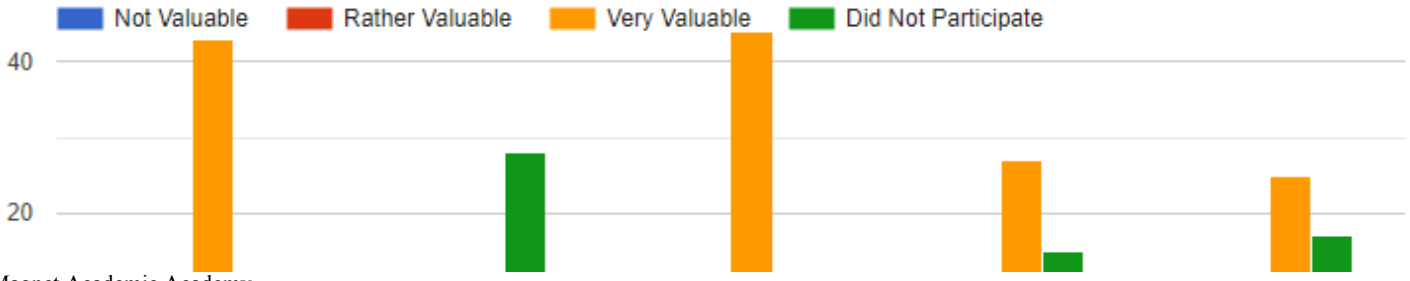
Am I always greeted in a friendly, courteous way when I contact the school either on the phone or in person?

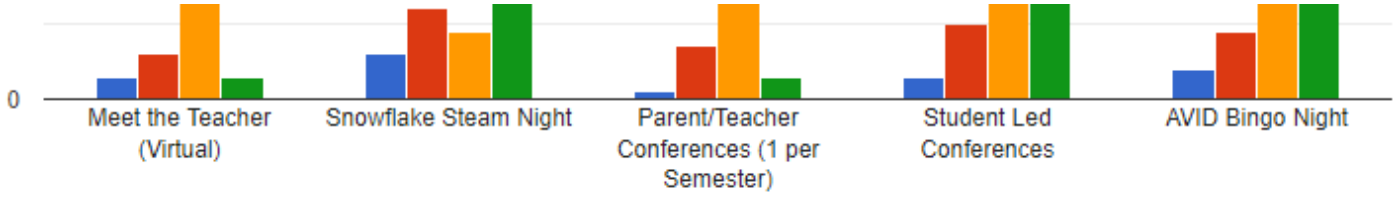
54 responses



1050

For each activity listed below, please provide us with your feedback by checking the box that best describes your opinion.





Suggestions for future parent activities?

18 responses

None right now.

None

More outside activities

We should do a drive by library night where students can sit in the playground with their parents and a blanket and read books and complete activities based on the book.

I'm not sure

More virtual games with students and families.

They loved AVID bingo night so I think more activities that involve the class, not just a do it at home by yourself activity would be better received by scholars.

Give a notice a week or two in advance

1051

In what way can our campus remove barriers to help you become involved in school activities and programs?

19 responses

Bilingual activities.

Maybe send over night work for volunteering in the classroom like vips. Once Covid is over. This way parent can help at night and see what kind of work their kids are doing.

COVID needs to go away

Share out information in advance so that I can add it to my schedule.

Don't just post on class dojo the app is not very reliable

Little by little allow parents to interact, especially ones who have proof of vaccinations.

Provide more online activities until Covid restrictions are further lifted.

More structure

The late dismissal for high school has made things hard. Hopefully next year there won't be such a time

1052

What ways can the school improve communication between parents and the school?

32 responses

No issues

I believe communication is done really well. My son's teacher either Dojos or calls me directly.

Calling me

I do not see any missed communication between myself and our school, I would just like more information on how to volunteer if needed.

More communication from classroom teacher about students progress, abilities, areas of weakness and at home or online ideas to help

home or online ideas to help.

Phone call

I think the school does a great job at communicating with the parents.

Patience, clear communication, understanding

Perceptions Strengths

- Self-Efficacy increased 7 points from the fall.
- Self-Management increased 2 points from the fall.
- Supportive Relationships increased 4 points.

1053

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Commitment to parental communications through daily/weekly contact from teachers and administrators. **Root Cause:** Lack of timely parent communication concerning events and student academic progress.

Problem Statement 2 (Prioritized): According to recent survey data, there is a significant number of students who have difficulty self-regulating emotions. **Root Cause:** Increase stress due to pandemic.

Problem Statement 3 (Prioritized): Decrease in parental participation virtually and face-to-face. **Root Cause:** Decrease in parental participation due to the pandemic.

Priority Problem Statements

Problem Statement 1: Not all students achieved projected MAP growth goals for 2020-2021.
Root Cause 1: Lack of personalized learning instruction.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Hays STEAM Academy is in need of enrichment and accelerated programs that challenge the most advanced students.
Root Cause 2: Lack of available professional development
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Continue to meet the needs and interests of more diverse student and parent populations.
Root Cause 3: Increase of diverse students including Russian, Islamic, Turkish, etc.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 64% of students achieved 'Meets' in STAAR Reading.
Root Cause 4: Instruction is not reaching the depth and complexity of the TEKS.
Problem Statement 4 Areas: Student Learning

1054

Problem Statement 5: 34% of 5th grade Hays scholars achieved 'Meets' standard on Science STAAR Assessment.
Root Cause 5: Lack of hands-on lab opportunities due to Covid -19 restrictions.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: 35% of 3rd grade Hays scholars achieved 'Meets' standard on Math STAAR Assessment.
Root Cause 6: Loss of instructional time from March-August 2020.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Lack of focus on high-performing scholars by proving enrichment/acceleration that challenges them.
Root Cause 7: Lack of professional development on personalized learning.
Problem Statement 7 Areas: Demographics

Problem Statement 8: According to recent survey data, there is a significant number of students who have difficulty self-regulating emotions.
Root Cause 8: Increase stress due to pandemic.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Decrease in parental participation virtually and face-to-face.
Root Cause 9: Decrease in parental participation due to the pandemic.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: Commitment to parental communications through daily/weekly contact from teachers and administrators.
Root Cause 10: Lack of timely parent communication concerning events and student academic progress.
Problem Statement 10 Areas: Perceptions

Problem Statement 11: High turnover rate for staff resulting in new hires with lack of experience.
Root Cause 11: Promotions within the district.
Problem Statement 11 Areas: Demographics

Problem Statement 12: Bilingual staff reduced by 50% with grade levels combined.
Root Cause 12: Lack of certified bilingual teachers district-wide.
Problem Statement 12 Areas: Demographics

1055

Problem Statement 13: Conscious Discipline is not fully implemented in all classrooms or grade levels because 7 out of 24 teachers are new to the campus.
Root Cause 13: Teachers lack formal training or do not understand how to fit Conscious Discipline into their appropriate grade level.
Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: AVID is not used with fidelity because 5 out of 24 teachers are new to the campus.
Root Cause 14: Teachers lack formal training in AVID Summer Institute or AVID Foundations.
Problem Statement 14 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

1056

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

1057

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Provide daily and weekly parent communication so that all parents are aware of campus events before they occur.

Evaluation Data Sources: Dojo/Twitter/Facebook
Weekly Teacher Newsletter
Monthly Principal Newsletter

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of teachers will use Class Dojo as a way to text parents important information on a daily/weekly basis. **Strategy's Expected Result/Impact:** Improved parent/teacher communication **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly grade level newsletters will be sent home. The principal will send home a monthly family newsletter. The family newsletter will be send home electronically, a link through Class Dojo, and a link posted on Facebook. It will list all upcoming events for the month. The newsletter can be translated into many languages with the click of a button. **Strategy's Expected Result/Impact:** Improved parent/teacher communication **Staff Responsible for Monitoring:** Teachers Principal **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture				

1058

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Engage 100% of parents in campus activities or virtual activities at least once every 9 weeks.

Evaluation Data Sources: Sign-in sheets
Communication logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be invited to participate in Meet the Teacher; Muffins with Moms; Donuts with Dads; Family STEAM Nights. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** snacks, drinks - Title One Instructional Continuity - $971				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parents will be provided the opportunity to ask questions and provide feedback to the principal. **Strategy's Expected Result/Impact:** Parent and community involvement will increase. Misconceptions will be resolved before they are a problem. Ideas and suggestions will be shared by parents. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				1059

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Several "Coffee with the Principal" events will be planned for the year. These events will be held at 8:30am and again at 5:30pm in both English & Spanish. **Strategy's Expected Result/Impact:** Parents will be able to ask questions and provide feedback to the principal. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Family STEAM nights will be held a minimum of twice per year. Parents will participate in STEAM activities with their scholars. **Strategy's Expected Result/Impact:** All families will be provided time to experience STEAM activities with their scholars. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

1060

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: The campus will create community partners by engaging and participating in a classroom community service project led by students and guided by teachers to ensure students lead change driven by community needs and improvements.

Evaluation Data Sources: Social Media Announcements
Pictures

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of students will participate in campus wide-projects that bring everyone together and make an impact beyond our walls. **Strategy's Expected Result/Impact:** Connectedness among grade levels. Connection to community. A boost of self-confidence when scholars realize they are apart of something bigger. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Extend Project Based Learning utilized in engineering to all subjects allowing real-world applications within the community. **Strategy's Expected Result/Impact:** This will effectively communicate the Hays vision and mission statement to all stakeholders. **Staff Responsible for Monitoring:** AVID Site Team Administrators **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Hays STEAM Academy will maintain the annual student attendance rate of 96.4% in 2022.

Evaluation Data Sources: District Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will call parents of each student who is absent every day. On the third absence, the attendance clerk will call the parents and document the call in Eduphoria as a warning of a potential growth plan. After 5 absences, the teacher will call the parent and document the call in Eduphoria. After 7 absences, an administrator will call the parent and document the call AND the teacher will initiate a growth plan. **Strategy's Expected Result/Impact:** Additional contact with parents for each absence will lead to fewer student absences for reasons other than illness. **Staff Responsible for Monitoring:** Attendance Clerk Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of scholars in grades K-5, with the help of teachers, will track absences and tardies in a data-tracker or AVID binder/planner. **Strategy's Expected Result/Impact:** Students and parents will be aware of the number of absences for each student. This will lead to fewer students being placed on growth plans for absences and /or tardies. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Recognition of perfect attendance for the week during Rocket Launch (morning assembly) each Monday. **Strategy's Expected Result/Impact:** Fewer student absences for reasons other than illness. **Staff Responsible for Monitoring:** Attendance Clerk Administrator **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Hays STEAM Academy will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Inventory, parent, student, electronic surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Headphones for grades K-5 will enable students, teachers and leaders to implement and monitor personalized learning for all. **Strategy's Expected Result/Impact:** Improved student growth during personalized learning. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** student headphones - Title One Instructional Continuity - $1,750				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including Learning Management System (LMS) and Adaptive Technology. **Strategy's Expected Result/Impact:** Empower stakeholders in the use of technology. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Purchase Brainpop & Brainpop Jr technology app for PK-5. **Strategy's Expected Result/Impact:** Increase timely access to digital content and virtual learning. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Hays will utilize technology to provide quality Blended Learning for all students. **Strategy's Expected Result/Impact:** Student engagement, student achievement, and positive student perceptions of learning increases when blended learning is used. Students also developed additional skills such as the ability to self-pace and self-direct. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
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1064

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Hays STEAM Academy will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Targeted or ESF High Priority

Evaluation Data Sources: Counselor calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning regarding Social Emotional Learning research and practice. **Strategy's Expected Result/Impact:** 100% of Hays teachers will be trained in SEL strategies. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The school counselor will provide monthly class guidance lessons on managing emotions and good character traits. **Strategy's Expected Result/Impact:** 100% of scholars will develop tools to manage their own emotions. Scholars will be able to describe specific character traits and examples of each. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				1065

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Scholars will begin the day with a 15-minute Social Emotional lesson in the classroom. **Strategy's Expected Result/Impact:** A sense of belonging; understanding of how to control emotions **Staff Responsible for Monitoring:** Teachers Counselor Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Hays STEAM Academy will provide a safe and supportive learning environment.

Targeted or ESF High Priority

Evaluation Data Sources: Student/Parent/Teacher surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The outdoor learning environment will be an extension of the indoor environment by incorporating an open-air space to complete virtual classwork. **Strategy's Expected Result/Impact:** Students who learn outdoors develop a sense of self-discipline, independence, confidence, creativity, decision-making and problem-solving skills. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** The Outdoor Learning Environment will order heavy-duty park benches, heavy duty picnic tables, and additional sails. - Title One School-wide - $9,000				

Strategy 2 Details	Reviews			1066
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, Stewards of Child prevention program. Counselor will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Strategy's Expected Result/Impact:** Teacher awareness on the prevention and reporting of child abuse. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All school and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Teacher awareness of all response procedures and know how to respond appropriately. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The ECISD comprehensive Guidance and counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Student awareness on decision making and behavior **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Students will develop strategies to effectively deal with emotional needs. **Staff Responsible for Monitoring:** counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices. **Strategy's Expected Result/Impact:** The number of referrals will decline by 10% as students practice acceptable behavior. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				1067

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention. **Strategy's Expected Result/Impact:** 100% of scholars will understand the definition of bullying and learn how to effectively deal with a bully. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. **Strategy's Expected Result/Impact:** 100% of teachers and administrators will utilize restorative discipline prior to referrals written. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: All staff will be trained in the Standard Response Protocol. Monthly drills will be conducted to practice routines and procedures. **Strategy's Expected Result/Impact:** 100% of staff will know how to respond in the case of emergencies. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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1068

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: Hays STEAM Academy will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for all students.

Evaluation Data Sources: Monthly AVID Site Team Meetings
Observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The entire campus will create community partners by engaging and participating in a grade level service project led by students and guided by teachers to ensure students lead change driven by community needs and improvement. **Strategy's Expected Result/Impact:** - Student data. - Extend project based learning utilized in engineering to all subjects allowing real world applications within the community. - Each grade level will decide on their own project. **Staff Responsible for Monitoring:** Teachers IC Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1069

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Hays STEAM Academy site team teacher members will organize and seek out opportunities to provide AVID professional development within the campus at least once every nine weeks and district level at least once per semester. **Strategy's Expected Result/Impact:** Academic Support Structures and Rigorous Instructional Practices **Staff Responsible for Monitoring:** AVID Site Team Teachers IC & Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The entire campus will participate in two PLCs per week for training and collaboration in Math and Reading in order to increase student growth while closing achievement gaps. **Strategy's Expected Result/Impact:** Grade Level Vertical and Horizontal Articulation Academic Support Structures Rigorous Instructional Practices **Staff Responsible for Monitoring:** Teachers IC & Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A minimum of 4 teachers will participate in the AVID Summer Institute. **Strategy's Expected Result/Impact:** Best practices **Staff Responsible for Monitoring:** AVID Site Team Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1070

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: 100% of K-5th grade scholars will participate in Engineering lessons using the curriculum from Engineering is Elementary and/or Project Lead the Way. Engineering lessons will occur a minimum of 45 minutes twice a week.

Evaluation Data Sources: Lesson Plans
Observation
Projects posted on social media

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The teachers are responsible for scheduling Engineering lessons in lesson plans. **Strategy's Expected Result/Impact:** Student application of content **Staff Responsible for Monitoring:** teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incorporate new PLTW kits into weekly Science lessons. **Strategy's Expected Result/Impact:** Improved 5th grade Science STAAR results **Staff Responsible for Monitoring:** Teachers Instructional Coach Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1071

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: Hays STEAM Academy will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the district forward in the future.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ector County ISD will implement universal free feeding to all elementary students. **Strategy's Expected Result/Impact:** Student performance will increase when basic needs are met. **Staff Responsible for Monitoring:** Food Service Personnel **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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1072

Goal 2: Invest in Talent: Hays will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Professional Development will include an implementation that meets the needs of all staff, positively impacts classroom instruction, plans for follow-up training, and includes planning for training new staff in subsequent years.

Evaluation Data Sources: Teacher surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will provide professional development opportunities that focus on Data-Driven Instruction (DDI), Observation-Feedback Protocols, Advancement Via Individual Determination (AVID), Blended Learning, Depth and Complexity, Conscious Discipline, and CHAMPS. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Conscious Discipline Trainer - Title One School- Improvement - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of teachers at Hays STEAM Academy will receive Blended Learning Training. **Strategy's Expected Result/Impact:** Teachers will learn how to implement blended learning with fidelity. **Staff Responsible for Monitoring:** Teachers Administrators Instructional Coach Blended Learning Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of teachers at Hays STEAM Academy will receive AVID Foundations training. **Strategy's Expected Result/Impact:** Teachers will learn how to provide depth and complexity in lessons. Rigor will be observed in all lessons.				

Staff Responsible for Monitoring: Administrators
AVID Coordinator
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

No Progress



Accomplished


Continue/Modify


Discontinue

1074

Goal 2: Invest in Talent: Hays will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Hays STEAM Academy will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Eduphoria

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each campus administrator will conduct a minimum of 5 documented walk-throughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Individualized teacher support **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Instructional Coach will work with 10 teachers per week on developing lessons, interpret data, plan lessons based on data, Relay Coaching, build best practices in teachers, and implement best practices in teachers. **Strategy's Expected Result/Impact:** Weekly PLC meetings, weekly grade level planning meetings, classroom observation with the coaching cycle, professional development. Strategies will increase student performance. **Staff Responsible for Monitoring:** Administrator Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1075

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The principal and assistant principal will work with 4 teachers per week on developing lessons, interpret data, plan lessons based on data, Relay Coaching, build best practices in teachers, and implement best practices in teachers. **Strategy's Expected Result/Impact:** Weekly PLC meetings, weekly grade level planning meetings, classroom observation with the coaching cycle, professional development. Strategies will increase student performance. **Staff Responsible for Monitoring:** Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Invest in Talent: Hays will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Professional Development will include an implementation that meets the needs of all staff, positively impacts classroom instruction, plans for follow-up training, and includes planning for training new staff in subsequent years.

Evaluation Data Sources: PD yearly plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Support for first-third year teachers will include trainings focused on the Get Better Faster scope and sequence and best practices of classroom instruction found in Teach Like a Champion. This work will be led by the administrators. Follow up observation feedback meetings will occur on a weekly basis to coach and support teachers in providing quality face-to-face instruction. **Strategy's Expected Result/Impact:** Quality instruction will help to increase the percentage of students performing at or above grade level by 20%. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Instructional Coach will work with teachers on developing lessons, interpret data, plan lessons based on data, Relay Coaching, build best practices in teachers, and implement best practices in teachers. **Strategy's Expected Result/Impact:** Weekly PLC's, weekly grade level planning meetings, classroom observation with the coaching cycle, and delivering professional development that will increase student performance. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Salary of an Instructional Coach - Title One School- Improvement - $78,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: A dyslexia specialist will provide weekly services to identified scholars using Take Flight . **Strategy's Expected Result/Impact:** Salary of a Dyslexia Specialist **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Salary of a Dyslexia Specialist - Title One Instructional Continuity - $78,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Hays STEAM Academy is in need of enrichment and accelerated programs that challenge the most advanced students. **Root Cause**: Lack of available professional development

1077

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: 65% of scholars will meet growth goal in Reading from the BOY MAP to EOY MAP assessment in grades K-5.

Evaluation Data Sources: MAP scores
Reading logs
Short Cycle Assessments/District Benchmarks/Monster Test
Running Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will use Imagine Reading skills in the classroom for a minimum of 30 minutes three times a week. **Strategy's Expected Result/Impact:** 100% of students will grow at least one year in reading ability. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrators will conduct walk-though observations specifically during Guided Reading/ELAR block at least twice monthly for each teacher to monitor the fidelity of instruction. **Strategy's Expected Result/Impact:** 100% of teachers will provide high-quality ELAR instruction leading to a year of growth for all scholars. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

1078

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The Instructional Coach and Administrators will provide real-time coaching weekly to develop more rigorous instructional strategies. **Strategy's Expected Result/Impact:** Improve and support teachers.				

Improve instructional practices. **Staff Responsible for Monitoring:** Teachers Administrators Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1079

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 65% of scholars will meet growth goal in Math from the BOY MAP to EOY MAP assessment in grades K-5.

Evaluation Data Sources: MAP scores
Short Cycle Assessments/District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Utilize of Blended Learning Station Rotation Model.	Formative			Summative
Strategy's Expected Result/Impact: Meet students on their level and improve student growth.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Blended Learning Coordinator				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Weekly PLC's every Tuesday for Math.	Formative			Summative
Strategy's Expected Result/Impact: Student growth in Math scores	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers IC Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize small group instruction a minimum of twice a week during Math instruction.	Formative			Summative
Strategy's Expected Result/Impact: Student growth	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers IC Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd grade Math 'Meets' percentages will increase from 35% (2021 STAAR) to 45% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: 100% of scholars will utilize the Imagine Math program a minimum of 3 times per week.	Formative			Summative
Strategy's Expected Result/Impact: Individual goals will be established for each scholar. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will monitor weekly progress using data trackers.	Formative			Summative
Strategy's Expected Result/Impact: Student Growth **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May
				1081

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide additional Math enrichment 3 days a week during magnet.	Formative			Summative
Strategy's Expected Result/Impact: Student growth **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Oct	Jan	Mar	May

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: 3rd grade Reading 'Meets' percentages will increase from 59% (2021 STAAR) to 65% as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities. **Strategy's Expected Result/Impact:** Data will reflect data driven lessons/instructions **Staff Responsible for Monitoring:** Teachers Administrators Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: At least three times per week, administrators and instructional coach will provide coaching during the ELAR block. **Strategy's Expected Result/Impact:** Fidelity of implementation **Staff Responsible for Monitoring:** Administrators Instructional Coach Lead Mentor Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The AVID Site Team will develop monthly model lessons that incorporate Depth and complexity with AVID strategies. Teachers will use these lessons to introduce depth and complexity icons to scholars. **Strategy's Expected Result/Impact:** 100% of teachers will learn to develop level 3 questions. **Staff Responsible for Monitoring:** AVID Site TEAM **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: 4th grade Math 'Meets' percentages will increase from 38% (2021 STAAR) to 45% as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of scholars will utilize the Imagine Math program a minimum of 3 times per week. **Strategy's Expected Result/Impact:** Individual goals will be established for each scholar **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide students with a list of TEKS per subject to track progress. **Strategy's Expected Result/Impact:** Track and monitor success in areas of improvement **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1083

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 4th grade Reading 'Meets' percentages will increase from 60% (2021 STAAR) to 65% as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of students will add artifacts in the form of journal entries, images, or other pieces of work that show progress towards mastery. **Strategy's Expected Result/Impact:** Visual evidence to monitor growth and performance in order to guide next action steps. **Staff Responsible for Monitoring:** Teachers, IC, Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1084

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: 100% of students in grades K-5 will utilize data trackers and goal setting portfolios to AVID Binder.

Evaluation Data Sources: AVID Binder
Data Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of scholars in grades 1-5 will set Reading goals and track them in a Reading Log or student data folder/binder. **Strategy's Expected Result/Impact:** 100% of scholars will work towards improving their reading level and scores on formative assessments in reading. Teachers will monitor student progress towards goals and assist in goal setting. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of scholars in grades 1-5 will conference with an administrator a minimum of twice per year regarding progress towards achieving mastery on STAAR. **Strategy's Expected Result/Impact:** 100% of scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than the classroom teacher and will celebrate progress with this adult at least twice per year. **Staff Responsible for Monitoring:** Administrators Instructional Coach Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of scholars in grades 1-5 will conduct a student-led conference with a parent in the spring of 2022. **Strategy's Expected Result/Impact:** 100% of scholars will be able to track and explain their reading goals and progress to a parent. Parents will participate in helping the scholar set and reach their personal goals. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Provide students with a list of TEKS per subject to track progress. **Strategy's Expected Result/Impact:** Track and monitor successes in areas of improvement **Staff Responsible for Monitoring:** Teachers Administrators Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 100% of students will add artifacts in the form of journal entries, images, or other pieces of work that show progress towards mastery. **Strategy's Expected Result/Impact:** Visual evidence to monitor growth and performance in order to guide next action steps. **Staff Responsible for Monitoring:** Teachers Administrators Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1086

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: 5th grade Science 'Meets' percentages will increase from 34% (2021 STAAR) to 40% as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of students will participate in the Hays STEAM Academy Science Fair. Grades 2-5 will complete individual projects. K & 1st will turn in individual projects, work with a partner, or participate in a class project. **Strategy's Expected Result/Impact:** 100% of students will be able to name the steps in the Scientific Method and how to use them to conduct an experiment. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will incorporate cross-curricular instructional strategies by integrating Science. **Strategy's Expected Result/Impact:** Increase in student understanding **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1087

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use Blended Learning Station Rotation Model to incorporate Science in a variety of ways. **Strategy's Expected Result/Impact:** Increase in student understanding. **Staff Responsible for Monitoring:** Teachers Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title One Instructional Continuity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	snacks, drinks		$971.00
1	5	1	student headphones		$1,750.00
2	3	3	Salary of a Dyslexia Specialist		$78,000.00
				Sub-Total	$80,721.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Conscious Discipline Trainer		$12,000.00
2	3	2	Salary of an Instructional Coach		$78,000.00
				Sub-Total	$90,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	The Outdoor Learning Environment will order heavy-duty park benches, heavy duty picnic tables, and additional sails.		$9,000.00 1088
				Sub-Total	$9,000.00
				Grand Total	$179,721.00

Addendums

1089

Ector County Independent School District

Ireland Elementary

2021-2022 Campus Improvement Plan



1090

Mission Statement

Mission: **Ireland educators are dedicated to developing lifelong learners.**

Mission

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

1091

Vision

Vision: **Our vision at Ireland is to be successful in all we do, say and endeavor.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are an open-enrollment campus of PreK-5th grade in Odessa, TX. Our stakeholders are our community members from parents to local business owners that support decision-making on our CIT and campus-wide level. Our special programs include Gifted/Talented, Special Education, Special Education Behavior Support, and ESL. These programs align with our philosophy and belief that ALL students can learn at a high level.

The average class size is 22 students per teacher, PreK is 24 students per teacher & two aides.

1093

This campus has a special education behavior support classroom that was established during the 19-20 school year. It houses one teacher and two aides who provide support to approximately 7 students. With this support, the behavior trends show a decrease in discipline referrals from these students. The implementation of Conscious Discipline gave teachers new strategies to prevent, assess and provide support to students.

The attendance rate for the 19-20 school year was 94.5%. The campus uses Eduphoria to track truancy and parent contacts by teachers, admin, and counselors. The student-level data reveals patterns with the same students/parents having issues with attendance. District interventions were offered as well as contracts with the school. Rewarding attendance by class and grade level was a part of the weekly Monday Morning Mustang Meetings until COVID-19 closure when attendance recording was not required for ADA documentation. Teachers and administration still tracked participation of student engagement in remote

learning using Google Sheets, Class Dojo, Google Classroom, as well as phone calls and district officer well-check visits.

Our Student Group breakdown for 19-20:

Hispanic: 328

White: 163

African American: 23

Asian: 6

Pacific Islander: 2

Two-or-More Races: 9

1094

Male: 281

Female: 250

This compares to the last 3-5 years in that more African American students are enrolled at Ireland today.

Economically Disadvantaged: 233

English Learners: 11

Special Education: 8%

McKinney Vento: 30

Gifted/Talented: 47

Staff Data

2 administrators

1 counselor

27 certified teachers (19-20)

4 paras

1095

State Certified: 27 (20-21)

Alt Certified: 4 (20-21)

There are currently more experienced teachers at Ireland than in the past 2 years. The teachers with Alternative Certificates have completed long-term substitute positions and bring that experience to the classroom.

Demographics Strengths

Economically disadvantaged students do not perform significantly lower than any other demographic student group.

The majority of instructional staff will be certified, either with a state cert or alt cert this year in 21-22. There are currently more experienced teachers in Ireland than in the past 2 years. Half of the current staff have 10 or more years of experience. The instructional facilitators with Alternative Certificates have completed long-term substitute positions and bring that experience to the classroom or those who are coming through OPT will have extensive training and coaching.

Tota

Problem Statements Identifying Demographics Needs

Problem Statement 1: Daily communication and engagement with McKinney Vento and Eco Dis students or parents is challenging. **Root Cause:** These families struggle to have access to the internet or consistent cell phone service.

Problem Statement 2: There is a lack of academic growth in K-2nd for both math and reading on the end of year NWEA test. **Root Cause:** There is a lack of training and implementation of the structures within the ELAR and Math curriculum.

Problem Statement 3: The population of special education students is above the state and district percentage. **Root Cause:** There is a failure to implement consistent RTI processes and strategies.

Student Learning

Student Learning Summary

Ireland was on track to show substantial growth on STAAR in 2020 however due to Covid the schools were shut down. Overall, goals were met for each cycle prior to COVID-19 closure in March 2020. DBA data (practice STAAR) showed gains in all domains from the previous year's student performance, especially in 5th grade with math surpassing the growth goal of 70 with an 85 in February. 5th reading met the final goal of 70 in February prior to closure. Without STAAR 2020 to measure Ireland's progress and performance the school rating will remain an F for the 20-21 school year and the campus will continue working with school improvement initiative. Ireland's goal for the 2021 school year was a C rating.

In the 20-21 school year, the district implemented NWEA MAP testing three times. MAP testing showed student growth in both math and reading for grades 3-5. K-2 showed less than projected growth in both reading and math. A summary of STAAR scores is as follows: 1097

3rd Math: 45% Approaches, 14% meets and 4% masters

3rd Reading: 55% Approaches, 25% meets and 8% masters

4th Math: 55% Approaches, 27% meets and 9%masters

4th Reading: 54% approaches, 18% meets and 1%masters

4th Writing: 45% approaches, 13% meets and 3% masters

5th Math: 56% Approaches, 27% meets and 8% masters

5th Reading: 57% Approaches, 23% meets and 15% masters

5th Science: 44% Approaches, 11% meets and 2% masters

Student Learning Strengths

5th Grade math showed growth as indicated on 19-20 DBA and SCAs.

4th Grade Reading and Writing had already exceeded the MOY goals for growth and student performance.

4th Grade and 5th Grade Math STAAR had the highest percentage of 'Meets" being at 27%.[1098]

5th Grade Reading STAAR had the highest number of 'Masters' at 15%.

MAP Growth Reports show Ireland being in low achievement and high growth areas for both Math and Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math and reading skills declined for the 20-21 school year. **Root Cause:** COVID-19 closure and the remote learning platform was not successful for most students.

Problem Statement 2: 5th Grade Science STAAR scores were at 11%. **Root Cause:** Inconsistent instruction across lower grade levels.

Problem Statement 3: 4th Grade Reading STAAR scores were at 18%. **Root Cause:** The target goal was focused on growth rather than grade level proficiency.

School Processes & Programs

School Processes & Programs Summary

Ireland has LLI to help close the achievement gap. PLC's and data meetings occur each week for planning, team goal setting, and discussing student data at the granular level. CIA (curriculum, instruction, assessment) extended planning process in place.

The district has provided training for Math and ELAR T.O.T. The Instructional Coach and campus Trainer of Trainers will be rolling this training out to the entire campus during in-service.

School Processes & Programs Strengths

PLC's, DDI, and CIA all are driving growth, depth of knowledge, and capacity for teachers. For 3rd-5th the short cycle and MAP testing show growth as evidence of the increase in growth, knowledge, and capacity.

1099

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of coverage at the campus level to allow teachers to attend training. **Root Cause:** There are few substitutes available and an inability to use other methods, such as splitting classes, due to Covid restrictions.

Problem Statement 2: SBA growth was lower than projected. **Root Cause:** Inconsistency in teacher feedback and lack of implementation of next action steps during PLC's and data meetings.

Problem Statement 3: Reading growth across grade levels is lower than anticipated. **Root Cause:** Lack of implementation of LLI with fidelity.

Perceptions

Perceptions Summary

Ireland believes that all students are capable of learning and achieving greatness. Students come first at Ireland and teachers have a "whatever it takes" attitude. Conscious Discipline principles will be implemented campus-wide to build campus culture and "school family". The school theme for the 21-22 year is 'Reaching for the Stars' and works on encouraging students to take ownership of their learning and challenge themselves.

Based on the data on the Panorama survey, students noticed a change in the school climate and the energy of the teachers. This particular area declined by 16 points in comparison to the first survey. There was also a drop in social awareness by students.

This data also shows that teachers are unsatisfied with the amount of feedback they received on their work. It also shows a lack of communication by campus administration. There was a decline in the enforcement of rules for students who are disrupting learning.

1100

Perceptions Strengths

The positive atmosphere of teachers and students is evident at Ireland Elementary. Implementation of Conscious Discipline and a focus on ALL students' achievement at high levels creates a powerful learning environment.

The Panorama survey shows that teachers felt like Ireland was a place they belong and feel valued. It also shows that they feel included in decisions.

The students feel like there are students and staff that they can count on, no matter what. They also feel like they are supported in their learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is inconsistent communication by campus leaders in regard to campus goals. **Root Cause:** Due to Covid restrictions, meetings were not allowed to be held face to face and other methods had to be used such as email or Zoom.

Problem Statement 2: Staff are unsatisfied with the amount of communication about work and instruction. **Root Cause:** Campus administration is not visible during classroom instruction.

Problem Statement 3: Staff are concerned about the enforcement of behavioral rules for students who are disrupting learning. **Root Cause:** There is not a system in place to designate classroom-managed behavior or administration-managed behavior.

1101

Priority Problem Statements

1102

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

1103

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

1104

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Ireland student attendance rate will increase from 94.4% to 95% by May 2021

Targeted or ESF High Priority

Evaluation Data Sources: attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will distribute articles, resources regarding attendance to encourage parent awareness. **Strategy's Expected Result/Impact:** Increased student attendance percentage by May 2021 **Staff Responsible for Monitoring:** Principal, Assistant Principal, PEIMS clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will recognize good student attendance with incentives for students and parents. **Strategy's Expected Result/Impact:** Increase in overall student attendance by 2% as of May 2021. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of Long Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement universal free feeding to all elementary students. **Strategy's Expected Result/Impact:** increased attendance and conducive learning environment. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Provide differentiated processes for priority classrooms/students

Evaluation Data Sources: assessment data (MAP testing, formative SCAs & summative STAAR for 2nd, 3rd and 5th, Circle assessment PreK)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Plan and implement effective transitions for Pre-K, 2nd, 5th grade to maintain academic learning and support the social-emotional learning of students **Strategy's Expected Result/Impact:** continuity of learning acquisition **Staff Responsible for Monitoring:** Principal, Assistant Principal, teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** Conscious Discipline implementation materials - Title One School- Improvement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize dyslexia specialist to address the needs of 504 dyslexic students. **Strategy's Expected Result/Impact:** Dyslexic students will show growth in reading performance **Staff Responsible for Monitoring:** Principal, AP, 504 coordinator **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Dyslexia Specialist - State Comp Ed - FTE - $75,000				1107

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize Instructional Specialist to guide teachers in differentiated groups (i.e. LLI) as well as assist with instruction of student groups based on data-driven needs. **Strategy's Expected Result/Impact:** Student performance in math and reading will increase **Staff Responsible for Monitoring:** Principal, AP, C&I **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Instructional Specialist - Title One School-wide - FTE - $75,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Ireland Elementary School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: student surveys, parent surveys, teacher surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all including Imagine Learning, ClassLink, Schoology, and SeeSaw. **Strategy's Expected Result/Impact:** Increased capacity in student and teacher technology fluency. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ireland Elementary will utilize the campus Tech Team to offer support, professional development and training for teachers in implementing campus technology (devices and programs.) **Strategy's Expected Result/Impact:** Increased capacity in student and teacher technology fluency. Increase in student achievement due to individualized learning pathways for students in software programs. **Staff Responsible for Monitoring:** Principal, Assistant principal **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1108

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Ireland Elementary School will provide a safe and supportive learning environment.

Evaluation Data Sources: student and parent surveys; safety reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures **Strategy's Expected Result/Impact:** Fast, efficient crisis response **Staff Responsible for Monitoring:** Principal, Counselor, AP				

Strategy 3 Details	Reviews			1109
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Conscious Discipline implementation will support the unique needs of students at various social/emotional levels and support staff's social/emotional wellness as well. **Strategy's Expected Result/Impact:** continued positive culture at Ireland. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics **Strategy's Expected Result/Impact:** Safe environment for students **Staff Responsible for Monitoring:** counselor, principal, assistant principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** Reduced discipline referrals **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I Schoolwide Elements:** 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities **Strategy's Expected Result/Impact:** Reduction in inequities (no more than 5% from all) **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1110

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 85% in 2021 to 90% in 2022.

Evaluation Data Sources: Staffing report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week **Strategy's Expected Result/Impact:** increase in teacher capacity and retention. **Staff Responsible for Monitoring:** principal, assistant principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1111

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets standard on state assessment 3rd through 5th-grade students in all subjects will increase from the overall average of 26% (STAAR 2019) to the overall average of 46% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Continue & build upon a consistent process to disaggregate data and monitor data through PLCs and grade level RELAY protocol data meetings **Strategy's Expected Result/Impact:** Data will reflect data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2020 at improved rate of 20%. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				1112

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will utilize instructional specialists, consultant to assist teachers in creating engaging lessons with effective questioning strategies that align with district initiatives in CIA extended planning sessions. **Strategy's Expected Result/Impact:** Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: Capacity in math teachers will be evident in walk through data as well as student performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implementation of Math Talks campus wide utilizing instructional specialist modeling and district cohort member modeling. **Strategy's Expected Result/Impact:** Increase in student outcomes demonstrating growth in numeracy and fluency as demonstrated on STAAR 2021, short cycle assessments and formative assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will conduct tutorials before or after school to support extending the learning for students. **Strategy's Expected Result/Impact:** Increase in student scores in core subjects. **Staff Responsible for Monitoring:** Teachers, Admin **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

No Progress


Accomplished

Continue/Modify

Discontinue

1113

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Students achieving Masters Standard on state assessments will increase from 11% (2019 STAAR) to 21% across tested grade levels and content areas by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will utilize instructional specialists and a consultant to assist teachers in creating engaging lessons with effective questioning and formative assessment strategies that align with district initiatives. **Strategy's Expected Result/Impact:** Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: Increased capacity in math teachers will be evident in walk through data as well as student performance data. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				1114



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students achieving Meets Standard on the state assessments in Reading will increase by 15% by May 2021.
3rd Grade Reading: From 2019 32% 47%
4th Grade Reading: From 2019 25% to 40%
5th Grade Reading: From 2019 32% to 42%
4th Grade Writing: From 2019 14% to 29%

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a consistent process to disaggregate data and monitor data through PLCs and grade level data meetings. **Strategy's Expected Result/Impact:** Data will reflect data driven lessons/instruction. Students for all tested grades will achieve the Meets Standard on reading short cycle assessments, release tests and STAAR 2021 at improved rate of 15%. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Specialists **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**				1115

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Students achieving Meets Standard on the state assessments in Math will increase from 30% (2019 STAAR) to 46% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will utilize instructional specialists, consultant to assist teachers in creating engaging lessons with effective questioning strategies that align with district initiatives in CIA extended planning sessions. **Strategy's Expected Result/Impact:** Students for all tested grades will achieve the Meets Standard in math on short cycle assessments, released test and STAAR test: Increased capacity in math teachers will be evident in walk through data as well as student performance data. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				1116



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students K-5 reading on or above grade level will increase from 57% (2019) to 75% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
MAP testing
Imagine Learning Assessments
Short Cycle Assessments
STAAR 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will utilize LLI intervention curriculum and Imagine Learning with fidelity. **Strategy's Expected Result/Impact:** Student learning gaps will be closed, which will be reflected in Image Learning reading assessments, reading short cycle assessments, MAP assessments, district benchmarks and STAAR 2021. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				

1117

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide tutorials for students before or after school to extend their learning and assist in reaching performance goals in core subjects. **Strategy's Expected Result/Impact:** Student performance data will increase with additional small group instruction. **Staff Responsible for Monitoring:** admin, teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Students achieving Meets Standard on the state assessments in Science will increase from %15 to %25 by May 2020.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

1118

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Performance Objective :Ireland student attendance rate will increase from 95% to 96% by May 2021

Targeted or ESF High Priority

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will distribute articles, resources regarding attendance to encourage parent awareness. **Strategy's Expected Result/Impact:** Increased student attendance percentage by May 2021 **Staff Responsible for Monitoring:** Principal, Assistant Principal, PEIMS clerk **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will recognize good student attendance with incentives for students and parents. **Strategy's Expected Result/Impact:** Increased overall student attendance by 1% in May 2021. **Staff Responsible for Monitoring:** Principal, Assistant Principal, PEIMS clerk				



No Progress


Accomplished

Continue/Modify

Discontinue

1119

Campus Funding Summary

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Dyslexia Specialist	FTE	$75,000.00
				Sub-Total	$75,000.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Conscious Discipline implementation materials		$0.00
				Sub-Total	$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Instructional Specialist	FTE	$75,000.00
				Sub-Total	$75,000.00
				Grand Total	$150,000.00

1120

Addendums

1121

Ector County Independent School District

Lamar Early Education Center

2021-2022 Campus Improvement Plan



1122

Mission Statement

The mission of the Lamar Early Education Center faculty is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

* We value the development of the whole child.

1123

* We value a safe, supportive, and caring learning environment.

* We value respect, honesty, and integrity.

* We value the pursuit of excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at Lamar for 2020-2021 are as follows:

African American - 3.6%

Hispanic - 85.8%

White - 8.9%

American Indian - 0%

Asian - 0%

Pacific Islander 0%

1125

Two or more races - 1.8%.

Economically Disadvantaged - 92.9%

Bilingual - 30.8%

Special Education - 18.9%

At-Risk 82.8%

Attendance for 2020-2021 was 93% up from 91.9% in 2019-2020. Lamar's attendance still lags behind the state average of 95.4 % and the ECISD rate of 93.5.

Enrollment for the 2020-2021 school year was 169 students. Full-Day Prek was implemented in the 2020-2021 school year and we will be adding PK3 to the school for 2021-2022.

Lamar Staff: Due to low enrollment and Covid, Lamar excessed 9 teachers and 6 Teaching Assistants in October of 2020. We will be adding 2 monolingual PK3 teachers, one Bilingual PK3 teacher, one employee PK3 teacher, 2 specialized special education teachers and one PK4 monolingual

teacher for the 2021-2022 school year.

Our Economically Disadvantaged students create a need to provide our students with assistance in many areas. The students come to us with little preparation for learning Prekindergarten standards. Providing more hands-on type learning and making connections with learning and real life are important. These students come to us unprepared to engage in many developmentally age appropriate activities. This creates a need for basic skill development for our young students and training for their parents.

In the classroom, our students need manipulatives to help develop many basic skills and this is done though small groups and learning centers. The learning centers need age appropriate materials to engage our students and create a desire to learn. It is also necessary for our staff to involve the parents and to create a school family. Parents typically want to learn how to help their children and it is our responsibility to build good parent engagement activities.

Demographics Strengths

The following Demographic strengths help our school to be successful.

Parents taking the initiative to enroll their children in Prekindergarten. Children are eager to learn and want to be in school. Teachers and staff work hard to build strong relationships with students and parents. English Language Learners enrolled in a strong bilingual program are At Risk and the Prekindergarten curriculum gives them a good foundation for their education. We have strong bilingual teachers who work closely with the parents of our bilingual children.

1126

We have a teaching assistant in every classroom and the teaching assistants receive the same professional development as the teachers. Several of the assistants are currently going to school to obtain a degree to become a teacher.

Because Prekindergarten is not required, parents have to take initiative to enroll their students in Prekindergarten. Most do this because they know Prekindergarten will provide their child with a solid foundation for future school success. Prekindergarten students are eager and motivated to learn which makes for a very positive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance continues to lag behind the district average. **Root Cause:** Lack of serious consideration of and often times commitment to the value and need of a PK education by families.

Student Learning

Student Learning Summary

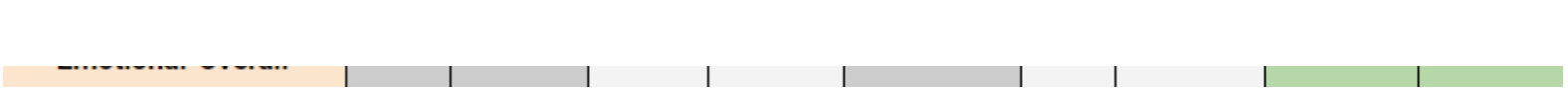
We saw huge growth in our students during the 2020-2021 school year. At the age of four, our students come to us with various levels of understanding. The BOY Assessment shows what our students have learned at home. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute are a perfect combination to address all of the Prekindergarten standards. We have also now introduced Imagine Literacy and Imagine Math which supports student learning.

Circle Scores for 2017-2018, 2018-2019, BOY 2019 and BOY, MOY and EOY for both English and Spanish are included in the addendums.

Lamar Summary 2020-2021 Combined CLI Data

Category	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support	BOY-MOY GROWTH	EOY on Track	EOY Needs Support	MOY-EOY GROWTH	BOY-EOY GROWTH
Rapid Letter Naming	26%	72%	54%	46%	+28%	81%	19%	+27%	+55%
Rapid Vocabulary-Overall	50%	49%	42%	58%	-8%	76%	24%	+34%	+26%
Phonological Awareness-Overall	19%	80%	59%	44%	+40%	83%	17%	+24%	+64%
Math-Overall	70%	28%	77%	23%	+7%	90%	10%	+13%	+20%
Story Retell and Comprehension Checklist	37%	63%	76%	24%	+39%	92%	8%	+16%	+55%
Letter-Sound Correspondence	NA	NA	71%	29%	NA	83%	17%	+12%	+12%
Book Print and Knowledge Checklist	79%	21%	88%	22%	+9%	79%	21%	-9%	0%
Early Writing Checklist	91%	9%	83%	17%	-8%	85%	15%	+2%	-6%
Social Emotional-Overall	NA	NA	81%	19%	NA	87%	13%	+6%	+6%

1127



Student Learning Strengths

CLI Data for 2019

English-Rapid Letter Naming: 60% of students are on track Rapid Vocabulary: 69% of students are on track Overall Measure of Phonological Awareness: 71% of students are On Track

Math-75% of students on track

Spanish-Rapid Letter Naming: 84% of students on track Rapid Vocabulary: 53% of students on track Overall Measure of Phonological Awareness: 73% of students On track

Math-87% of students on track

Due to the COVID shutdown, we do not have growth data for 2020.

CLI Data for 2021

1128

English

Rapid Letter Naming: 75% of students on track, Rapid Vocabulary: 67% of students on track, Overall Measure of Phonological Awareness 71% of students on track

Math: 84% of students on track

Spanish

Rapid Letter Naming: 86% of students on track, Rapid Vocabulary: 84% of students on track, Overall Measure of Phonological Awareness 94% students on track

Math 96% of students on track

The Lamar EEC staff work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons are hands-on and include Large Group, Small Groups, One-on-One and Independent Practice. The beauty of working with the young child is that they are learning from the entire environment all of the time. Every encounter in their environment is new and filled with opportunities for learning. Students at this

age learn by doing and this stands as the fundamental method of teaching and learning on the Lamar campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

Problem Statement 2 (Prioritized): CLI data indicates that only 71% of students are on track in the overall measure of Phonological Awareness at the end of the 2020-2021 school year. **Root Cause:** More direct intentional teaching in the area of phonological awareness is needed.

1129

School Processes & Programs

School Processes & Programs Summary

Curriculum: Lamar Early Education Center follows the Texas Prekindergarten Guidelines as well as the Frog Street Press Curriculum. We will be using the new Frog Street Press Curriculum that was recently adopted by the district. The PK3 program will be using the Frog Street PK3 curriculum. Lamar also uses the Handwriting Without Tears program, CLI Engage, Imagine Math, Imagine Language and Literacy, Imagine Espanol, and Estrellita.

Lamar also implements the trauma-informed social emotional learning program, Conscious Discipline. This program, created by psychologist, Dr. Becky Bailey, is implemented at the adult (staff) level first and then with the students. The Conscious Discipline Seven Powers create a shift in the way adults see conflict so they are able to maintain composure and consciously respond to difficult situations. The School Family component of Conscious Discipline increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals, and structures. The Seven Skills of Discipline transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior.

Personnel:

For the 2021-2022 school year, Lamar will have 5 monolingual PK4 teachers and 3 bilingual PK4 teachers. All PK4 teachers are highly-qualified. We will have 4 special education teachers and all are highly-qualified, as well. We are adding four PK3 classes this year. Two of the PK3 teachers are highly qualified and tow classrooms will be led by an Instructional Facilitator with a certified teacher serving as the Teacher of Record. Lamar will have one newly certified teacher who will be assigned a mentor teacher. 1130

Each Prekindergarten class is assigned and Instructional aide to support student learning.

We also have a certified P.E. coach and a certified Music Teacher.

All teachers are put on teams and attend weekly PLC meetings in order to increase staff learning and ultimately, increase student outcomes. Teaching Assistants will also participate in an Aide PLC in 2021-2022.

Programs and Processes:

Lamar is a Prekindergarten only campus. We offer Full-Day Prekindergarten for four-year old children and a half-day program for children who are three-years old. We have classes for students who qualify for Bilingual and Special Education. We offer a full-day PK3 program for children of ECISD employees. These students are also eligible for Extended Day care, as well.

School Processes & Programs Strengths

Conscious Discipline is being implemented school-wide.

PLC's are held weekly.

Each classroom has an Instructional Aide to support student learning.

Lamar has many parent engagement activities in place such as Academic Parent Teacher Team Meetings, Family Game Night, Book Character Parade, Family Valentine Dance, Transportation Parade and Parent Trainings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students do not have foundational skills to be successful in Prekindergarten. **Root Cause:** The population of students we serve lack educational opportunities, background knowledge and resources.

1131

Perceptions

Perceptions Summary

We consider school climate and culture to be of great importance at the Prekindergarten level. The first experience in school must be a positive one where students feel safe, connected and loved. Our school climate is centered around the principles of Conscious Discipline-Relationships, Problem-Solving and Safety. Conscious Discipline is implemented on an adult level first and then in the classrooms.

Our students, as well as parents, are told and shown from the first on-campus visit that our job (all Lamar staff) is to keep them safe and their job is to help keep the classroom safe. We have school-wide Conscious Discipline commitments that the students are taught from day one. This is how the students help keep the school safe. Lamar is a caring environment where children learn the skills of working with others, problem-solving and self-regulation.

We have varying levels of Conscious Discipline expertise throughout the building. A team of 10 staff members attended Conscious Discipline Summer Institute in 2021. This team will be sharing and supporting those new to the school and those with less formal Conscious Discipline training. A Conscious Discipline Action Team has been created and will work to move the work forward.

Another important piece of the Lamar culture and climate is the strong parent presence in our school. Lamar has many activities that encourage parents to be truly engaged with their children. Parents have the opportunity to be a part of Academic Parent Teacher Teams and utilize the Parent Resource Room.

Due to Covid in 2020-2021, Lamar's enrollment was very low which resulted in 9 teachers and 6 Instructional Aides. This loss of staff members, coupled with the Covid restrictions, took a toll on all staff members.

1132

Panorama Survey Data indicate only 55% of the Lamar staff feel a sense of belonging. While the 55% is very low, it is a 14% increase from Fall 2020 data.

Perceptions Strengths

Students are happy and excited to come to school because the staff embraces their uniqueness and works to create strong connections with each student. Effective procedures are in place to ensure that students arrive in class safely and are entrusted to a teacher and/or teaching assistant daily. Students are greeted many times by the adults in the building before they ever reach their classroom.

Parents are welcomed to the school and the staff works hard to develop effective working relationships with the parents.

Parents always comment that they feel welcomed at Lamar.

The Lamar staff celebrates the accomplishments of one another, as well as supports others when difficulties arise.

Lamar is committed to the use of Conscious Discipline to help us create strong connections with others, teach self-regulation skills and assist with student emotional management.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not being implemented with fidelity in all classrooms **Root Cause:** Not all staff have received complete Conscious Discipline training.

1133

Priority Problem Statements

Problem Statement 3: Student attendance continues to lag behind the district average.
Root Cause 3: Lack of serious consideration of and often times commitment to the value and need of a PK education by families.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Students at Lamar have a deficit in oral language and vocabulary development.
Root Cause 4: Parents and caregivers do not always understand the importance of language and vocabulary development.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: CLI data indicates that only 71% of students are on track in the overall measure of Phonological Awareness at the end of the 2020-2021 school year.
Root Cause 5: More direct intentional teaching in the area of phonological awareness is needed.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students do not have foundational skills to be successful in Prekindergarten.
Root Cause 6: The population of students we serve lack educational opportunities, background knowledge and resources.
Problem Statement 6 Areas: School Processes & Programs 1134

Problem Statement 7: Conscious Discipline is not being implemented with fidelity in all classrooms
Root Cause 7: Not all staff have received complete Conscious Discipline training.
Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Observation Survey results

1135

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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Goals

Goal 1: Foundational Excellence: Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Lamar student attendance will increase from 93% to 94% by the end of the 2021-2022 school year.

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, Academic Parent Teacher Team meetings, through social media and teacher communication app. Classes with highest attendance will ring attendance bell. **Strategy's Expected Result/Impact:** Lamar's attendance will increase to 94% **Staff Responsible for Monitoring:** Campus Administrator Counselor Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				1137

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Identify Attendance Committee and conduct regular meetings to monitor and address attendance issues **Strategy's Expected Result/Impact:** School-wide attendance will improve **Staff Responsible for Monitoring:** Principal Counselor **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Lamar will work to develop positive relationships with families through Meet the Teacher, Academic Parent Teacher Team Meetings, Parent Conferences. **Strategy's Expected Result/Impact:** Families will feel a sense of belonging and connection with the school and staff. **Staff Responsible for Monitoring:** Principal Teachers **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance continues to lag behind the district average. **Root Cause**: Lack of serious consideration of and often times commitment to the value and need of a PK education by families.

1138

Goal 1: Foundational Excellence: Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Lamar will build a school-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Evaluation Data Sources: Number of student referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar staff will continue to engage in professional SEL learning and practice through Conscious Discipline coaching. **Strategy's Expected Result/Impact:** Staff will develop an understanding that student misbehavior is a call for help of lack of skill development **Staff Responsible for Monitoring:** Principal Counselor Conscious Discipline Action Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Conscious Discipline Coaching - Title One School-wide - $15,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar staff continue to engage in professional Social-Emotional Learning through a staff book study focused on the social emotional development of young children. **Strategy's Expected Result/Impact:** Lamar staff will feel empowered to work with students who lack self-regulation skills needed to be successful in school. **Staff Responsible for Monitoring:** Administrators Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Lamar staff and administration will participate in the E-Learning Course Building Resiliency: Returning to School in Uncertain Times. **Strategy's Expected Result/Impact:** All staff will be empowered to work with students experiencing trauma due to Covid-19 crisis. **Staff Responsible for Monitoring:** Administrators Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Lamar staff will use Feeling Buddies curriculum to support students in expressing feelings and emotional regulation. **Strategy's Expected Result/Impact:** Students will feel supported and be able to self-regulate. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6 **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Students do not have foundational skills to be successful in Prekindergarten. **Root Cause**: The population of students we serve lack educational opportunities, background knowledge and resources.

Perceptions
Problem Statement 1: Conscious Discipline is not being implemented with fidelity in all classrooms **Root Cause**: Not all staff have received complete Conscious Discipline training.

1140

Goal 1: Foundational Excellence: Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Lamar EEC will provide differentiated processes for students and classrooms

Evaluation Data Sources: Walk-throughs
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective classroom procedures, using the Conscious Discipline MAP (model, add visuals and practice) Program, will be created based on the needs of the students in order to maintain academic learning and support the social-emotional learning of students. **Strategy's Expected Result/Impact:** Students will feel safe and successful in school and classroom **Staff Responsible for Monitoring:** Principal Teachers Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar Teachers and Staff will participate in Oral Language/Vocabulary Development training **Strategy's Expected Result/Impact:** Teachers will develop effective language and vocabulary development instructional strategies in order to present best practice instruction **Staff Responsible for Monitoring:** Administrator **Title I Schoolwide Elements:** 2.6 **Funding Sources:** Oral Language and Vocabulary Professional Development - Title One School-wide - $5,500				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Foundational Excellence: Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Lamar will embed technology for anytime, anywhere teaching and learning

Evaluation Data Sources: Observations
Seesaw user reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar staff, students and families will use the Seesaw program that will enable teachers to implement personalized learning. **Strategy's Expected Result/Impact:** Teachers will be able to personalize learning for all students **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and administrators will do monthly technology professional development. **Strategy's Expected Result/Impact:** Teachers will be comfortable and feel confident in their use of new technology. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				1142

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Promethian Boards will be purchased for the classrooms that do not currently have one **Strategy's Expected Result/Impact:** Students will be able to utilize promethian board technology. **Staff Responsible for Monitoring:** Principal Secretary **Title I Schoolwide Elements:** 2.6 **Problem Statements:** School Processes & Programs 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Students do not have foundational skills to be successful in Prekindergarten. **Root Cause**: The population of students we serve lack educational opportunities, background knowledge and resources.

Goal 1: Foundational Excellence: Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Lamar EEC will provide a safe and supportive school environment

Evaluation Data Sources: Staff and family surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar Teachers and staff will implement Conscious Discipline strategies of safety, problem-solving and connections. **Strategy's Expected Result/Impact:** Increased attendance Improved academic growth **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Strategy's Expected Result/Impact:** All staff will be made aware of signs of maltreatment of children. **Staff Responsible for Monitoring:** Administrators Counselor **Title I Schoolwide Elements:** 2.4				1143

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: Lamar EEC will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Lamar staff retention rate will increase from 92% to 95% for the 2021-2022 school year.

Evaluation Data Sources: Staff retention rate at end of the school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Mentor teachers, new teachers, new to the campus teachers and administrators will meet at least monthly to provide additional support and direction. **Strategy's Expected Result/Impact:** New teachers will be supported and continue to be employed in ECISD **Staff Responsible for Monitoring:** Principal Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar will continue to "grow our own pool" of candidates by collaborating with CTE program as a practicum site for Child Guidance Classes **Strategy's Expected Result/Impact:** Lamar will have a pool of candidates that have early childhood experiences **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				1144

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: QR Code Emotional Well-Being survey will be utilized by teachers and staff **Strategy's Expected Result/Impact:** Teachers and staff will have another avenue to let administrators know how they are feeling and if they need help in any area. **Staff Responsible for Monitoring:** Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Lamar EEC will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Lamar will provide high-quality growth opportunities to all staff through campus professional development, outside coaching and conference attendance

Evaluation Data Sources: Walk-throughs
T-Tess observations
Professional Development sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Selected staff will participate in Conscious Discipline Coaching. **Strategy's Expected Result/Impact:** Staff will feel confident in their ability to implement new learning and skills in classrooms **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and assistants will do Learning Walks to observe Best Practices in other classrooms **Strategy's Expected Result/Impact:** Staff will implement effective and engaging activities in classrooms **Staff Responsible for Monitoring:** Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1145

Goal 2: Invest in Talent: Lamar EEC will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Lamar will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Eduphoria walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each teacher will receive no less than 5 walk-through observations documented in Eduphoria **Strategy's Expected Result/Impact:** Improvement in classroom instruction **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff will set professional goals for themselves **Strategy's Expected Result/Impact:** Staff will feel empowered to perform job duties to the best of their ability **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue 1146

Goal 3: Learning Journey: Lamar EEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Lamar will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Lamar will increase the overall phonological awareness CLI score from 71% to 80% by the end of the 2022 school year

Evaluation Data Sources: CLI BOY and EOY Data
Report Card Data Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Letter walls will be utilized in each classroom **Strategy's Expected Result/Impact:** Students will show growth in phonological awareness skills **Staff Responsible for Monitoring:** Principal Teachers **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Frog Street Press Morning Message will be conducted daily in each classroom. **Strategy's Expected Result/Impact:** Students will show growth in phonological awareness skills **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Lamar staff will conduct Academic Parent Teacher Team meetings in order to provide parents strategies that can be used to support home learning activities **Strategy's Expected Result/Impact:** Parents will feel empowered to help their children at home **Staff Responsible for Monitoring:** Principal Teachers **Problem Statements:** Student Learning 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1147

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause**: Parents and caregivers do not always understand the importance of language and vocabulary development.

Goal 3: Learning Journey: Lamar EEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Lamar will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Lamar will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Classroom walk-throughs
Lesson Plan Reviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strategy: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: CLI BOY and EOY, Report Card Assessment, Imagine Learning Reading and Math and Aggressive Monitoring **Strategy's Expected Result/Impact:** Student achievement improves as teachers, parents and students monitor growth together. **Staff Responsible for Monitoring:** Administrator Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will continue to implement data-driven Professional Learning Communities (PLCs) working through PK appropriate Know/Show Charts and disaggregating data **Strategy's Expected Result/Impact:** Teachers will feel empowered in the PLC process **Staff Responsible for Monitoring:** Administrator **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Principal will lead and model the Data-Driven PLC process **Strategy's Expected Result/Impact:** Teachers will develop and understanding of the DDI PLC process and how it relates to Prekindergarten instruction. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Lamar EEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Lamar will equip students to be adaptable in an ever-changing society.

Performance Objective 3: ECISD and Lamar EEC will promote SEL for all students across the district and campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar teachers and staff will participate in and utilize strategies gained from the Conscious Discipline e-learning course: Building Resiliency in Uncertain Times. **Strategy's Expected Result/Impact:** Teachers will be prepared to deal with social emotional needs of all students **Staff Responsible for Monitoring:** Administrator Counselor Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1149

Goal 3: Learning Journey: Lamar EEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Lamar will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Lamar EEC will support parents in their efforts to be effectively engaged with their child's Prekindergarten experience.

Evaluation Data Sources: Parent engagement activity sign-in sheets
Parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be offered opportunities to participate in Parent Power Hour to gain understanding and strategies on how to assist their children at home. **Strategy's Expected Result/Impact:** Parents will feel empowered to be effectively engaged in their child's PK education **Staff Responsible for Monitoring:** Administrator Parent Engagement Committee **Title I Schoolwide Elements:** 3.2 **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parents will be offered support through Academic Parent Teacher Team Meetings **Strategy's Expected Result/Impact:** Parents will feel empowered to support students' learning at home as well have opportunity to create hands-on learning materials for use at home with their child. **Staff Responsible for Monitoring:** Administrator Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Resources and materials for APTT meetings - Title One School-wide - $2,799				1150

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student attendance continues to lag behind the district average. **Root Cause**: Lack of serious consideration of and often times commitment to the value and need of a PK education by families.

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Conscious Discipline Coaching		$15,000.00
1	3	2	Oral Language and Vocabulary Professional Development		$5,500.00
3	4	2	Resources and materials for APTT meetings		$2,799.00
				Sub-Total	$23,299.00
				Grand Total	$23,299.00

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Addendums

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TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION

Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

EA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
Campus	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Ethnicity												
Hispanic/Latino	39,697.5	40,272.0	3,503.5	2,301.5	36,194.0	37,970.5	5,010.5	624.0	31,183.5	37,346.5	91.2%	94.3%
American Indian or Alaska	83.0	0.0	10.5	0.0	72.5	0.0	72.5	0.0	0.0	0.0	87.3%	0.0%
Asian	249.0	83.0	13.0	2.5	236.0	80.5	164.0	0.0	72.0	80.5	94.8%	97.0%
Black or African American	772.5	418.5	88.5	40.5	684.0	378.0	0.0	0.0	684.0	378.0	88.5%	90.3%
Hawaiian or Other Pacific	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	7,519.5	5,013.5	634.0	303.0	6,885.5	4,710.5	2,155.0	0.0	4,730.5	4,710.5	91.6%	94.0%
Two or More Races	684.0	702.5	64.5	41.5	619.5	661.0	231.0	157.0	388.5	504.0	90.6%	94.1%
Total	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Gender												
Male	25,706.5	24,399.0	2,230.0	1,342.5	23,476.5	23,056.5	3,774.0	624.0	19,702.5	22,432.5	91.3%	94.5%
Female	23,299.0	22,090.5	2,084.0	1,346.5	21,215.0	20,744.0	3,859.0	157.0	17,356.0	20,587.0	91.1%	93.9%
Total	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Special Population												
Special Education	6,169.5	5,821.0	578.0	423.0	5,591.5	5,398.0	0.0	236.0	5,591.5	5,162.0	90.6%	92.7%
Economic Disadvantage	49,005.5	45,249.0	4,314.0	2,633.5	44,691.5	42,615.5	7,633.0	140.0	37,058.5	42,475.5	91.2%	94.2%
LEP	13,536.0	14,255.5	1,002.0	751.0	12,534.0	13,504.5	0.0	0.0	12,534.0	13,504.5	92.6%	94.7%
At Risk	14,057.5	15,650.0	1,057.0	810.5	13,000.5	14,839.5	0.0	0.0	13,000.5	14,839.5	92.5%	94.8%
Gifted and Talented	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Migrant	83.0	12.5	4.5	6.5	78.5	6.0	0.0	0.0	78.5	6.0	94.6%	48.0%
Homeless Status	1,882.0	3,030.5	214.0	197.0	1,668.0	2,833.5	132.0	0.0	1,536.0	2,833.5	88.6%	93.5%
Unaccompanied Youth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Early Reading Indicator	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Military Connected	0.0	83.0	0.0	5.5	0.0	77.5	0.0	0.0	0.0	77.5	0.0%	93.4%
Foster Care	0.0	8.0	0.0	0.0	0.0	8.0	0.0	0.0	0.0	8.0	0.0%	100.0%
RDSPD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	70,676.0	68,459.5	7,169.5	4,016.5	64,563.5	64,443.0	7,765.0	376.0	56,798.5	64,067.0	91.4%	94.1%

NOTE: Detail may not add to totals due to rounding.

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

TOTAL ENROLLMENT 563

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	16	2.84%
PRE-KINDERGARTEN	546	96.98%
KINDERGARTEN	1	0.18%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	563	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	296	52.58%
FEMALE	267	47.42%
TOTAL	563	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	10	1.78%
"1" ELIGIBLE FOR FULL DAY	4	0.71%
"2" ELIGIBLE FOR HALF DAY	542	96.27%
"3" TRANSFER FOR FULL DAY	0	0.00%
"4" INELIGIBLE FOR FULL DAY	3	0.53%
"5" INELIGIBLE FOR HALF DAY	4	0.71%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	563	100.00%

	Count	%Enroll
LEP	167	29.66%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	549	97.51%
MILITARY CONNECTED	0	0.00%
FOSTER CARE	0	0.00%
DYSLEXIA	0	0.00%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	0.36%	0.36%
BLACK/AFRICAN AMER.	6	1.07%	1.07%
HISPANIC/LATINO	484	85.97%	85.97%
WHITE	64	11.37%	11.37%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	1.24%	1.24%
TOTAL	563	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.19%	0.18%
BLACK/AFRICAN AMER.	6	1.11%	1.07%
HISPANIC/LATINO	468	86.83%	83.13%
WHITE	58	10.76%	10.30%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	1.11%	1.07%
TOTAL	539	100.00%	95.74%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	6	60.00%	1.07%
WHITE	4	40.00%	0.71%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.78%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	120	98.36%	21.31%
WHITE	2	1.64%	0.36%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	122	100.00%	21.67%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	100.00%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.18%

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Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	39	100.00%	6.93%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	39	100.00%	6.93%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	563	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	563	100.00%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	32	5.68%
UNACCOMPANIED YOUTH CODE 3	32	5.68%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	32	5.68%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.52%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	188	97.92%	33.39%
WHITE	3	1.56%	0.53%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	192	100.00%	34.10%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	2.22%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	37	82.22%	6.57%
WHITE	7	15.56%	1.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	45	100.00%	7.99%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	539	98.72%
"02" PK ELIG 4+ HRS/DAY	3	0.55%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	1	0.18%
"05" PK INELIG 4+ HRS/DAY	3	0.55%
TOTAL	546	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	7	100.00%	1.24%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	7	100.00%	1.24%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	6	100.00%	1.07%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	6	100.00%	1.07%

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2019-2020
Wave 1

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		12%	87%	1%	1%
Rapid Vocabulary	Rapid Vocabulary 1	49%	50%	1%	0%
	Overall Measure	49%	50%	1%	0%
Phonological Awareness	Syllabication	7%	91%	1%	1%
	Onset-Rime	8%	90%	1%	1%
	Alliteration	3%	96%	1%	1%
	Rhyming I	5%	93%	1%	1%
	Overall Measure	36%	64%	1%	0%
Math	Rote Counting	5%	93%	1%	1%
	Shape Naming	23%	76%	1%	1%
	Number Discrimination	39%	59%	1%	1%
	Number Naming	16%	82%	1%	1%
	Shape Discrimination	31%	68%	0%	1%
	Counting Sets	17%	81%	1%	1%
	Operations	12%	86%	1%	1%
	Overall Measure	50%	49%	1%	0%
Letter-Sound Correspondence		*	*	*	*
Story Retell and Comprehension		54%	45%	1%	0%
Book and Print Knowledge		69%	30%	1%	0%

* Measure has no benchmarks.

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Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		8%	92%	0%	0%
Vocabulario rápido	Vocabulario rápido 1	53%	47%	0%	0%
	Overall Measure	53%	47%	0%	0%
Conciencia fonológica	División silábica	1%	98%	0%	1%
	Aliteración	1%	99%	0%	1%
	Rimas I	3%	96%	0%	1%
	Overall Measure	7%	93%	0%	0%
Matemáticas	Conteo de memoria	1%	99%	0%	1%
	Nombre de las figuras	9%	90%	0%	1%
	Reconocimiento de números	52%	48%	0%	0%
	Nombre de los números	10%	89%	0%	1%
	Reconocimiento de figuras	20%	80%	0%	0%
	Conteo de grupos	6%	93%	0%	1%
	Operaciones	6%	94%	0%	1%
	Overall Measure	64%	36%	0%	0%
Sonidos de letras		*	*	*	*
Recontar y comprension		44%	56%	0%	0%
Libros y material impreso		94%	6%	0%	0%
Motivación para leer		100%	0%	0%	0%

* Measure has no benchmarks.

Printed 8.17.20 AM

FULL ACCT	ACCT DESCRIPTION	NY_REMAIN _BUD	NY_ORIGINAL_ BUD	NY_REVISED _BUD	NY_MEMO_ BAL	NY_ ENCUMB	NY_ REQ
199-11-6395-00-115-32-	PAPER & DUPLICATING	4,000.00	4,000.00	4,000.00	0.00	0.00	0.00
199-11-6396-79-115-32-	ECISDC MATH PRNTG/MTLS	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-11-6396-81-115-32-	ECISDC SCIENCE PRINTING	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-11-6396-89-115-34-	TEACHING MATERIALS	8,442.00	8,442.00	8,442.00	0.00	0.00	0.00
199-11-6397-97-115-32-	FURNITURE/EQPT >$500<$5000	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00
199-11-6398-00-115-32-	FURNITURE/EQPT <$500 UNIT	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
199-11-6399-00-115-32-	TCHG RELATED ITEMS	11,162.56	13,000.00	13,000.00	69.49	1,767.95	0.00
199-11-6399-02-115-32-	GENERAL SUPPLIES	6,750.23	6,866.00	6,866.00	0.00	115.77	0.00
199-11-6399-85-115-32-	ECISDC ELA SUPPLIES	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-12-6329-00-115-32-	LIBRARY BOOKS/MAG/PERIODICA	1,458.00	1,458.00	1,458.00	0.00	0.00	0.00
199-12-6497-38-115-32-	DESTINY SOFTWARE	763.00	763.00	763.00	0.00	0.00	0.00
199-13-6411-00-115-32-	STAFF DEV-TRAVEL	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
199-13-6497-00-115-32-	FEES, ONLINE ACCESS FEES	2,000.00	2,000.00	2,000.00	0.00	0.00	0.00
199-23-6399-00-115-32-	OFFICE SUPPLIES	4,565.66	6,000.00	6,000.00	16.00	1,318.36	99.98
199-23-6411-00-115-32-	STAFF TRAVEL	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00
199-23-6497-00-115-32-	FEES, ONLINE ACCESS FEES	2,000.00	2,000.00	2,000.00	0.00	0.00	0.00
211-11-6396-00-115-34-21120	TEACHING MATERIALS	7.00	7.00	7.00	0.00	0.00	0.00
211-11-6396-00-115-34-21121	TEACHING MATERIALS	61,713.00	0.00	61,713.00	0.00	0.00	0.00
211-13-6397-00-115-34-21120	FURNITURE/EQPT >$500<$5000	1,137.00	0.00	1,137.00	0.00	0.00	0.00
211-13-6399-00-115-34-21120	GENERAL SUPPLIES	50.00	0.00	50.00	0.00	0.00	0.00
211-61-6396-00-115-34-21121	TEACHING MATERIALS	2,799.00	0.00	2,799.00	0.00	0.00	0.00
211-61-6399-00-115-30-21121	GENERAL SUPPLIES	1,000.00	1,000.00	1,000.00	0.00	0.00	0.00
211-61-6399-00-115-34-21120	GENERAL SUPPLIES	2.00	2.00	2.00	0.00	0.00	0.00

Ector County Independent School District

Lyndon B. Johnson Elementary

2021-2022 Goals/Performance Objectives/Strategies

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Mission Statement

LBJ Elementary School's mission is to provide a safe, engaging, learning environment where students can achieve academic excellence and social skills while becoming life long learners in the 21st century.

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling foundations of learning, meaningful lessons, integration of technology, communication, support and a partnership with parents and community so that students will have success for today and be prepared for tomorrow.

Core Beliefs

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LBJ KNIGHTS

Will be:

Responsible,

Never give up,

Inspire others,

Give their best effect,

Have a positive attitude,

Treat everyone with respect,

Strive for success!

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Goals 4

Goal 1: HB-3 Reading-By the end of 2022, all Kinders will be able to track print from left to right. 85% of all Kinders will be reading on Level D. By the end of 2022, 95% of 1st Grade students will be able to pass a High Frequency Word Assessment, read on Level K, and be able to write a paragraph based on a specified rubric. By the end of 2022, 95% of 2nd grade students will have passed a High Frequency Word Assessment, be able to read on Level N, and able to write two paragraphs. By May 2022, 75% of 3rd Grade STAAR test takers will score at least Approaches or above. 4

Goal 2: HB-3 Math-100% of all K-3rd Grade students will complete universal screener BOY, MOY, and EOY. All Tier 2 and Tier 3 K-3rd grade students will complete progress monitoring every three weeks utilizing district assessments as well as universal screener. 95% of all Kinder-2nd Grade students will be on grade level by May 2022; 75% of all 3rd grade students will be at least Approaches or above by May 2022 as evidenced by STAAR and District Level Comprehensive Assessments. 6

Goal 3: Reading-K-5: By May of 2022, 75% of all K-2nd Grade students will be performing on or above grade level as evidenced by the MAP assessment. 3rd-5th Grade STAAR results will render at least 75% of the students will score at least Approaches or above. 8

Goal 4: Math K-5: By May 2022, 75% of K-5th Grade students will show growth on MAP assessments from the previous school year. By May of 2022, at least 75% of all students taking the STAAR Math in 3rd-5th Grade will score Approaches or above. 10

Goal 5: By May of 2022, L.B. Johnson Elementary School will increase attendance percentage to 97%. 13

Goal 6: By May 2022, 5% of Special Education students will perform at Masters, 35% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches. 75% of Special Education students will show academic achievement growth. 16

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Goals

Goal 1: HB-3 Reading-By the end of 2022, all Kinders will be able to track print from left to right. 85% of all Kinders will be reading on Level D. By the end of 2022, 95% of 1st Grade students will be able to pass a High Frequency Word Assessment, read on Level K, and be able to write a paragraph based on a specified rubric. By the end of 2022, 95% of 2nd grade students will have passed a High Frequency Word Assessment, be able to read on Level N, and able to write two paragraphs. By May 2022, 75% of 3rd Grade STAAR test takers will score at least Approaches or above.

Performance Objective 1: Academic Performance-Teachers will conduct small group guided reading daily.

HB3 Goal

Evaluation Data Sources: Campus Wide-we will use Campus and District Level Assessment data to inform instruction. Monitoring of these practices will be guided by criteria defined by T-TESS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of K-2 grade students will take the Universal Screener by Ren360. All teachers will be trained on guided reading. Teachers will conduct guided reading daily. Students will read text on their levels. Teacher will conduct running records for the BOY, MOY, and EOY. Students will take the Universal Screener by Ren360 once per month. **Strategy's Expected Result/Impact:** Students will be able to read books on their level and then progress to higher levels due to teachers supporting their individual needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1162



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: HB-3 Reading-By the end of 2022, all Kinders will be able to track print from left to right. 85% of all Kinders will be reading on Level D. By the end of 2022, 95% of 1st Grade students will be able to pass a High Frequency Word Assessment, read on Level K, and be able to write a paragraph based on a specified rubric. By the end of 2022, 95% of 2nd grade students will have passed a High Frequency Word Assessment, be able to read on Level N, and able to write two paragraphs. By May 2022, 75% of 3rd Grade STAAR test takers will score at least Approaches or above.

Performance Objective 2: Academic Performance-Teachers will utilize Ector County ISD Curriculum Documents and district adopted resources with fidelity. Teachers will utilized researched based supplemental materials.

HB3 Goal

Evaluation Data Sources: Campus Wide-we will use Campus and District Level Assessment data to inform instruction. Monitoring of these practices will be guided by criteria defined by T-TESS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all teachers, instructional facilitators, and aides will be trained on the effective use of Ector County ISD Curriculum Documents. 100% of all teachers, instructional facilitators, and aides will be trained on the use of researched based supplemental materials on campus. All teachers, instructional facilitators, and aides will be provided with 1 hour planning periods daily to design opportunities for small group, whole group, and one on one instruction. All teachers, instructional facilitators, and aides will participate in structured planning sessions, PLCs, and at bats weekly. **Strategy's Expected Result/Impact:** Teacher competence will improve. Teachers will be able to execute lessons that align to the rigor of the STAAR assessment. Scores will improve. Reading levels will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1163

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: HB-3 Reading-By the end of 2022, all Kinders will be able to track print from left to right. 85% of all Kinders will be reading on Level D. By the end of 2022, 95% of 1st Grade students will be able to pass a High Frequency Word Assessment, read on Level K, and be able to write a paragraph based on a specified rubric. By the end of 2022, 95% of 2nd grade students will have passed a High Frequency Word Assessment, be able to read on Level N, and able to write two paragraphs. By May 2022, 75% of 3rd Grade STAAR test takers will score at least Approaches or above.

Performance Objective 3: Academic Performance-Teachers will consistently progress monitor and provide instruction and intervention based on assessment data.

HB3 Goal

Evaluation Data Sources: Campus Wide-we will use Campus and District Level Assessment data to inform instruction. Monitoring of these practices will be guided by criteria defined by T-TESS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all students will participate in BOY, MOY, and EOY Universal Screener. 100% of all students will have running records for BOY, MOY, and EOY. All Tier 2 and Tier 3 students will have progress monitoring once per month. Students will complete 60-90 minutes of reading on Imagine Reading per week. Students will complete at least two MyOn books per month. **Strategy's Expected Result/Impact:** Students will be properly monitored to determine if growth is occurring. Students will improve in reading due to persistent monitoring and mandatory reading opportunities in class at at home. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1164

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: HB-3 Math-100% of all K-3rd Grade students will complete universal screener BOY, MOY, and EOY. All Tier 2 and Tier 3 K-3rd grade students will complete progress monitoring every three weeks utilizing district assessments as well as universal screener. 95% of all Kinder-2nd Grade students will be on grade level by May 2022; 75% of all 3rd grade students will be at least Approaches or above by May 2022 as evidenced by STAAR and District Level Comprehensive Assessments.

Performance Objective 1: All math instructors and aides will use the instructional scaffolding strategy that includes: Teacher specifying steps necessary to solve problems (CUBES). Teacher modeling the steps in the tasks. Teacher thinking aloud for students to hear thought processes. Teacher providing enough practice with each stage for students to experience success. Teacher using explicit modeling of cognitive and metacognitive strategies for problem solving. Teacher using and reference anchor charts, manipulatives, and supplemental aides. Small group instruction will occur daily.

HB3 Goal

Evaluation Data Sources: Administering of district assessments; Utilizing Universal Screener-Ren360; Conduct walkthroughs and observations utilizing the T-TESS rubrics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To increase student academic performance, teachers will use the 5E model of lesson delivery for students. Students will be engaged with the: Engage, Explore, Explain, Elaborate, and Evaluate aspects of lesson delivery. **Strategy's Expected Result/Impact:** Students will successfully go through the lesson plan cycle based on well thought out and planned lessons. Students will have opportunities to engage in various learning styles; thus, allowing for more levels of engagement. Higher levels of engagement equates to high academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1165

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All math instructors will conduct guided math daily. Teachers will utilize data from District Level Assessments and the Universal Screener-Ren360 to establish groupings that target specific math skill deficits of students. An additional 45 minutes every other day will address skill gaps. Students will complete 60 minutes or 2 lessons per week of Imagine Math. **Strategy's Expected Result/Impact:** Skill gaps will close and students will be able to apply learned skills to appropriate grade level tasks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of all students will participate in District Common Assessments and Universal Screener. 100% of all math instructors will be trained on the proper utilization of data to inform instruction. 100% of all math instructors will participate in data analysis meetings. All students will engage in data tracking. **Strategy's Expected Result/Impact:** Teachers will be able to use data to target learning gaps. Teachers will inform instruction to fill in those gaps. Students will also have knowledge of their learning and will employ strategies to correct learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1166

Goal 3: Reading-K-5: By May of 2022, 75% of all K-2nd Grade students will be performing on or above grade level as evidenced by the MAP assessment. 3rd-5th Grade STAAR results will render at least 75% of the students will score at least Approaches or above.

Performance Objective 1: Adhere to the Ector County ISD curriculum documents as well as the current reading adoptions. Incorporate elements of a Balanced Literacy to include: Read Aloud with tagged questioning; Guided Reading; Shared Reading; Independent Reading with tasks; Writing; and Phonics and Word Study.

HB3 Goal

Evaluation Data Sources: Campus wide-We will use District Level Assessment and Universal Screener Ren360 to inform instruction. Monitoring of these practices will be guided by the criteria defined in the T-TESS Rubric.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all Reading Instructors will be trained on the utilization of the Ector County ISD curriculum documents. 100% of all teachers will be trained on the current reading adoption. Teachers will create lesson mainly based around the district curriculum documents and reading adoptions. Administrators will participate in planning sessions. Administrators will provide coaching and development around this strategy. **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1167

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will take the Universal Screener. All teachers will be trained on guided reading and will execute guided reading daily. Teachers will be trained on creating high yield workstations that will supplement the needs of a Balanced Literacy Classroom. Students will read text on their level. Teacher will conduct progress monitoring every two to three weeks depending on student tier. Students will be Tiered for 45 minutes Knight's Round Table Intervention at least three times per week. High Performing Students will work with STEAM Readers (Critical Thinking, High Vocabulary Instruction), Medium Performing Students will work with Leveled Literacy Intervention, and Below Performing Students will work with Leveled Literacy Intervention and tutors. **Strategy's Expected Result/Impact:** Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of all staff members will become familiar with the L.B. Johnson Elementary Writing plan. 100% of all instructional staff will be trained on high yield writing and grammar skills. Writing committees will be formed based on grade levels. Students will be provided a writing prompt every two weeks. Writing will be evaluated by committee, teachers will provide coaching and feedback to students. Samples will be placed in growing portfolio. **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Writing Committee. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1168

Goal 4: Math K-5: By May 2022, 75% of K-5th Grade students will show growth on MAP assessments from the previous school year. By May of 2022, at least 75% of all students taking the STAAR Math in 3rd-5th Grade will score Approaches or above.

Performance Objective 1: All math instructors will use the instructional scaffolding strategy that includes: Teacher specifying steps necessary to solve the problem. Teacher modeling the steps in the task. Teacher thinking aloud for students to hear thought process. Teacher providing enough practice with each stage for students to experience success. Teacher uses explicit modeling of cognitive and metacognitive strategies for problem solving. Use and reference of anchor charts, manipulatives, and supplemental aides.

Evaluation Data Sources: Formative and Summative data, Administer District Level Assessments, Universal Screener Ren360 Data, Exit Tickets, Observations, Walkthroughs, PLC Behaviors.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all math instructors will be trained by Vontoure Math Consultants as well as the district math curriculum department on effective lesson planning that reaches all students. Administrators will vet all lesson plans and look for essential elements that addresses the 5E lesson cycle. **Strategy's Expected Result/Impact:** Teacher will provide students with rigorous instruction that addresses the TEKS in multiple ways. This will ensure that all students have access to the curriculum. This in turn will improve student engagement which is connected to improved test scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1169

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Math K-5: By May 2022, 75% of K-5th Grade students will show growth on MAP assessments from the previous school year. By May of 2022, at least 75% of all students taking the STAAR Math in 3rd-5th Grade will score Approaches or above.

Performance Objective 2: Requisite solving of open-ended response word problems and foundational math needed to work on the current TEKS during the first 10 minutes of class daily. Also, 45 minutes of intervention will be provided for students at least 2 to 3 times per week.

Evaluation Data Sources: Formative and Summative Data, District Assessments, Universal Screener Ren360, Math Writing Samples

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all math instructors will be trained on problem solving strategies. Math instructors will use strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. Daily, students will complete a prerequisite and spiral warm up activity based on assessment data for the first 10 minutes of class. All students will engage in 60 minutes of Imagine Math or 2 successful lessons per week. Teachers will use Median Skills Report to prepare lessons for intervention. **Strategy's Expected Result/Impact:** Teachers will be able to address skills gaps. Teacher will also be able to assess students cognitive abilities through their writing within the open-ended questioning. Students will be working on activities based on their individual needs. These strategies will produce efficacy in math which in turn will improve academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1170

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Math K-5: By May 2022, 75% of K-5th Grade students will show growth on MAP assessments from the previous school year. By May of 2022, at least 75% of all students taking the STAAR Math in 3rd-5th Grade will score Approaches or above.

Performance Objective 3: Teachers will collaborate during PLC for every District Level Assessment, Universal Screener administration, and additional multiple measures for comprehensive data analysis. During data analysis, specific attention will be given to: attendance, grade specific, subpopulation, Domain 1, 2, and 3 will be constantly revisited along with the Campus Improvement Plan.

Evaluation Data Sources: Formative and Summative Data, PLC documents, District Level Assessment, Universal Screener Ren360

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all students will participate in the District Level Assessments and Universal Screener Ren360. 2. 100% of all teachers will be trained on how to build reports-specifically the Progression Standards Reports and the Leadership Report Cards. 3. 100% of teachers will participate in data analysis meetings after each major assessment. 4. All students will engage in data tracking. **Strategy's Expected Result/Impact:** When teachers know students strengths and weaknesses, they will be able to act upon these strengths and weaknesses by providing high impact instruction. With this strategy, teachers will be able to fill in the learning gaps. This will improve academic achievement which in turn will improve test scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1171

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: By May of 2022, L.B. Johnson Elementary School will increase attendance percentage to 97%.

Performance Objective 1: Daily attendance rates by grade level and total school will be reviewed. Daily calls to parents questioning attendance and reminding parents of the importance of attendance will be conducted.

Evaluation Data Sources: Daily attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all instructional staff will conduct attendance on or before ADA time daily. Counselor will phone parents of absent students daily reminding the parents of the importance of attendance. Attendance meetings will be conducted for parents of students that show a pattern of tardiness and absences. **Strategy's Expected Result/Impact:** Parents will adjust and ensure that students report to school on time and consistently. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

1172

Goal 5: By May of 2022, L.B. Johnson Elementary School will increase attendance percentage to 97%.

Performance Objective 2: Weekly attendance rates by grade level and total school will be reviewed by attendance committee, every week, in addition to students with more than three absences per month.

Evaluation Data Sources: Principal, Assistant Principal, Counselor, SIR Clerk

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will provide weekly reports by each grade level to administrators on Fridays. The attendance clerk will discuss with administrators students that have shown attendance concerns every Friday. The attendance clerk will create a folder for each student that shows attendance concerns. Letters will be sent to parents regarding the importance of attendance. Parents will sign letters and return letters to campus. If issue persists, parent, attendance clerk, and administrator will have an attendance meeting. **Strategy's Expected Result/Impact:** These actions will result in higher attendance rates. Parents will have an accountability piece. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, SIR Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

1173

Goal 5: By May of 2022, L.B. Johnson Elementary School will increase attendance percentage to 97%.

Performance Objective 3: Monthly attendance rates by grade level and total school will be reviewed by attendance committee, in addition to a list of students with more than three absences per month. Perfect attendance incentives per grading cycle.

Evaluation Data Sources: These actions will produce higher student attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will provide monthly reports by each grade level to administrators on the last day of the month. The attendance clerk will discuss with administrators students that have shown attendance concerns with three or more absences at the end of the month. Mandatory attendance meeting will be conducted with student, parent, administrator, teachers, and attendance clerk. Students will be placed on an attendance contract. Students that show perfect attendance will receive a certificate and award monthly. **Strategy's Expected Result/Impact:** These actions will result in higher attendance rates. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Counselor, SIR Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1174

Goal 6: By May 2022, 5% of Special Education students will perform at Masters, 35% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches. 75% of Special Education students will show academic achievement growth.

Performance Objective 1: Include most students who receive special education services in the tiered general education classroom with small class sizes. Ensure that there are instructional staff to conduct small group instruction daily.

HB3 Goal

Evaluation Data Sources: Multiple Measures of Data; Observations and Walkthroughs; SPED PLC Behavior

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 98% of all special education students will be mainstreamed and support within the general education classrooms. 100% of all teachers will be provided with updated Individual Education Plans (IEPs) before the first week of school. The campus will schedule learning labs with individual teachers about students within their classes. Teachers will plan lessons that are aligned to the needs of the individual students' needs. Students will receive small group instruction at least four times per week based on assessment data. **Strategy's Expected Result/Impact:** These measures will result in more oversight and attention to SPED students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1175

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: By May 2022, 5% of Special Education students will perform at Masters, 35% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches. 75% of Special Education students will show academic achievement growth.

Performance Objective 2: Administer regular rigorous assessments while providing appropriate accommodations for students to gain stamina, confidence, and skills with standardized test. Computer utilization, supplemental aides, and manipulatives embedded within lesson planning and lesson execution.

HB3 Goal

Evaluation Data Sources: Assessments, IEPs, Manipulative Usages, Supplemental Aide Documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all special education students will participate in assessments. 100% of all special education students will be provided with the proper accommodations during assessments. Students will be provided with manipulatives and supplemental aides during assessments. Teachers will determine if students should take a paper based assessment or computer based assessments by conducting preference surveys and observation of student behavior when taking assessments. **Strategy's Expected Result/Impact:** Special Education students will have tools to ensure that they are on a level field with general education students. Students will start to show growth and development as evidenced by assessment data. When the needs of special education students are met, these students show growth and development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers, **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1176



No Progress 

Accomplished  Continue/Modify  Discontinue

Goal 6: By May 2022, 5% of Special Education students will perform at Masters, 35% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches. 75% of Special Education students will show academic achievement growth.

Performance Objective 3: Ensure that assistive technology, manipulatives, calculators, supplemental aides are embedded within all lessons. Ensure that 100% of all SPED students are provided with a peer tutor and adult mentor.

HB3 Goal

Evaluation Data Sources: Assistive Technology Reports, Manipulatives Checkout Logs, Calculators Usage, Supplemental Aides Usage, T-TESS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Content leaders will train 100% of all teachers on the use of assistive technology, manipulatives, calculators, and supplemental aides. 100% of all teachers will incorporate assistive technology, manipulatives, calculators, and supplemental aides within their lesson plans and lesson execution. Administrators will conduct walkthroughs and observation of the use of assistive technology, manipulatives, calculators, and supplemental aides and document usage and effectiveness within T-TESS. **Strategy's Expected Result/Impact:** Special Education students will have tools to ensure that they are on a level field with general education students. Students will start to show growth and development as evidenced by assessment data. When the needs of special education students are met, these students show growth and development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1177



No Progress 

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Ector County Independent School District

Lee Buice Elementary

2021-2022 Campus Improvement Plan



1178

Mission Statement

The mission of Dr. Lee Buice Elementary School is to excite and inspire curiosity through literacy and innovative learning experiences.

Vision

The vision of Dr. Lee Buice Elementary School is to create a community of unlimited opportunities for all.

Core Beliefs

Our core beliefs are to: innovate, collaborate, and celebrate.

We believe every child can learn. We care for one another and value each other's opinions. In our classrooms, students mirror the work of readers, writers, mathematicians, scientists, and social scientists. We believe in celebrating our story and sharing our successes.

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Comprehensive Needs Assessment

1181

Priority Problem Statements

Problem Statement 1: Buice had a decrease in achievement from 2019 STAAR to 2021 STAAR.
Root Cause 1: Lack of systemic personalized professional development opportunities and a need for consistent intervention for every student on every level.
Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR)
Root Cause 2: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.
Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 3: Students are not meeting the campus target of 45% mastering grade level assessments.
Root Cause 3: Lack of training on how to differentiate to the highest learner.
Problem Statement 3 Areas: Student Achievement - Student Learning

Problem Statement 4: In 2019, Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math.
Root Cause 4: Campus is in need of continued training in rigorous instruction as well as continued individualized intervention plans.
Problem Statement 4 Areas: Student Achievement - Student Learning 1182

Problem Statement 5: White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math
Root Cause 5: White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters
Problem Statement 5 Areas: Student Achievement - Student Learning

Problem Statement 6: 1st and 2nd grade MAP growth scores are well below projection for student growth.
Root Cause 6: Campus and grade levels are in need of training for individualizing learning and intervention plans for every student.
Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 7: Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math)
Root Cause 7: Lack of funding for PD, a need for differentiation for every student from the highest learner to the lowest level learner.
Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 8: Attendance in all demographics, specifically economically disadvantaged went down two years in a row.
Root Cause 8: More attendance monitoring and consistent contracts needed for students.

Problem Statement 8 Areas: Demographics - Demographics

Problem Statement 9: Teacher retention continues to be a struggle (81% in 20-21)

Root Cause 9: lack of affordable housing/teacher shortage/teachers taking promotions and leaving the classroom

Problem Statement 9 Areas: Demographics - Staff Quality, Recruitment, and Retention - Demographics

Problem Statement 10: Campus had a considerable increase in referrals this year, specifically this spring.

Root Cause 10: Lack of CHAMPS/PBIS implementation on the bus, in PE, and on the playground. An adjustment in scheduling is needed due to increase in student numbers.

Problem Statement 10 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 11: Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved with completing school work on a regular basis.

Root Cause 11: Parents need more training on virtual tools and how to work with their child at home.

Problem Statement 11 Areas: School Culture and Climate - Parent and Community Engagement - Perceptions

Problem Statement 12: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had more of a struggle in 20-21 getting parents to participate virtually.

Root Cause 12: Parents need more training on how to work with students and home and more training on utilizing virtual tools when meetings are online. 1183

Problem Statement 12 Areas: School Culture and Climate - School Context and Organization - School Processes & Programs - Perceptions

Problem Statement 13: Teacher PD is minimal

Root Cause 13: Not enough funding or PD time available

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 14: Large number of damaged devices and a moderate number of referrals for inappropriate use of technology.

Root Cause 14: Lack of training for students on digital citizenship in 20-21.

Problem Statement 14 Areas: Technology - Student Learning - School Processes & Programs

Goals

Goal 1: Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Buice student attendance rate will increase by 1% from May 2021 to May 2022.

Evaluation Data Sources: District/campus attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will provide individualized support for students that includes interventions and rewards, as well as, consequences to help improve attendance. **Strategy's Expected Result/Impact:** Increase in attendance rates, and fewer contracts for attendance will be needed **Staff Responsible for Monitoring:** Teacher/counselor/admin **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Demographics 1 - Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. **Strategy's Expected Result/Impact:** Increase in attendance rates and fewer contracts for attendance will be needed as the school year progresses **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/admin				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Attendance incentive will continue this year. Award for best attendance rate will be given every two weeks in k-2 and 3-5. The class with the highest attendance rate will get to have a sign on their door with the Buice attendance hero on it and will be posted on the website/social media page. **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** Counselor/admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance in all demographics, specifically economically disadvantaged went down two years in a row. **Root Cause**: More attendance monitoring and consistent contracts needed for students.

Goal 1: Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Buice Elementary School will continue to develop the implementation of technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: inventory of student technology and check out

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all. **Strategy's Expected Result/Impact:** Students will be able to learn and teachers will be able to teach utilizing a blended learning model efficiently. **Staff Responsible for Monitoring:** Admin/teachers/library media specialist **Problem Statements:** Student Learning 9 - School Processes & Programs 3 - Technology 1 **Funding Sources:** SeeSaw Premium - Title One School-wide - $1,800				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

1185

Student Learning
Problem Statement 9: Large number of damaged devices and a moderate number of referrals for inappropriate use of technology. **Root Cause**: Lack of training for students on digital citizenship in 20-21.

School Processes & Programs
Problem Statement 3: Large number of damaged devices and a moderate number of referrals for inappropriate use of technology. **Root Cause**: Lack of training for students on digital citizenship in 20-21.

Goal 1: Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Buice Elementary school will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: students will be successful and healthy including social and emotional needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Students who are healthy socially, emotionally, as well as academically successful **Staff Responsible for Monitoring:** Counselor/admin/teacher				
No Progress  Accomplished  Continue/Modify  Discontinue				

1186

Goal 1: Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Buice Elementary will provide a safe and supportive learning environment.

Evaluation Data Sources: training sign-ins, training documents, documentation of counseling lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Strategy's Expected Result/Impact:** Staff will be prepared to address all student needs in this area, and will know the protocol and procedures for reporting and referring. **Staff Responsible for Monitoring:** Counselor/teachers/admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures **Strategy's Expected Result/Impact:** Awareness of staff on procedures and processes for identifying and intervening in crisis situations. **Staff Responsible for Monitoring:** Teachers/counselor/admin				1187

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/ PBIS. **Strategy's Expected Result/Impact:** School-wide implementation of CHAMPS and fewer discipline issues/referrals **Staff Responsible for Monitoring:** Teachers/admin **Problem Statements:** School Culture and Climate 1 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Safety drills will be done periodically and any issues will be reviewed and fixed. **Strategy's Expected Result/Impact:** Staff and students will be prepared in the event of an emergency. **Staff Responsible for Monitoring:** Admin				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All staff will be trained in the emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard. **Strategy's Expected Result/Impact:** Staff and students will be prepared for any emergency situation. **Staff Responsible for Monitoring:** Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus had a considerable increase in referrals this year, specifically this spring. **Root Cause**: Lack of CHAMPS/PBIS implementation on the bus, in PE, and on the playground. An adjustment in scheduling is needed due to increase in student numbers.

1188

Goal 1: Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Buice Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships

Evaluation Data Sources: PTA attendance, facebook likes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Actively seek out community members to serve on the Buice CIT **Strategy's Expected Result/Impact:** Increased community voice/input on campus decisions **Staff Responsible for Monitoring:** Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Buice will continue to encourage families and community members to follow our Facebook page to provide input and be more involved. We currently have 1,744 likes, and our goal is to reach 2,500 likes by the end of the school year. **Strategy's Expected Result/Impact:** More positive involvement from families and community members **Staff Responsible for Monitoring:** Admin				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will have at least two parent/teacher conferences either by phone/zoom or in person that will include parent/school involvement, as well as student achievement specific to each individual student. Teachers will utilize a student progress folder throughout the year. **Strategy's Expected Result/Impact:** More positive involvement from families, and as a result more success with students **Staff Responsible for Monitoring:** Admin/teachers **Title I Schoolwide Elements:** 3.2 **Problem Statements:** School Culture and Climate 2, 3 - School Processes & Programs 2 - Perceptions 1, 2 - Parent and Community Engagement 1 - School Context and Organization 1 **Funding Sources:** Red folders and supplies to fill them - Title One School-wide - $500				

1189

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had more of a struggle in 20-21 getting parents to participate virtually. **Root Cause**: Parents need more training on how to work with students and home and more training on utilizing virtual tools when meetings are online.

Perceptions

Problem Statement 1: Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved with completing school work on a regular basis. **Root Cause**: Parents need more training on virtual tools and how to work with their child at home.

Problem Statement 2: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had more of a struggle in 20-21 getting parents to participate virtually. **Root Cause**: Parents need more training on how to work with students and home and more training on utilizing virtual tools when meetings are online.

1190

Goal 2: Invest in Talent: Buice Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher turnover rate will decrease from 26% to 10% in 2021-2022

Evaluation Data Sources: TAPR/System Data/Exit survey data

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Utilize culture building strategies such as celebrating teacher successes often using staff brags on newsletter and social media, having birthday luncheons monthly, and recognizing teacher successes. **Strategy's Expected Result/Impact:** Improved teacher retention **Staff Responsible for Monitoring:** Admin/sunshine committee	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Promote and monitor the school wide CHAMPS implementation to ensure good management and positive classroom cultures, which will in turn, increase teacher retention. **Strategy's Expected Result/Impact:** Improved teacher retention **Staff Responsible for Monitoring:** Admin	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Campus instructional leaders conduct observation feedback coaching meetings within 48 hours of an observation and include high-leverage, bite-sized, and actionable feedback with opportunities to practice. **Strategy's Expected Result/Impact:** This will lead to better instruction and more teacher support, which will improve teacher retention. **Staff Responsible for Monitoring:** Admin/leadership team **Problem Statements:** Demographics 2 - Demographics 2 - Staff Quality, Recruitment, and Retention 1	Oct	Jan	Mar	May

1191

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Teacher retention continues to be a struggle (81% in 20-21) **Root Cause**: lack of affordable housing/teacher shortage/teachers taking promotions and leaving the classroom

Goal 2: Invest in Talent: Buice Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2021-22, Buice Elementary School will offer a job-embedded, personalized professional learning system for teachers that will result in an increase on staff perception of feedback and coaching through the panorama survey. We will strive to show an increase on the panorama survey in the area of feedback and coaching from 64% to 75%.

Evaluation Data Sources: Documentation of walk-throughs, observation feedback meetings, and DDI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each campus administrator and the instructional coach will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Improvement in instruction and teacher support as well as collaboration between teachers and administrators and teachers **Staff Responsible for Monitoring:** Admin/Instructional coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each grade level will participate in data driven instruction collaboration meetings with their grade level teams twice per month. **Strategy's Expected Result/Impact:** Improvement in instruction and learning in the classroom				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Every Buice teacher will set goals with principal, assistant principal, and/or instructional coach using high leverage strategies to improve instruction in the area of rigor or management throughout the school year. **Strategy's Expected Result/Impact:** Improvement in instruction and learning, as well as increased feeling of support by the teachers in the area of feedback and coaching. **Staff Responsible for Monitoring:** admin/instructional coach **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

1192

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-5 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP assessment reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly through tutoring, RTI and in class intervention in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/admin **Problem Statements:** Student Achievement 6 - Student Learning 6 - Curriculum, Instruction, and Assessment 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

1193

Student Learning
Problem Statement 6: 1st and 2nd grade MAP growth scores are well below projection for student growth. **Root Cause**: Campus and grade levels are in need of training for individualizing learning and intervention plans for every student.

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 65% of Buice Students will meet their growth target from BOY to EOY measured by the MAP assessment

Evaluation Data Sources: MAP assessment reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will participate in intervention through an individualized plan utilizing the MAP assessment results (individual student profile report). **Strategy's Expected Result/Impact:** Students will meet their growth target on the EOY MAP assessment. **Staff Responsible for Monitoring:** Teachers/admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1194

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students achieving the Meets Standard on state assessments will increase to 55% across all tested grade levels and content areas by May 2022.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will use formal and informal assessments to identify students who are performing at the approaches level. Using that data we will create small groups to focus on the needs of those students helping them to meet grade level. **Strategy's Expected Result/Impact:** Students will demonstrate a 53% meets rate at the 2022 benchmark **Staff Responsible for Monitoring:** The progress of the students will be monitored by unit assessments, released STAAR tests **Problem Statements:** Demographics 3 - Demographics 3 - Student Achievement 1, 5 - Student Learning 1, 5 - Curriculum, Instruction, and Assessment 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Day tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status. **Strategy's Expected Result/Impact:** Students will demonstrate a 53% meets rate at the 2022 benchmark. **Staff Responsible for Monitoring:** Small group tutors will monitor progress along with assessment data. **Funding Sources:** Day tutors - Title One School-wide - $15,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades. **Strategy's Expected Result/Impact:** improved performance on the January benchmark in all sub-populations in math and reading. **Funding Sources:** Forde and Ferrier - Title One School-wide - $3,700				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status. **Strategy's Expected Result/Impact:** improved performance on STAAR meets and masters percentages **Staff Responsible for Monitoring:** Admin **Funding Sources:** - Title One School-wide - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Guided reading and guided math will be utilized in all K-5 classrooms **Strategy's Expected Result/Impact:** Increased knowledge in reading and math in all grade levels. **Staff Responsible for Monitoring:** Admin/walkthroughs				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time. **Strategy's Expected Result/Impact:** Improve targeted instruction in intervention groups, and as a result, student achievement on all benchmark assessments **Staff Responsible for Monitoring:** Admin/leadership team				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) **Root Cause**: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Student Learning	1196
Problem Statement 1: In 2019, Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math. **Root Cause**: Campus is in need of continued training in rigorous instruction as well as continued individualized intervention plans.
Problem Statement 5: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) **Root Cause**: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Students achieving the Masters Standard on state assessments will increase to 35% across all tested grade levels and content areas by May 2022.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content. **Strategy's Expected Result/Impact:** Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content. **Staff Responsible for Monitoring:** Admin/teachers **Problem Statements:** Student Achievement 3 - Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Forde and Ferrier and think up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades. **Strategy's Expected Result/Impact:** A higher number of students will score in the masters status range on the benchmark assessments in the fall and the district benchmark in January. **Staff Responsible for Monitoring:** Admin **Funding Sources:** - Title One School-wide - $19,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status. **Strategy's Expected Result/Impact:** increased percentages of meets and masters status on STAAR **Staff Responsible for Monitoring:** Admin **Problem Statements:** Student Achievement 1, 2 - Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Guided reading and guided math will be utilized in K-5. **Strategy's Expected Result/Impact:** increase student knowledge in the areas of math and reading in all grade levels. **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teacher teams will frequently evaluate student-facing work to identify gaps between student products and the exemplars. (DDI) These gaps will drive the creation of re-teach plans. **Strategy's Expected Result/Impact:** This practice will lead to better instruction, and in turn, higher rates of achievement on all assessments. **Staff Responsible for Monitoring:** Admin/teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: In 2019, Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math. **Root Cause**: Campus is in need of continued training in rigorous instruction as well as continued individualized intervention plans.
Problem Statement 2: Buice had a decrease in achievement from 2019 STAAR to 2021 STAAR. **Root Cause**: Lack of systemic personalized professional development opportunities and a need for consistent intervention for every student on every level.
Problem Statement 3: Students are not meeting the campus target of 45% mastering grade level assessments. **Root Cause**: Lack of training on how to differentiate to the highest learner.

1198

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2022.

3rd Grade Math from 17% to 30%
4th Grade Math from 27% to 35%
5th Grade Math from 50% to 60%

Evaluation Data Sources: 2022 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring. **Strategy's Expected Result/Impact:** Increase on meets percentages in each grade level for math on benchmark assessments, and the January released test. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 4, 7 - Student Learning 4, 8 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			1199
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades. **Strategy's Expected Result/Impact:** Increased performance on 3rd-5th math benchmark assessments **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status. **Strategy's Expected Result/Impact:** An increased percentage of students reaching meets and masters status on all STAAR tests. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4				

Strategy 4 Details	Reviews			
Strategy 4: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at the "meets" grade level content.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased number of students reaching meets status on the math benchmark assessments **Staff Responsible for Monitoring:** Teachers/admin **Title I Schoolwide Elements:** 2.4				

Strategy 5 Details	Reviews			
Strategy 5: Guided math will be utilized in all grade levels.	Formative			Summative
Strategy's Expected Result/Impact: Increased performance and student knowledge in math in all grade levels **Staff Responsible for Monitoring:** Admin/walkthroughs **Title I Schoolwide Elements:** 2.6	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Teachers will utilize TEKS target in math daily.	Formative			Summative
Strategy's Expected Result/Impact: Increase in knowledge and retention in math for all students K-5. **Staff Responsible for Monitoring:** Teachers/admin	Oct	Jan	Mar	May
				1200

Strategy 7 Details	Reviews			
Strategy 7: Teachers in grades 2-5 will utilize the Reflex math computer program.	Formative			Summative
Strategy's Expected Result/Impact: Increase in math fact fluency for all students K-5, which will in turn increase performance on benchmark math assessments and released tests. **Staff Responsible for Monitoring:** Teachers/admin **Title I Schoolwide Elements:** 2.4, 2.5	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
Strategy 8: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	Formative			Summative
Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments. **Staff Responsible for Monitoring:** Admin/leadership team **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: All Buice teachers will utilize "Do the Math" for math intervention weekly. **Strategy's Expected Result/Impact:** Increased achievement for struggling learners in math **Staff Responsible for Monitoring:** Teachers/admin **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 4: White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math **Root Cause**: White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters
Problem Statement 8: Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math) **Root Cause**: Lack of funding for PD, a need for differentiation for every student from the highest learner to the lowest level learner.

1201

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 11% by May 2022.
5th Science from 39% to 50%.

Evaluation Data Sources: 2022 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status. **Strategy's Expected Result/Impact:** increased percentage of students reaching meets and masters on benchmark assessments and STAAR. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at "meets status" on the grade level content. **Strategy's Expected Result/Impact:** Increased performance on the benchmark assessments and STAAR test in science **Staff Responsible for Monitoring:** Teachers/admin **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				1202

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Buice retention rates will be 0.1% below state average in all grade levels K-5 by May 2022.

Evaluation Data Sources: District PEIMS Retention Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: RTI will be utilized for all students falling below grade level to fill gaps. (Both after school labs and during school intervention) **Strategy's Expected Result/Impact:** Students will close gaps and perform on grade level. **Staff Responsible for Monitoring:** Teachers/admin **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: After school tutoring will be in place in every grade level Monday-Thursday for a minimum of 30 minutes in small group settings. **Strategy's Expected Result/Impact:** Increase in students who are on grade level in math and reading **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4, 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 3 - Student Achievement 1, 2, 5 - Student Learning 1, 2, 5 - Curriculum, Instruction, and Assessment 3				1203

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Day tutors will be hired and in place from September-April to pull small groups K-5 to do targeted intervention. **Strategy's Expected Result/Impact:** Improvement in overall achievement in reading and math **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: RTI lab will run for all students in RTI from September to May. Students will utilize Study Island to improve their knowledge and performance in reading and math. **Strategy's Expected Result/Impact:** Students will close achievement gaps and will grow to be on grade level, and therefore will have fewer students who need to be retained. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4 **Funding Sources:** Study Island - Title One School-wide - $1,100				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will utilize LLI kits for small-group reading intervention during an allotted intervention time daily. **Strategy's Expected Result/Impact:** Students will close achievement gaps and will grow to be on grade level, and therefore we will have fewer students who need retention. **Staff Responsible for Monitoring:** Teachers/ IC/admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 3: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) **Root Cause**: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Student Learning
Problem Statement 1: In 2019, Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math. **Root Cause**: Campus is in need of continued training in rigorous instruction as well as continued individualized intervention plans.
Problem Statement 2: Buice had a decrease in achievement from 2019 STAAR to 2021 STAAR. **Root Cause**: Lack of systemic personalized professional development opportunities and a need for consistent intervention for every student on every level. 1204
Problem Statement 5: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) **Root Cause**: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 8: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2021-2022.

Evaluation Data Sources: TELPAS Ratings 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will increase the number of teachers who are ESL certified in order to add strategies to reach EL's **Strategy's Expected Result/Impact:** Increased performance by EL's, specifically on TELPAS. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: TELPAS data will be tracked quarterly, and student interventions will be done based on data. **Strategy's Expected Result/Impact:** TELPAS performance will increase. **Staff Responsible for Monitoring:** Admin/teachers **Title I Schoolwide Elements:** 2.4				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1205

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 9: Students achieving the Meets Standard on the state assessments in Reading will increase by May 2022.

3rd Grade Reading from 34% to 48%.
4th Grade Reading from 26% to 40%.
5th Grade Reading from 42% to 55%.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use of guided reading and guided comprehension in all reading classrooms Use of Target Reading for daily spiral review) **Strategy's Expected Result/Impact:** Increase on reading levels as well as improved performance on benchmark assessments in reading. **Staff Responsible for Monitoring:** Teachers/admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will create several book clubs to enhance small group conversation about a variety of texts. Principal, AP's, IC and Librarian will all run groups from September to May. **Strategy's Expected Result/Impact:** Increased reading knowledge and performance on benchmark assessments and STAAR test. **Staff Responsible for Monitoring:** Admin/leadership team **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will use the green screen to create digital book commercials and make book recommendations to an authentic audience. **Strategy's Expected Result/Impact:** Create a love of reading and increased reading knowledge in students resulting in higher performance on assessments. **Staff Responsible for Monitoring:** Library media specialist **Title I Schoolwide Elements:** 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades. **Strategy's Expected Result/Impact:** Increased performance on benchmark assessments and released tests. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status. **Strategy's Expected Result/Impact:** Increased performance on all STAAR tests **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Daily use of Bison Book Time for choice reading by students and teachers, including book logging and book conferences between students and teachers. **Strategy's Expected Result/Impact:** Increase in student interest in reading resulting in an increase in performance on reading/ELA benchmark scores **Staff Responsible for Monitoring:** Teachers/admin **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math				1207

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Teachers will utilize LLI kits for small group reading intervention weekly targeting struggling learners. **Strategy's Expected Result/Impact:** Increase in RTI student achievement and success in reading **Staff Responsible for Monitoring:** Teachers/ IC/admin **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SeeSaw Premium		$1,800.00
1	5	3	Red folders and supplies to fill them		$500.00
3	3	2	Day tutors		$15,000.00
3	3	3	Forde and Ferrier		$3,700.00
3	3	4			$2,000.00
3	4	2			$19,000.00
3	7	4	Study Island		$1,100.00
				Sub-Total	$43,100.00
				Grand Total	$43,100.00

1208

Addendums

1209

Ector County Independent School District

Milam Elementary Magnet

2021-2022 Campus Improvement Plan



1210

Mission Statement

Mission

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Parameters

1. We will not compromise excellence.
2. We will model our beliefs.
3. We will work as a team.
4. We will base decisions on what is best for students.
5. We will protect teaching and learning as our priority.
6. We will recognize and reward success and learn from our mistakes.
7. We will succeed regardless of any obstacle.

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Objectives

1. All students will acquire academic and personal skills necessary for personal greatness.
2. All students will understand and appreciate the value of learning.
3. All students will invest their unique gifts in their community.
4. All students will be confident, influential leaders who accept responsibility.

Strategies

Strategy #1

We will ensure learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

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Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

Value Statement

Values

- **Humanity.** We ensure all children feel safe, loved, and valued.
- **Inclusiveness.** We celebrate our community, honoring unique perspectives
- **Perseverance.** We embrace our mistakes and encourage one another to work through challenges; we grow from success and learn from failure.
- **Love of Learning.** We celebrate an environment that actively cultivates a lifelong love of learning.
- **Creativity.** We cultivate a learning environment where ideas come to life and imagination runs wild.
- **Inclusiveness.** We celebrate our community, honoring unique perspectives and ideas of everyone.
- **Accountability.** We take responsibility for our actions and decisions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Milam Fine Arts Academy is a School of Choice Campus with a focus on the Visual and Performing Arts.

Milam serves students in Pre K through fifth grade. On each grade level there are three monolingual and one bilingual classroom. All students Pre K-5th grade students participate in art, drama, piano, general music, physical education/dance, and library. Students stay for an additional hour to focus on performing arts classes based on student selection. Milam has a teacher certified in gifted and talented education on campus to work with GT identified students at Milam. In addition all teachers have had their initial 30 hours of GT training and receive their 6 hour update each year.

Milam is a school-wide Title 1 school that had 616 students at the end of the 2020-2021 school year. The enrollment went up from 584 due to the addition of a monolingual and bilingual Pre K class from the previous school year. Enrollment data indicates 24.3% English Language Learners, 11.2% identified gifted and talented, 52.74% considered at-risk, 7.1% served through special education, 6.4% served through dyslexia, 8.96% homeless, and 51% economically disadvantaged students.

In 2020-2021, Milam had 252 male students and 361 female students.

The attendance rate for Milam was 96.69% for 2020-2021 which is up from 96.3% in 2019-2020. Milam staff put forth significant efforts to increase the campus attendance rate. There was a weekly incentive for the top attendance class on each grade level in addition to the top weekly attendance for the school. Students that received perfect attendance were recognized in a ceremony each 9 weeks and received a spirit stick and certificate for this accomplishment. Social media and Class Dojo were used to keep families informed of attendance goals and progress. Parents were contacted for every absence. Teachers entered attendance contacts in Eduphoria after 3 absences and administrators contacted parents at the seventh absence and sent home an attendance contract. As a result of these efforts, attendance improved by .39%.

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Milam Population Data

	16-17	17-18	18-19	19-20	20-21	Difference
Total Enrollment	510	517	534	584	616	32
Pre-Kindergarten	42	24	24	44	74	30
Kindergarten	83	86	81	92	96	4
First Grade	78	89	91	88	94	6
Second Grade	81	79	87	93	91	-2
Third Grade	82	88	80	94	92	-2
Fourth Grade	72	82	88	85	89	4
Fifth Grade	72	69	83	88	80	-8

Ethnic Distribution	16-17	17-18	18-19	19-20	20-21	Difference
White	77	65	60	71	70	-1
Hispanic / Latinx	389	422	435	486	521	35
Black or African American	31	22	22	19	14	-5
Asian	1	0	0	0	1	1
American Indian / Alaska Native	3	2	1	1	2	1
Native Hawaiian / Pacific Islander	3	2	2	1	1	0
Two or More	6	4	5	60	7	1

Special Populations	16-17	17-18	18-19	19-20	20-21	Difference
At-Risk	204	226	230	230	272	42
Economic Disadvantaged	304	258	308	232	316	84
LEP	95	108	111	116	140	24
Special Education	27	31	28	29	44	15
Bilingual Education	91	105	108	114	137	23
ESL	4	3	2	2	1	-1
Gifted & Talented	68	72	72	72	69	-3
Title I	510	517	534	584	616	32
Immigrant	4	6	6	3	4	1
Migrant	0	0	0	0	0	0
Military-Connected	3	2	2	16	17	1
Foster Care	3	3	2	0	0	0
Homeless / Mc-Kinney Vento	7	4	5	5	1	-4
Dyslexia	16	19	23	24	27	3

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3

Milam Staff

The Principal and Assistant Principal are both returning to Milam for the 2021-2022. This is the Principals 9th year at Milam and the Assistant Principals 3rd year at Milam. Milam will also have a Principal Fellow during the 2021-2022 school year. As of August 4, 2021, there are no vacancies at Milam. At Milam all students will be taught by highly qualified teachers and instructional paraprofessionals.

Employee Numbers

	Administrators (Principal & Asst. Principal)	Teachers	Instructional Paraprofessionals (Aides)
16/17	2	41	3
17/18	2	37	3.5
18/19	2	36	3.1
19/20	2	37	4.0
20/21	2	42	5.2
21/22	2 + 1 Principal Fellow		

Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
16/17 to 17/18	100%	86.84%	60%
17/18 to 18/19	50%	64.71%	25%
18/19 to 19/20	100%	76.4%	75%
19/20 to 20/21	100%	82.8%	100%
20/21 to 21/22	100%	53%	88%

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Teaching Staff Demographic Information 2020-2021

Demographic	All Teachers	K	First	Second	Third	Fourth	Fifth	PE	Sped
Male	11%	0%	0%	0%	25%	0%	25%	100%	0%
Female	89%	100%	100%	100%	75%	100%	75%	0%	100%
White	41%	25%	66%	50%	25%	75%	25%	0%	100%
AA	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic	59%	75%	33%	50%	75%	25%	75%	100%	0%

Highest Degree Achieved by Teachers

No degree	**3.7%**
Bachelors	71.5%
Masters	28.5%
Doctorate	0%

Teacher Experience

Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6-10 Years	Percent with 11-20 Years	Percent with > 20 Years
16/17	0%	24%	13.2%	33.2%	40%
17/18	8.2%	24.5%	8.2%	27%	25%
18/19	0%	25.1%	14.0%	27.7%	13.6%
19/20	8.1%	16.2%	18.9%	33.8%	-21.4%
20/21	11.8%	18.9%	19.1%	24.3%	22.7%

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Demographics Strengths

1. Student attendance increased from 96.3% to 96.69%.

2. Same administrators are returning for the 2019-2020, 2020-2021, and 2021-2022 school year.

3. There are no vacancies at Milam. At Milam all students will be taught by highly qualified teachers and instructional paraprofessionals.

4. 66.1% of teacher experience is between 6-20 plus years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Loss of 12 veteran staff members. **Root Cause:** Promotion to another district position (7 teachers-1 MCL position, 1 reading specialist, 2 Dyslexia Interventionist, 1 Instructional Specialist, 1 district instructional specialist, 1 Pre K specialist), retirement (4 teachers), and moving states (1 teacher).

Problem Statement 2: Nine teachers with

Student Learning

Student Learning Summary

Milam Fine Arts Academy was rated a C campus in 2018-19. Due to COVID-19, there was not state testing in 2020 and all campuses were labeled *Not Rated: Declared State of Disaster* for 2020. The Texas Education Agency paused A-F ratings for the 2020-21 school year due to the ongoing disruptions associated with COVID-19. Therefore, Milam will enter the 2021-22 school year under the *Identification for targeted support and improvement* due to the "C" rating in 2018-19.

Data below is from the Texas Education Agency (TEA) ***School Report Card from 2018-2019***.

Overall Score/Rating = 74/C

Student Achievement Domain 1 = 70/C

School Progress Domain 2= 75/C

Closing the Gaps Domain 3 = 73/C

1219

Texas Education Agency
2019 Accountability Ratings Overall Summary
EL MAGNET AT MILAM EL (068901116) - ECTOR COUNTY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**74**	**C**
Student Achievement		**70**	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**75**	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 57.7%)	41	63	D
Closing the Gaps	**59**	**73**	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

Not Eligible **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

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Texas Education Agency
2021 Accountability Ratings Overall Summary
EL MAGNET AT MILAM EL (068901116) - ECTOR COUNTY ISD

✷ Confidential ✷

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	30
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 51.3%)	30
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

1221

Distinction Designations

Distinction designations were not awarded in 2021.

MATH STUDENT GROWTH

FALL 2020 MAP - SPRING 2021 MAP

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar

on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection. This can be considered an average performance. The grade levels with the highest percentage of students who met projection are third grade, fourth grade, and fifth grade.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. 5th grade students grew at the expected rate and finished the year in the 67th growth percentile. Third and fourth grade grew tremendous amounts and were above the 90th percentile for growth. Kindergarten, 1st grade, and 2nd grade fell well below projections and had a negative growth index.

The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/– standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2020 percentile, grade levels 1-4 all showed significant increases. Kindergarten dropped 11 percentile points from 82% to 71%, 1st grade dropped 16 percentile points from 69% to 53%, and 2nd grade dropped 8 points from 58% to 50%. Third grade increased 10 percentile points from 24% to the 34% percentile at the end of the year. Fourth increased 11 percentile points from 24% to the 35% percentile at the end of the year. Fifth grade increased 2 percentile points from 23% to the 25% percentile at the end of the year.

map GROWTH

Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Ector County ISD

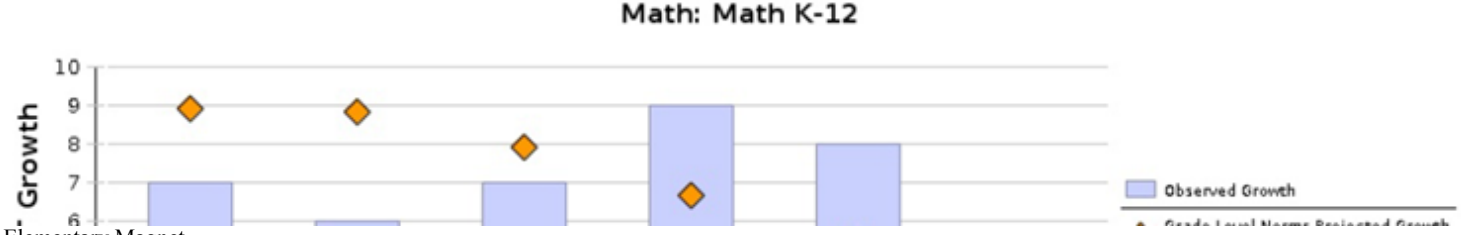
Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 19 (Winter 2021)
Grouping: None
Small Group Display: No

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Milam Elementary School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	91	145.3	11.7	82	152.3	12.2	71	7	1.1	8.9	-1.67	5	91	50	55	51
01	93	163.7	11.8	69	170.1	13.9	53	6	1.0	8.8	-1.93	3	93	38	41	41
2	91	176.9	10.9	58	183.6	10.8	50	7	0.8	7.9	-1.06	14	91	46	51	46
03	92	184.8	11.9	24	193.3	12.1	34	9	0.6	6.7	1.73	96	92	56	61	65
4	89	195.2	11.5	24	202.9	10.8	35	8	0.7	5.5	2.19	99	89	60	67	68
5	80	204.0	15.0	23	209.1	15.8	25	5	0.6	4.6	0.43	67	80	48	60	59





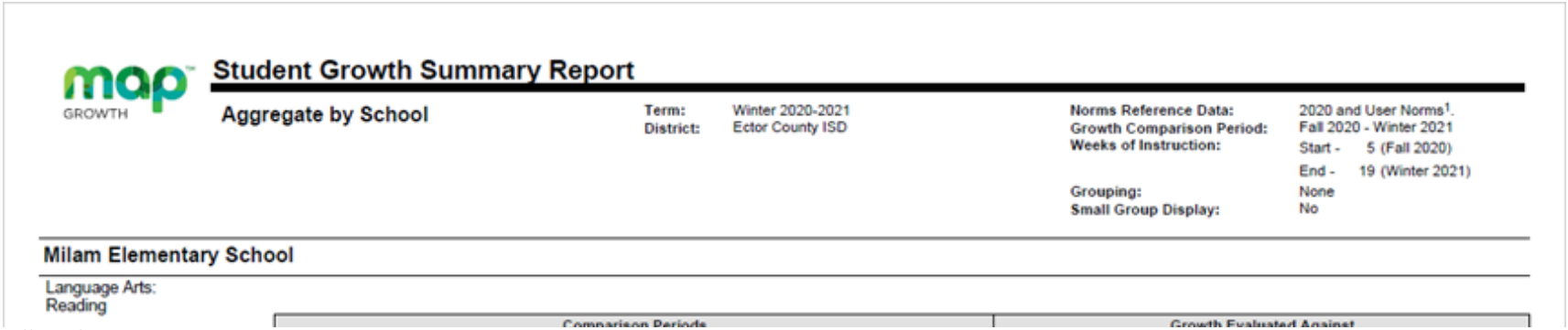
READING STUDENT GROWTH

FALL 2020 MAP - SPRING 2021 MAP

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection. This can be considered an average performance. The grade levels with the highest percentage of students who almost met growth projections are 3rd grade and 4th grade, but they did not meet grade-level norms projected growth.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. Both kindergarten and first grade have negative school conditional growth index scores. Kindergarten (3%), 1st grade (1%), 2nd grade (34%), 3rd grade (26%), 4th grade (26%), and 5th grade (1%) fell well below projections and had a negative growth index. 1223

The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/– standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2021 percentile, all grade levels showed significant decreases. Kindergarten dropped 14%, 1st grade dropped 33%, 2nd grade dropped 22%, 3rd grade dropped 3%, 4th grade dropped 3%, and 5th grade dropped 14 points21 percentile points from 64 to 43. Kindergarten and 3rd grade are the only grade levels above the 50th percentile in reading.


map GROWTH

Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Ector County ISD

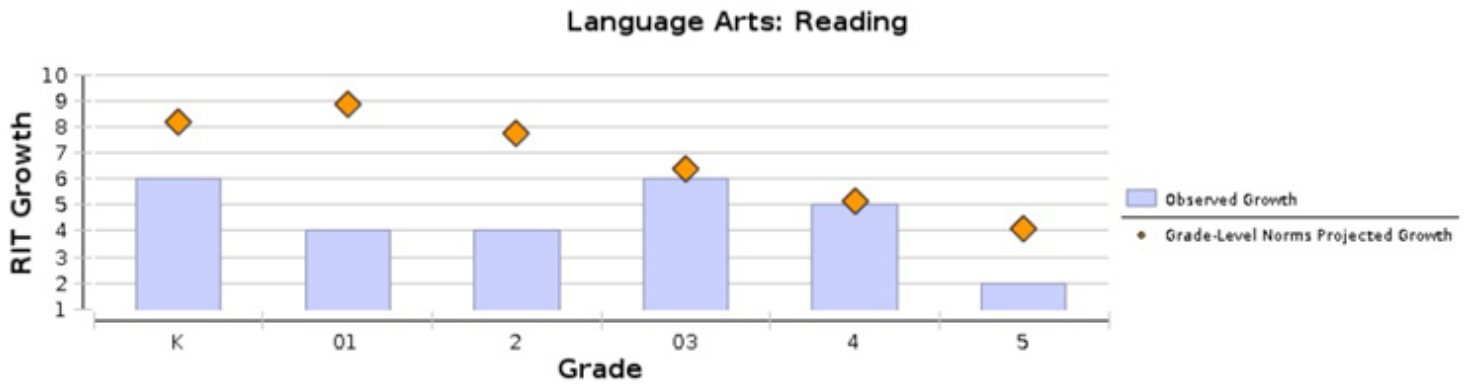
Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 19 (Winter 2021)
Grouping: None
Small Group Display: No

Milam Elementary School

Language Arts:
Reading

Comparison Periods | Growth Evaluated Against

		Comparison Periods							Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	67	142.9	11.8	86	148.7	11.5	72	6	1.4	8.2	-1.93	3	67	30	45	35
01	70	159.7	11.7	71	163.6	12.4	38	4	1.1	8.8	-3.91	1	70	25	36	21
2	74	173.2	10.8	51	177.1	12.2	29	4	0.9	7.7	-3.06	1	74	24	32	32
03	92	188.2	14.9	56	194.1	14.3	53	6	1.0	6.3	-0.42	34	92	49	53	52
4	88	194.9	13.1	38	199.4	13.2	35	5	1.0	5.2	-0.63	26	88	44	50	47
5	80	203.0	12.9	40	204.6	14.5	27	2	1.1	4.1	-2.53	1	80	33	41	29



TELPAS Data 2020-2021

map GROWTH

Student Growth Summary Report

Aggregate by School

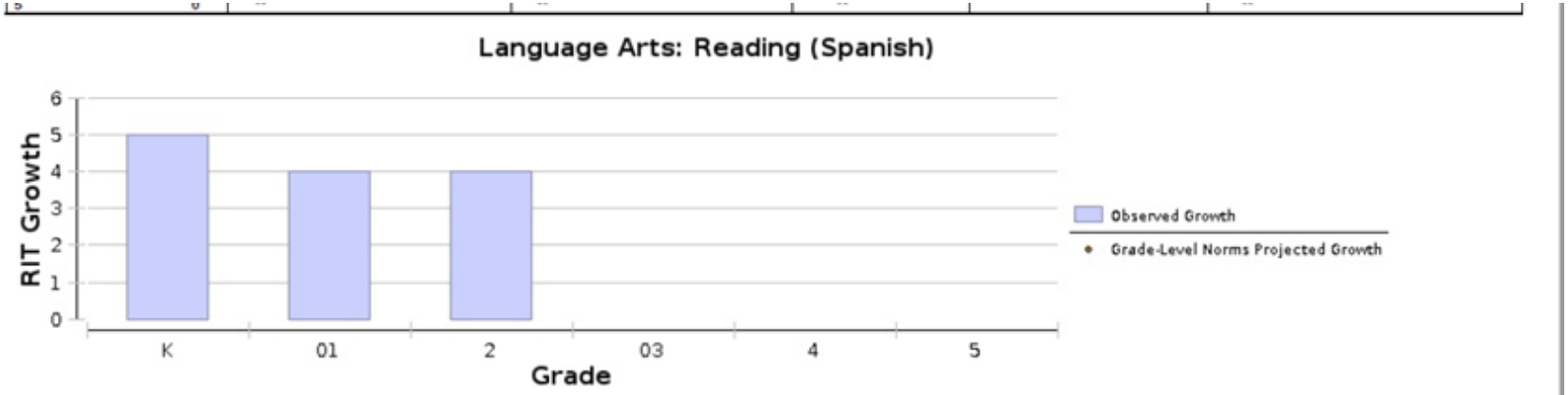
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 19 (Winter 2021)
Grouping: None
Small Group Display: No

Milam Elementary School

Language Arts:
Reading (Spanish)

		Comparison Periods							Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	24	146.6	17.0		151.7	11.5		5	3.5				24	10	42	37
01	23	161.1	15.1		165.0	16.8		4	2.3				23	5	22	18
2	17	172.2	11.5		176.2	12.2		4	1.4				17	3	18	37
03	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			



Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores do not correlate to short -cycle assessments and released test data.

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Problem Statement 2: Students' classroom grades do not correlate with STAAR scores. **Root Cause:** The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

Problem Statement 3: A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of rigorous Tier I instruction.

Problem Statement 4: 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause:** Lack of hands-on labs for students to internalize learning were used due to COVID.

Priority Problem Statements

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Goals

Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 96.8% in 2021 to 98.8% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly Reports and Attendance final year report for 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will provide incentives for perfect for perfect attendance each month and every 9 weeks in an effort to improve attendance to 98.8 %. **Strategy's Expected Result/Impact:** Attendance Rate of 98.8% **Staff Responsible for Monitoring:** Principal, AP, Counselor, Attendance Clerk, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local				

Strategy 2 Details	Reviews			1227
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Documented Parent Contact/Contracts in Eduphoria. *Anytime a student is absent the home room teacher will contact parent for reason and document. *Attendance Clerk-Documented Parent Contact Report in Eduphoria when a student has 3 unexcused absences or excessive excused. *Teacher- Documented Parent Contact Report in Eduphoria when a student has 3 unexcused absences or excessive excused. *Counselor, AP, Principal-Meeting with parent and Truancy Prevention Measures Contract put into place in Eduphoria when a student has 7 unexcused absences or excessive excused. **Strategy's Expected Result/Impact:** Increase our attendance rates with fewer contracts as per our attendance weekly reports. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Attendance Clerk **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Anytime a student is absent the home room teacher will contact parent for reason and document the reason for absence in Eduphoria student logs. **Strategy's Expected Result/Impact:** Increase our attendance rates with fewer contracts as per our attendance weekly reports. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Attendance Clerk **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: At the end of each month the class at each grade level that has the highest attendance rate for the month will will receive a special treat and recognition. **Strategy's Expected Result/Impact:** Student attendance rate will increase from 96.3% to 96.9% by 2022. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Clerk **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Incentives for each 9 weeks - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Attendance and Discipline team will meet every 9 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place. Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware. Clerk will contact parents when a student shows up on the Weekly COC Report or when a concern arises. Contact will be documented in Eduphoria Aware. Principal, Assistant Principal and/or Counselor will complete contracts on students with excessive absences by meeting with parents. Strategies for improving attendance will be shared with parents. Contact Social Worker from COC when student attendance arises. **Strategy's Expected Result/Impact:** Student attendance rate will increase from 96.3% to 96.9% by 2021. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Counselor, Social Worker form COC **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local				

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Student Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students. **Strategy's Expected Result/Impact:** Transitions that prepare students to go to the next campus. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners. **Strategy's Expected Result/Impact:** Improvement in Student Growth **Staff Responsible for Monitoring:** Principal, AP, IC, Special Ed. Teacher, Dyslexia Interventionist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1229



No Progress


Accomplished

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Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Milam Magnet will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Technology Lessons, SeeSaw (Pre K-2nd grade) and Schoology (3rd-5th grade).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology **Strategy's Expected Result/Impact:** Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Schoology (3rd-5th grade). **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

1230

Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Character Education Lessons by Counselor 1 time monthly for Pre K-5th grade; Lower Referral Numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Awareness of SEL research and practice. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will learn how to be healthy socially, emotionally and academically. **Strategy's Expected Result/Impact:** All campus staff will reinforce this continually **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State School Safety				1231

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implementation of 7 Mindsets lessons in the classroom daily to support student and staff Social Emotional Learning. **Strategy's Expected Result/Impact:** Promote self-awareness, self management, social awareness, relationship skills, and responsible decision making. **Staff Responsible for Monitoring:** Principal, AP, Counselor, and Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

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Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Milam will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Strategy's Expected Result/Impact:** Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.5, 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - State School Safety				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The Milam comprehensive Guidance and Counseling curriculum will continue to be implemented in Pre K-5th grade to implement lessons that will include child abuse, bullying, conflict resolution, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, Counselor, and SAS Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive Environment; Decrease in Referrals **Staff Responsible for Monitoring:** Principal, AP, Counselor, CHAMPS Team, and Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: Milam will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive Environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - State School Safety				1233

Strategy 7 Details	Reviews			
Strategy 7: Milam will model Relay School wide routines and procedures and provide coaching.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Safe and supportive learning environment **Staff Responsible for Monitoring:** Principal, AP, IS, and Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title One School- Improvement				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Train all teachers and staff on the protocols and procedures for safety on campus including safety drills, COVID-19 hygiene procedures, and classroom routines. **Strategy's Expected Result/Impact:** Staff and students will prepare by practicing for these types of emergencies and daily routines. **Staff Responsible for Monitoring:** Principal, AP, and Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - State School Safety				

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1234

Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Milam will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, IStation Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Principal, AP, and Instructional Specialist will meet weekly with team to review data, create a plan of action, and discuss follow through. **Strategy's Expected Result/Impact:** Improvement in identified areas of need. **Staff Responsible for Monitoring:** Principal, AP, IS, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** - Local				

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1235

Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Milam Magnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Evaluation Data Sources: Continue to seek out parents, community members, and business to volunteer and help in our school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families. **Strategy's Expected Result/Impact:** Significant progress made toward meeting Performance Objective **Staff Responsible for Monitoring:** Principal, AP, VIPS Chair **Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam Magnet will continue to encourage families to participate on our schoolwide Class Dojo to increase communication. Our goal is 100% participation. **Strategy's Expected Result/Impact:** Our goal is 100% participation. Reaching more parents with information and parent participation. **Staff Responsible for Monitoring:** Principal, AP, and Teachers **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Local				1236

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam Magnet teachers will meet with parents for two parent/teacher conferences per school year in person, via phone or via Zoom. Teachers will utilize student data folders for this discussion. **Strategy's Expected Result/Impact:** 100% of our parent being informed about their child's academic performance. **Staff Responsible for Monitoring:** Principal, AP, and Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All Milam teachers will have Classdojo to communicate with parents. Bi-Weekly Classroom news will be sent out by all classroom teachers. Information will also be sent out via the school story by Leadership team. **Strategy's Expected Result/Impact:** Communication sent out via Classdojo. Reaching more parents with information and parent participation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Office Staff, Teachers **Title I Schoolwide Elements:** 2.5, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

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1237

Goal 2: Invest in Talent: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will use a system to ensure weekly walkthroughs, coaching, and observation and feedback meetings are taking place consistently. **Strategy's Expected Result/Impact:** Improved learning time Teacher retention Teacher growth Improved student scores **Staff Responsible for Monitoring:** Principal, AP, and IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				1238

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus instructional support with feedback and coaching to improve practices in the classroom. **Strategy's Expected Result/Impact:** Support leads to teachers feeling more supported and in return retention of teachers. **Staff Responsible for Monitoring:** Principal, AP, and IS **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will attend Grade Level PLC's. **Strategy's Expected Result/Impact:** Improve teaching and learning **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will attend their assigned Vertical PLC two times monthly (ELAR, Math, Social Studies, or Science) **Strategy's Expected Result/Impact:** Improving teaching and learning **Staff Responsible for Monitoring:** Principal, Assistant Principal, IC, and Vertical Team Members **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 100% of Milam teachers will complete the ECISD laptop initiative to enhance instruction and for data monitoring purposes. **Strategy's Expected Result/Impact:** All teachers will have their laptops to use for planning, Schoology, PLC's, data, testing, virtual meetings, proctoring testing sessions, ARD meetings, 504 meetings, etc. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - State Comp Ed				

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1239

Goal 2: Invest in Talent: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Milam's teacher retention rate will increase from 88% in 2021 to 92% in 2022.

Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Relay coaching will be implemented by Leadership Team through use of Observation and Coaching to identify areas of need in instruction and promote teacher growth. **Strategy's Expected Result/Impact:** Grow Highly Effective Teachers **Staff Responsible for Monitoring:** Principal, AP, and IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Pre K aides to assist with class size and assist the teacher in carrying out the prescribed program for each student in four Pre K classes. **Strategy's Expected Result/Impact:** 1:11 student ratio for increased engagement and small group instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Four Pre K Aides **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** 4 Pre K Aide Salaries - Title One School-wide				1240

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize culture building strategies such as celebrating teacher successes with shout outs, luncheons, snack cart for positive reinforcement. **Strategy's Expected Result/Impact:** Improved teacher retention/moral **Staff Responsible for Monitoring:** Principal and AP **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Local				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Invest in Talent: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Milam will ensure that we provide staff SEL and Well-Being support. We will focus on staff well-being.

Evaluation Data Sources: Increased percentages on the Spring Panorama Survey. Well-being from 36% from fall survey to 50% on the spring survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of 7 Mindsets lessons in the classroom daily to support staff Social Emotional Learning. **Strategy's Expected Result/Impact:** The 7 Mindsets are designed to promote self-awareness, self management, social awareness, relationship skills, and responsible decision making. **Staff Responsible for Monitoring:** Principal, AP, and Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

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1241

Goal 2: Invest in Talent: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: Milam will provide staff supports to the classroom environment with a focus on professional learning and feedback & coaching.

Evaluation Data Sources: Increased percentages on the Spring Panorama Survey. Feedback and coaching from 38% from fall survey to 48% on the spring survey and professional learning from 39% from fall survey to 49% on the spring survey. Walkthrough data.

1242

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 5% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will follow district curriculum and literacy blocks to ensure student success **Strategy's Expected Result/Impact:** 5% increase in BOY to EOY MAP **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam's Instructional Coach will work with teachers during PLC's and planning time with a focus on instruction. **Strategy's Expected Result/Impact:** Teachers will be responsible for creating a backwards planning mat for each unit and a calendar to plan out the # of days of instruction. **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1243

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Pre K will use Frogstreet Press to ensure students know their letter sounds. **Staff Responsible for Monitoring:** Pre K teachers, Principal, Assistant Principal. Special Education Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Pre-K				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 2: 3rd grade Reading "Meets" percentages will increase from 26% (2021 STAAR) to 50% as measured by the 2022 STAAR assessment.

3rd Grade Reading from 33% to 53%
4th Grade Reading from 18% to 38%
5th Grade Reading from 28% to 48%
4th Grade Writing from 25% to embedding with the reading test for 2022 STAAR.

Evaluation Data Sources: * Reading District Benchmarks (Fall, Winter, & Spring)
* NWEA Reading Map (BOY, MOY, EOY)
* Unit Assessments
* 2022 Reading STAAR
* Grades
* Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth. **Strategy's Expected Result/Impact:** Meets from 30% to 35% **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement balanced literacy for K-5. Local and collaborative resources will be utilized to ensure a quality approach. Student performance on standardized measures, teacher feedback, and administrative feedback will be reviewed to gauge progress of the initiative and implementation of the initiative. **Strategy's Expected Result/Impact:** Guided reading environmental checklist and rubrics **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: We will utilize a dyslexia specialist to improve reading performance on campus to plan, direct, and evaluate the learning experience of students who have been identified as having dyslexic characteristics in order for them to become successful readers. To facilitate implementation of reading interventions by creating and maintaining superior standards of teaching, learning, and support services so that campus and district objectives may be better achieved. **Strategy's Expected Result/Impact:** Improved Reading Performance for all identified Dyslexia students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dyslexia Interventionist, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Salary for Dyslexia Interventionist - State Dyslexia				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The ELAR vertical team has developed writing expectations Pre K-5th grade and all classroom teachers will ensure that these expectation are utilized. **Strategy's Expected Result/Impact:** District required writing samples, Writing Portfolios, 4th grade STAAR Writing Results, Short Cycle Assessments, District Assessments **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1245

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 3: 3rd grade Math "Meets" percentages will increase from 23% (2021 STAAR) to 50% as measured by the 2022 STAAR assessment.

3rd Grade Math from 21% to 41%
4th Grade Math from 23% to 43%
5th Grade Math from 27% to 47%

NWEA Math EOY MAP Growth Percentile

English: 54

Kinder: 51
1st: 41
2nd :46
3rd: 65
4th: 68
5th: 59

1246

Evaluation Data Sources: * Math District Benchmarks (Fall, Winter, & Spring)
* NWEA Math Map (BOY, MOY, EOY)
* Unit Assessments
* 2022 STAAR
* Grades
* Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will follow district curriculum, scope and sequence and Number Talks to increase conceptual understanding of numbers to ensure student growth. **Strategy's Expected Result/Impact:** Meets from 23% to 50% as measured on STAAR 2022 Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, * Math District Benchmarks (Fall, Winter, & Spring) * NWEA Math Map (BOY, MOY, EOY) * Unit Assessments * 2022 STAAR * Grades * Student Learning Plans **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers, and Math Vertical Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and instructional staff will follow the district's Math scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of Pre K-5 Math Curriculum. *Instructional Specialist and administrators will provide ongoing lesson planning in PLCs. *We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring. **Strategy's Expected Result/Impact:** Increase meets percentage by 10% by May 2022. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				1247

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam staff will use targeted math intervention with an emphasis on problem solving as well as increased focus on teacher staff development and vertical planning. Guided math expectations will be established. K-5 grade teachers will implement 1st 21 days to integrate guided math/small group math strategies during core and RTI intervention scheduled times. All classrooms will utilize guided math/small group math instruction after the 1st 21 days of school. Math stations will be incorporated to include a problem solving station TEKS target the question from Lone Star, daily TEKS Target practice to implement a conceptual spiral review practice during math stations. **Strategy's Expected Result/Impact:** Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All Milam teacher in grades Kinder-5th will use TEKSas Target Practice to spiral all Math TEKS daily in order for students to master grade level math TEKS. **Strategy's Expected Result/Impact:** Increased performance on STAAR, Imagine Math, Short Cycle Assessments, District Benchmarks, and MAP Assessments **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78 - Title One School-wide - $1,979.78				1248

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 37% (2021 STAAR) to 41% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) Follow the District's Scope and Sequence K-5 in Science with fidelity. *Utilize PLCs for planning of instruction guided by Instructional Coach. *We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science. *Disaggregate Science data in PLCs to ensure growth is made . **Strategy's Expected Result/Impact:** 10% increase in the Meets Standard on state assessments in Science by May 2022 **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			1249
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a consistent process to disaggregate data and monitor data through PLC's and grade level data meetings. **Strategy's Expected Result/Impact:** Data will reflect data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2022 at improved rate of 20%. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will target small group instruction based on student data following the recommended RTI model to increase student achievement. STAAR assessments and district benchmark data will show progress. **Strategy's Expected Result/Impact:** STAAR assessments and district benchmark data will show progress. Data, RTI intervention plans, PLC agendas, Minutes, Monthly Progress Data campus-wide **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, RTI Coordinator **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review, coaching, and PLC format. **Strategy's Expected Result/Impact:** Increased performance on On-going Short Cycle Assessments ,Short Cycle Teacher Made Assessment, Istation, and Map Assessment **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				1250

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Fine Arts teachers will support district curriculum and grade level TEKS by integration in fine arts classes. **Strategy's Expected Result/Impact:** Shared lesson plans with fine arts teachers, Lesson Plans, Walkthroughs **Staff Responsible for Monitoring:** Teachers, Fine Arts teachers, Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: We will monitor student growth, special education students, as well as all children that drop tier levels based on Imagine Learning data, MAP Assessments, and district curriculum unit assessments. All teachers will monitor tier movement through guided reading and guided math as well as tier one instruction. **Strategy's Expected Result/Impact:** Performance Data, Individual Growth Plans, RTI Data, Lesson Plans **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal. Special Education Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Milam will use learning and feedback from Relay to coach teachers and improve student engagement, instruction, and increase assessment results. The use of Get Better Faster to improve overall accountability. **Strategy's Expected Result/Impact:** Overall improvement on short cycle assessments, district benchmarks, 2022 STAAR Tests. Use of Data Collection Forms, Coaching notes, videos, assessment data. **Staff Responsible for Monitoring:** Relay team, Principal, Assistant Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Milam will use formal and informal assessment to identify students and areas of need to make one years growth. **Strategy's Expected Result/Impact:** Increase the number of students meeting approaches, meets, and mastery with no decreases in scores. **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Local				1251



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 5: The percentage of students meeting or exceeding the growth target will increase from 31% (2019 STAAR) to 36 % as measured by the 2022 STAAR assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will track data monthly in their data folders. **Strategy's Expected Result/Impact:** Data folders for students, Data Cards, and Data Binders for teachers **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, and Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local - $1,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use of Aggressive Monitoring forms in each classroom to ensure students are mastering content. The data will be used for reteach and intervention to ensure all students master the content being taught. **Strategy's Expected Result/Impact:** Overall improvement on short cycle assessments, district benchmarks, 2021 STAAR Tests. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1252

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will utilize Bilingual & ESL current data, determine areas of needs and successes by grade level and student SE. **Strategy's Expected Result/Impact:** TELPAS, Accountability Data Unit Assessment Data Progress monitoring **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal/LPAC Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Milam Bilingual/ESL Teachers will participate in Professional Development Opportunities to ensure the use of effective instructional practices in the Bilingual and ESL classroom. **Strategy's Expected Result/Impact:** All students will increase proficiency levels in TELPAS in all areas. Walkthroughs and EL assessment data. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal/LPAC Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Milam Kinder, 1st grade, 2nd grade, 3rd, and 4th grade Bilingual will follow the dual language one-way model. **Strategy's Expected Result/Impact:** All students will increase proficiency levels in TELPAS in all areas. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal/LPAC Coordinator **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Milam teachers will work on transitioning our students to English using ESL strategies in listening, speaking, reading, and writing. **Strategy's Expected Result/Impact:** All students will increase proficiency levels in TELPAS in all areas. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal/LPAC Coordinator **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Bilingual ESL				

1253

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Increased student engagement and performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring. **Strategy's Expected Result/Impact:** Increase in MAP scores at the EOY, Formal Assessment growth **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning **Strategy's Expected Result/Impact:** Increased engagement, and Personalized learning resulting in growth for all students **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1254

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction and Student Mastery of Objectives **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	4	Incentives for each 9 weeks		$0.00
1	1	5			$0.00
1	2	1			$0.00
1	4	1			$0.00
1	6	1			$0.00
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	4			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	3			$0.00
3	1	1			$0.00
3	2	2			$0.00
3	2	4			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	4	2			$0.00
3	4	3			$0.00
3	4	4			$0.00
3	4	5			$0.00
3	4	7			$0.00
3	4	8			$0.00
3	5	1			$1,200.00
3	6	1			$0.00

1255

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	6	3			$0.00
				Sub-Total	$1,200.00

State Bilingual ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	3			$0.00
3	5	4			$0.00
3	5	5			$0.00
3	5	6			$0.00
				Sub-Total	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
2	1	5			$0.00
				Sub-Total	$0.00

1256

State School Safety					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	5	1			$0.00
1	5	6			$0.00
1	5	8			$0.00
				Sub-Total	$0.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	7			$0.00
				Sub-Total	$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	4 Pre K Aide Salaries		$0.00
3	3	4	LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78		$1,979.78

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,979.78

State Pre-K					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
				Sub-Total	$0.00

State Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3	Salary for Dyslexia Interventionist		$0.00
				Sub-Total	$0.00
				Grand Total	$3,179.78

1257

Addendums

1258

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	510	517	534	584	50
Total Membership	510	517	534	584	50
Early Education	0	0	0	0	0
Pre-Kindergarten	42	24	24	44	20
Kindergarten	83	86	81	92	11
Grade 1	78	89	91	88	-3
Grade 2	81	79	87	93	6
Grade 3	82	88	80	94	14
Grade 4	72	82	88	85	-3
Grade 5	72	69	83	88	5
Ethnic Distribution					
White	77	65	69	71	2
Hispanic / Latino	389	422	435	486	51
Black or African American	31	22	22	19	-3
Asian	1	0	0	0	0
American indian or Alaska Native	3	2	1	1	0
Native Hawaiian/ Pacific Islander	3	2	2	1	-1
Two or More	6	4	5	6	1
Special Populations					
At Risk	204	226	226	230	4
Economic Disadvantaged	304	258	308	232	-76
Lep	95	108	111	116	5
Special Education	27	31	28	29	1
Career & Technology Ed	0	0	0	0	0
Bilingual Education	91	105	108	114	6
ESL Education	4	3	2	2	0
Alternative Language				1	
Gifted & Talented Education	68	72	72	72	0
Title I	510	517	534	584	50
Immigrant	4	6	6	3	-3
Migrant	0	0	0	0	0
Military Connected	3	2	2	16	14
Foster Care	3	3	2	0	-2
Homeless	7	4	5	5	0
Dyslexia	16	19	23	24	1

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

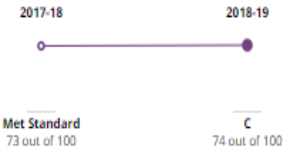
C

74 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

Tell Me More

CHANGE OVER TIME



This shows how overall performance at the school has changed over time.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

C

70 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

Additional Details

SCHOOL PROGRESS

C

75 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

Additional Details

CLOSING THE GAPS

C

73 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional Details

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	47	65	61	76	15
Full-time Staff	47	65	61	76	15
Role ID Counts					
Instructional	41	40	37	42	5
Teachers	38	37	36	38	2
Aides	3	3	1	4	3
Professional Support	4	5	4	1	-3
Classroom Staff	1	2	2	3	1
Non-Classroom Staff	3	3	2	2	0
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	46.3	45.5	42.1	46.9	4.8
Teachers	37.3	37.0	36.0	37.0	1.0
Professional Support	3.9	3.5	3.1	4.0	0.9
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	3.0	1.0	3.9	2.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	46.3	46.5	42.1	46.9	4.8
White	24.0	23.4	20.0	19.0	-1.0
Hispanic	20.3	22.0	21.1	24.9	3.8
Black	1.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	3.0	2.0
White Male	0.0	0.0	0.0	0.0	0.0
White Female	24.0	23.4	20.0	19.0	-1.0
Hispanic Male	2.3	3.0	3.0	3.0	0.0
Hispanic Female	17.9	19.0	18.1	21.9	3.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	0.0	0.0	0.0	0.0
Other Male	0.0	1.0	0.0	0.0	0.0
Other Female	1.0	1.0	1.0	3.0	2.0
Teachers by Highest Degree Held					
No Degree	0.0	1.0	0.0	0.0	0.0
Bachelors	26.0	26.0	26.0	28.5	2.5
Masters	11.3	10.0	10.0	8.5	-1.5
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	2.9	0.0	3.0	3.0
1-5 Years Experience	9.0	9.0	9.0	6.0	-3.0
6-10 Years Experience	5.0	3.0	5.0	7.0	2.0
11-20 Years Experience	12.3	10.0	10.0	12.5	2.5
Over 20 Years Experience	11.0	12.0	12.0	8.5	-3.5

Annual Survey

All changes saved in Drive

Questions Responses 42

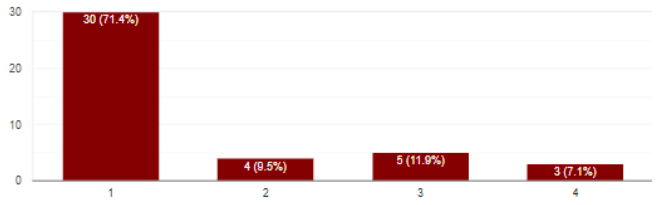
42 responses

Accepting responses

Summary Question Individual

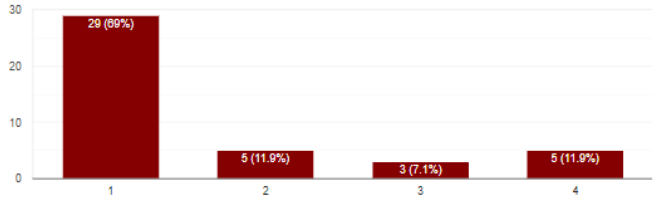
I feel welcome when I enter the school. Me siento bienvenido/a cuando entro a la escuela.

42 responses



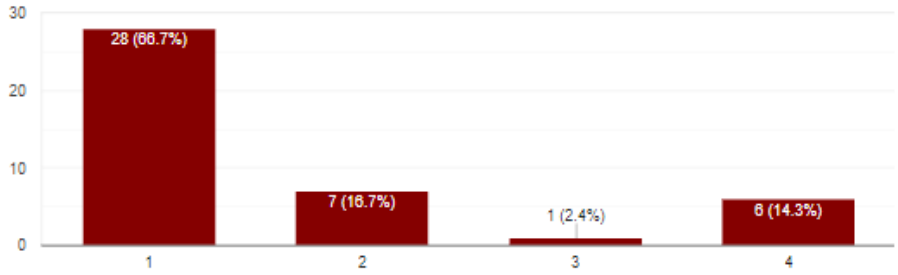
The school schedules parent/teacher conferences in a flexible way so that I can attend. La escuela programa conferencias para padres/maestros de forma flexible, de tal modo que yo pueda atender.

42 responses



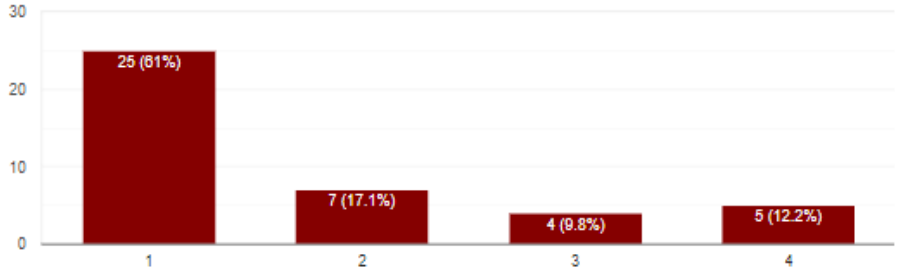
I know what the School-Parent Compact is. Sé lo que es School-Parent Compact.

42 responses



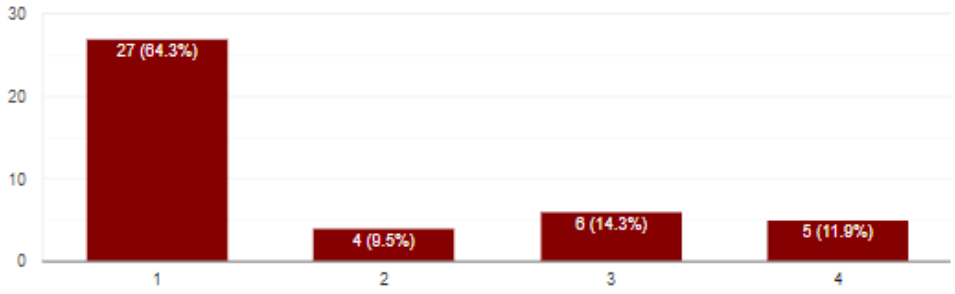
The School-Parent Compact provides a meaningful way to communicate with my child's teacher. El School-Parent Compact proporciona una forma significativa de comunicarme con el maestro/a de mi hijo/a.

41 responses



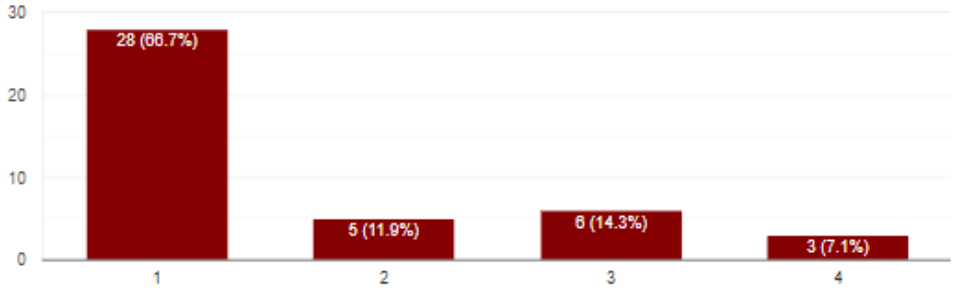
Teachers regularly communicate with me. A menudo los maestros se ponen en contacto conmigo.

42 responses



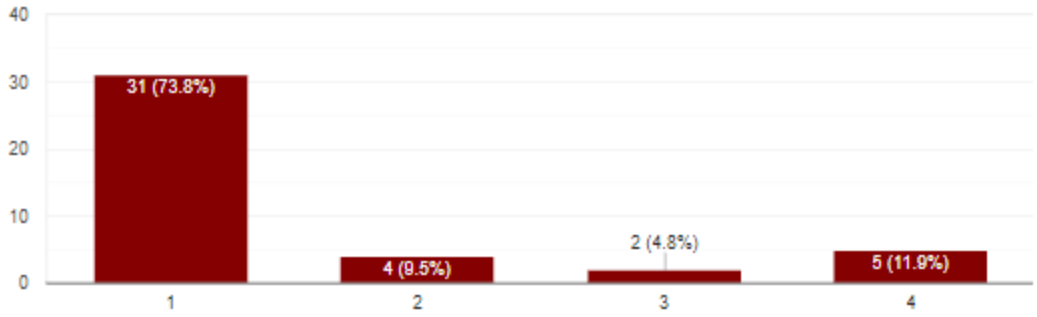
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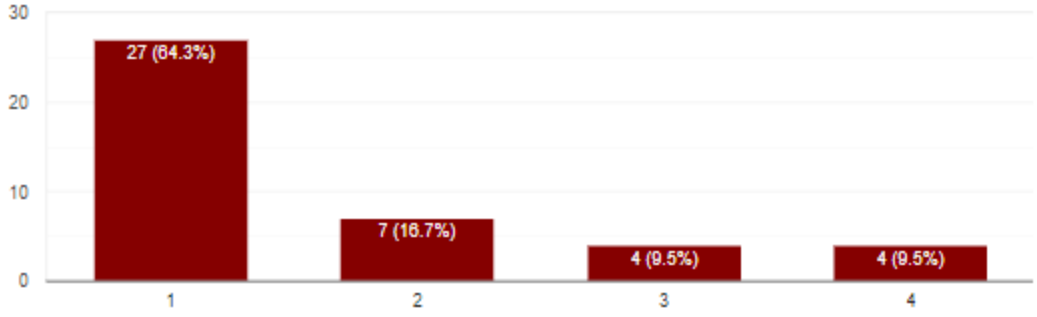
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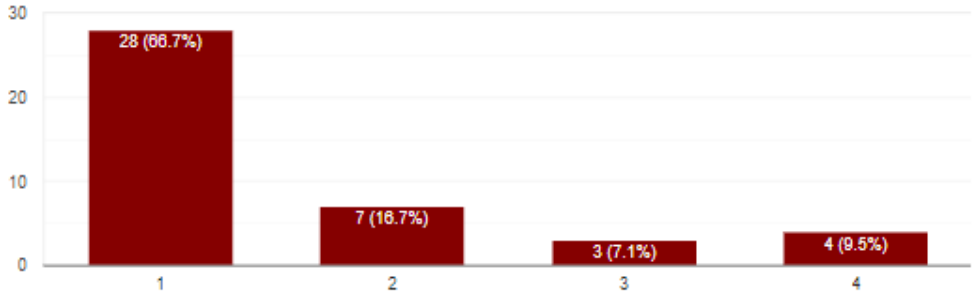
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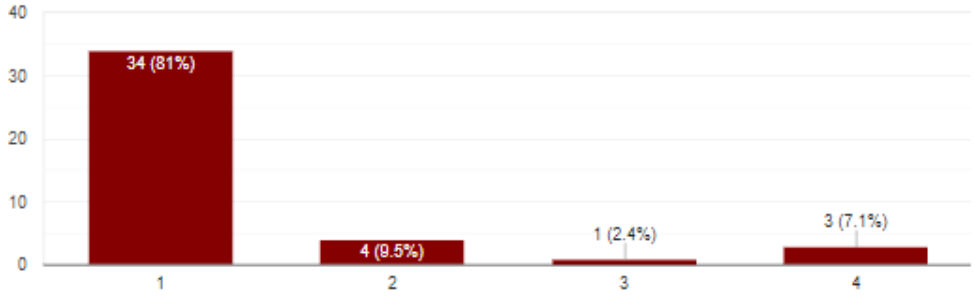
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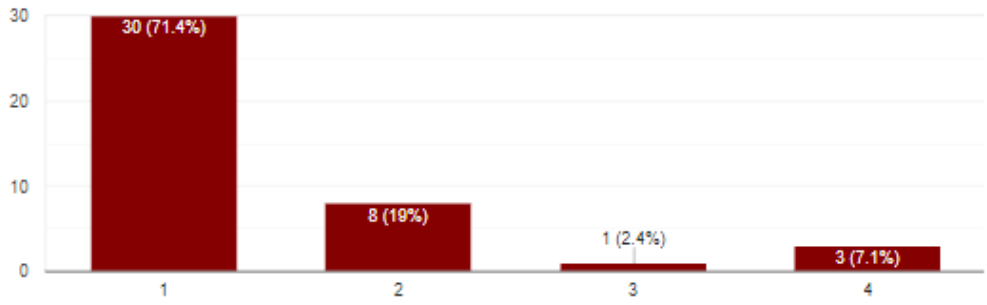
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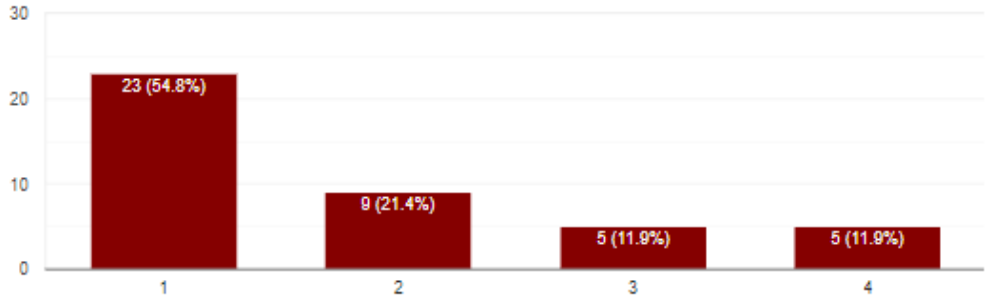
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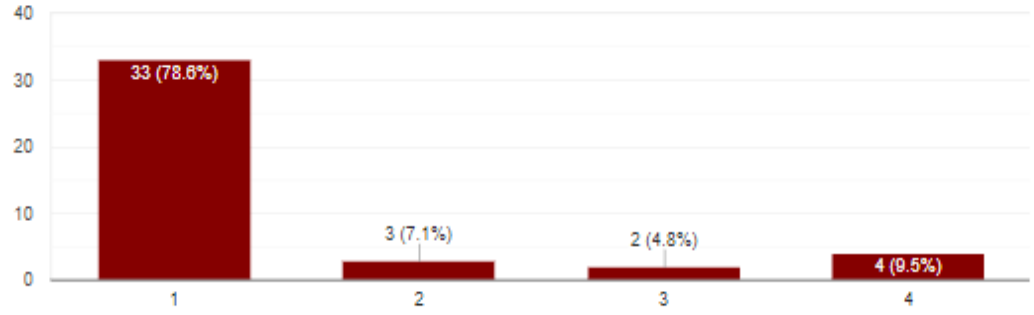
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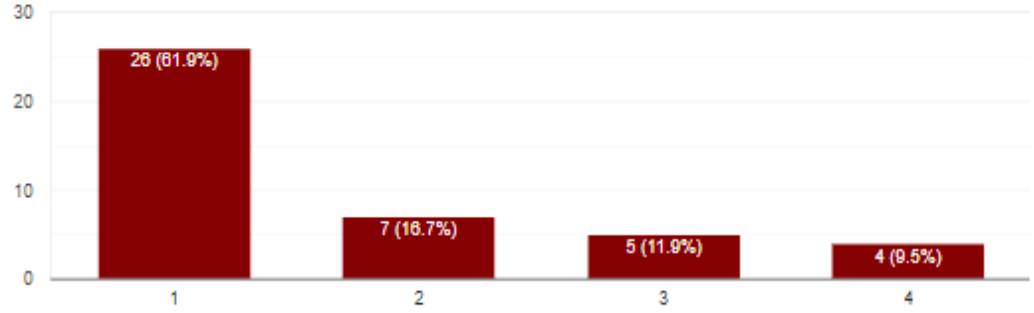
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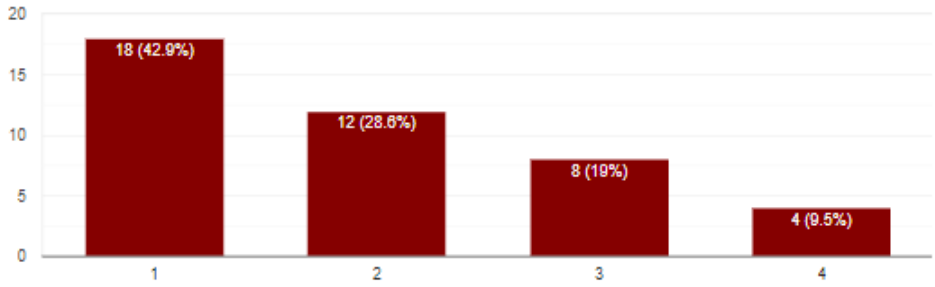
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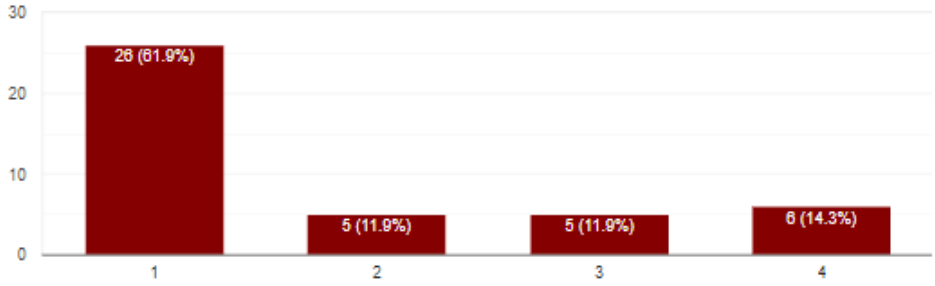
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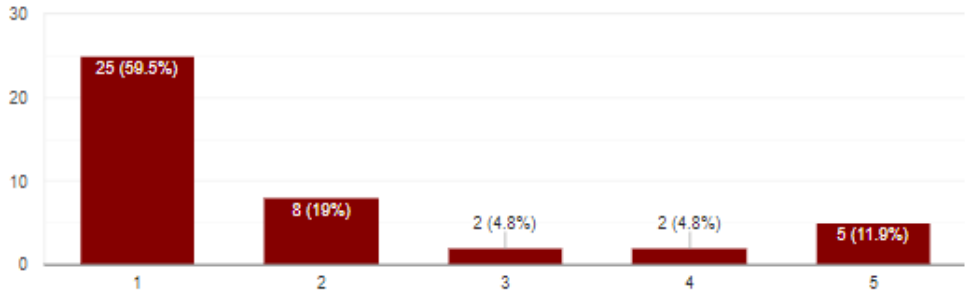
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PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	510	517	534	584	50
Total Membership	510	517	534	584	50
Early Education	0	0	0	0	0
Pre-Kindergarten	42	24	24	44	20
Kindergarten	83	86	81	92	11
Grade 1	78	89	91	88	-3
Grade 2	81	79	87	93	6
Grade 3	82	88	80	94	14
Grade 4	72	82	88	85	-3
Grade 5	72	69	83	88	5
Ethnic Distribution					
White	77	65	69	71	2
Hispanic / Latino	389	422	435	486	51
Black or African American	31	22	22	19	-3
Asian	1	0	0	0	0
American indian or Alaska Native	3	2	1	1	0
Native Hawaiian/ Pacific Islander	3	2	2	1	-1
Two or More	6	4	5	6	1
Special Populations					
At Risk	204	226	226	230	4
Economic Disadvantaged	304	258	308	232	-76
Lep	95	108	111	116	5
Special Education	27	31	28	29	1
Career & Technology Ed	0	0	0	0	0
Bilingual Education	91	105	108	114	6
ESL Education	4	3	2	2	0
Alternative Language				1	
Gifted & Talented Education	68	72	72	72	0
Title I	510	517	534	584	50
Immigrant	4	6	6	3	-3
Migrant	0	0	0	0	0
Military Connected	3	2	2	16	14
Foster Care	3	3	2	0	-2
Homeless	7	4	5	5	0
Dyslexia	16	19	23	24	1

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

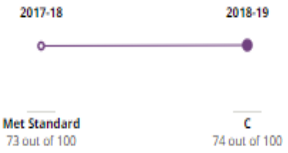
C

74 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

Tell Me More

CHANGE OVER TIME



This shows how overall performance at the school has changed over time.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

C

70 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

Additional Details

SCHOOL PROGRESS

C

75 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

Additional Details

CLOSING THE GAPS

C

73 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional Details

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	47	65	61	76	15
Full-time Staff	47	65	61	76	15
Role ID Counts					
Instructional	41	40	37	42	5
Teachers	38	37	36	38	2
Aides	3	3	1	4	3
Professional Support	4	5	4	1	-3
Classroom Staff	1	2	2	3	1
Non-Classroom Staff	3	3	2	2	0
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	46.3	45.5	42.1	46.9	4.8
Teachers	37.3	37.0	36.0	37.0	1.0
Professional Support	3.9	3.5	3.1	4.0	0.9
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	3.0	1.0	3.9	2.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	46.3	46.5	42.1	46.9	4.8
White	24.0	23.4	20.0	19.0	-1.0
Hispanic	20.3	22.0	21.1	24.9	3.8
Black	1.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	3.0	2.0
White Male	0.0	0.0	0.0	0.0	0.0
White Female	24.0	23.4	20.0	19.0	-1.0
Hispanic Male	2.3	3.0	3.0	3.0	0.0
Hispanic Female	17.9	19.0	18.1	21.9	3.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	0.0	0.0	0.0	0.0
Other Male	0.0	1.0	0.0	0.0	0.0
Other Female	1.0	1.0	1.0	3.0	2.0
Teachers by Highest Degree Held					
No Degree	0.0	1.0	0.0	0.0	0.0
Bachelors	26.0	26.0	26.0	28.5	2.5
Masters	11.3	10.0	10.0	8.5	-1.5
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	2.9	0.0	3.0	3.0
1-5 Years Experience	9.0	9.0	9.0	6.0	-3.0
6-10 Years Experience	5.0	3.0	5.0	7.0	2.0
11-20 Years Experience	12.3	10.0	10.0	12.5	2.5
Over 20 Years Experience	11.0	12.0	12.0	8.5	-3.5

Annual Survey

All changes saved in Drive

Questions Responses 42

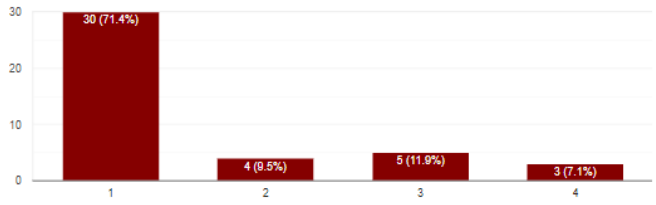
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Accepting responses

Summary Question Individual

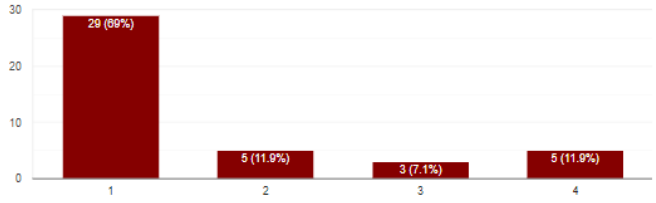
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42 responses



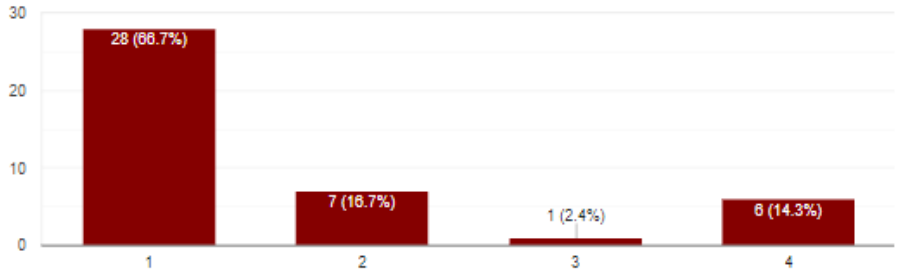
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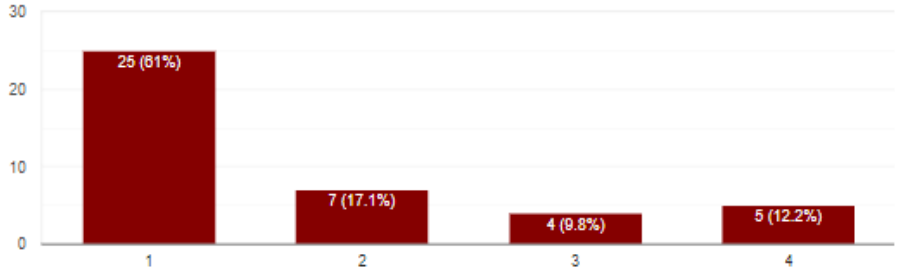
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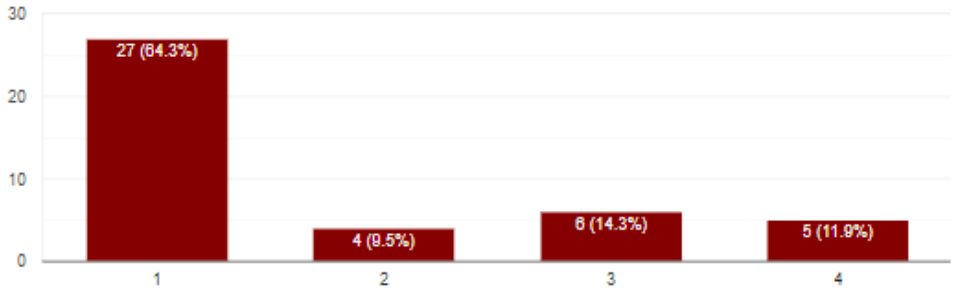
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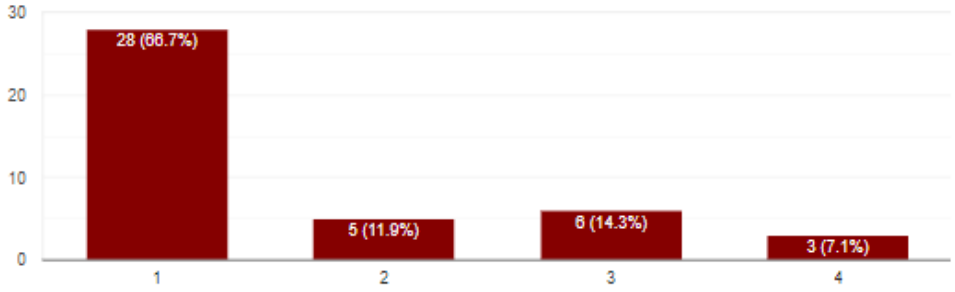
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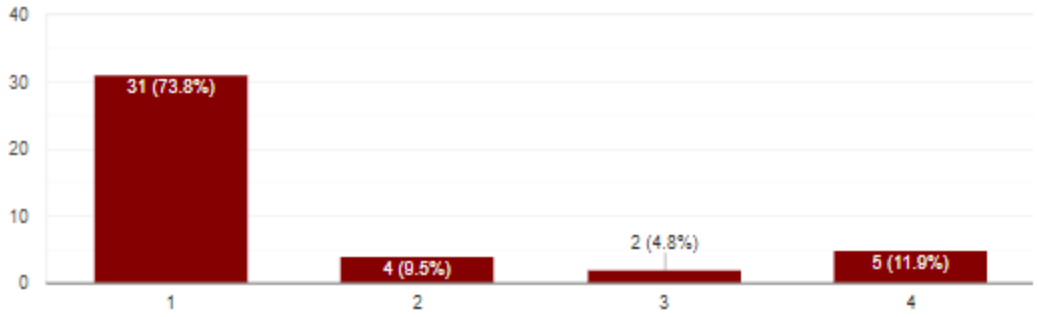
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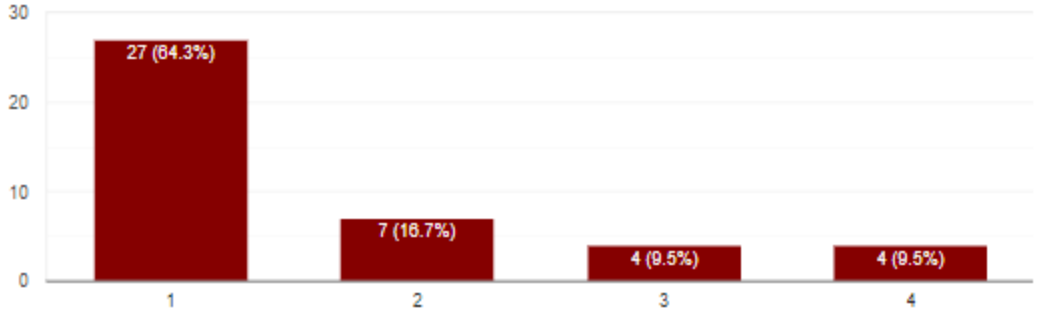
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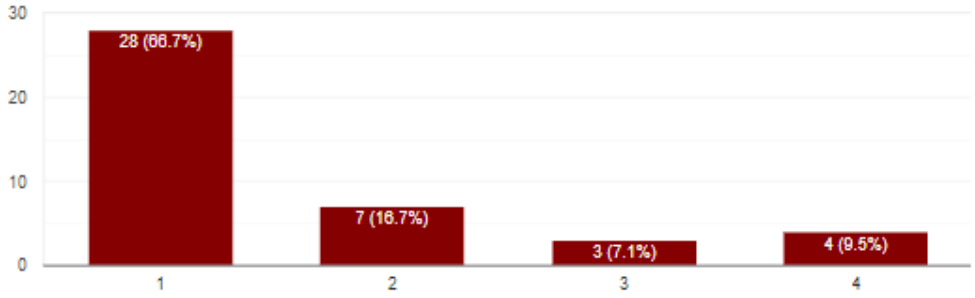
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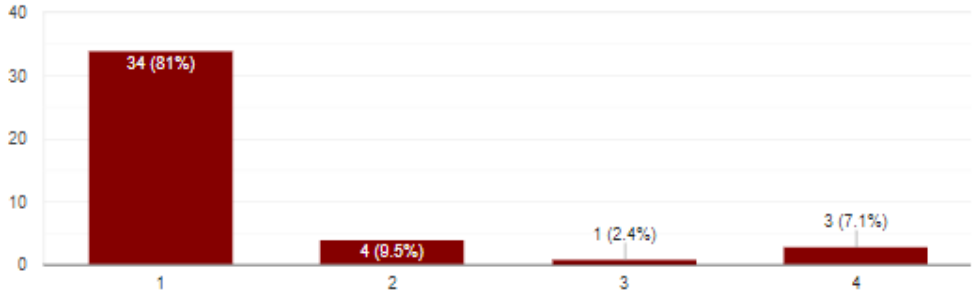
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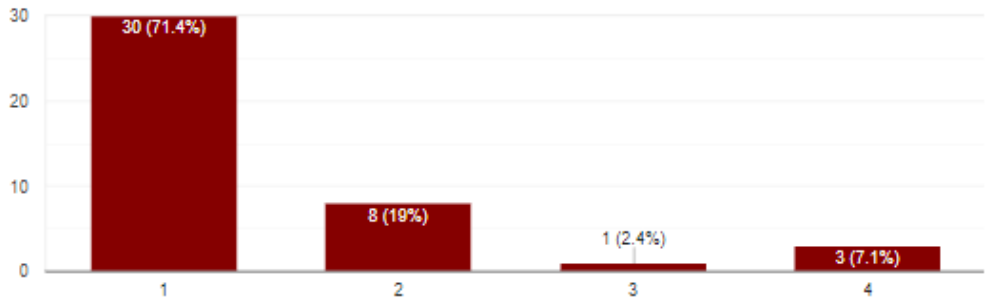
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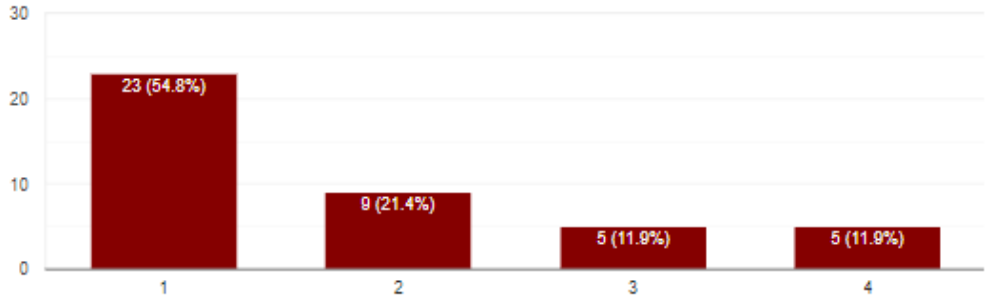
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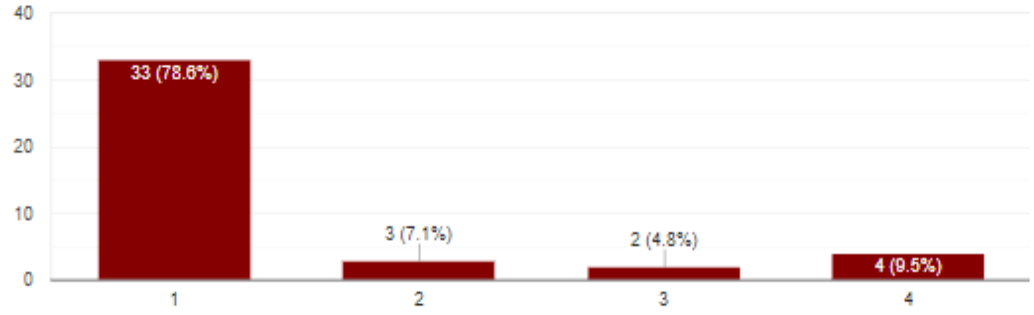
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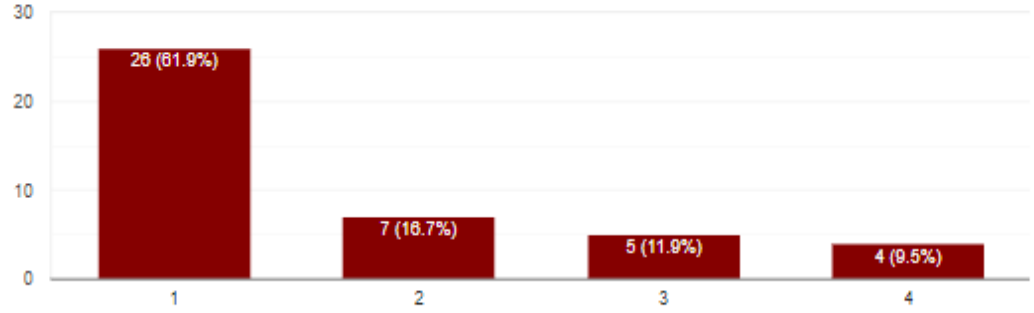
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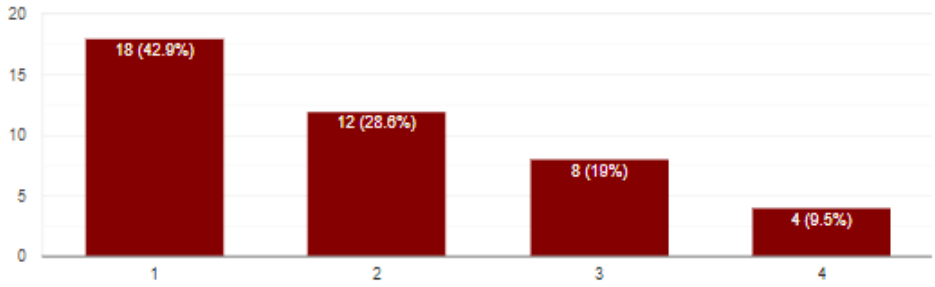
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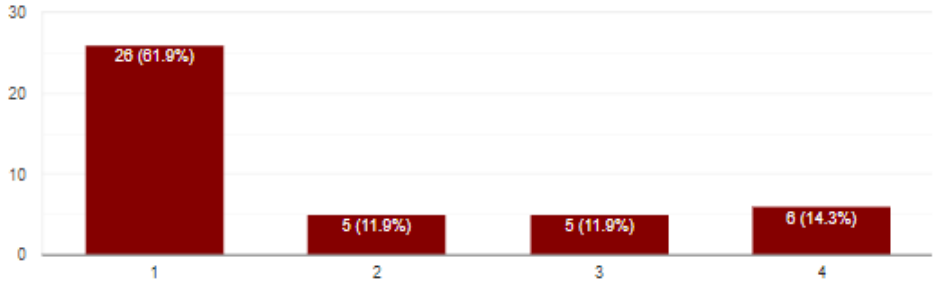
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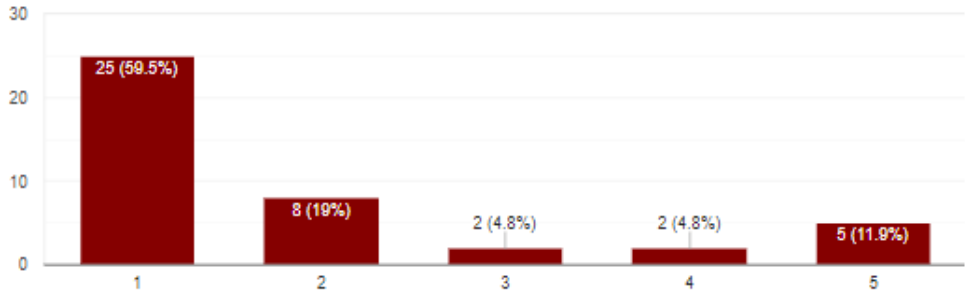
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Ector County Independent School District

Murry Fly Elementary

2021-2022 Campus Improvement Plan

1285

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Student & Teacher Information

Table 1 Enrollment

Grade/Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PreK	NA	79	78	69	79	85	72
Kinder	126	116	103	142	135	165	130
Grade 1	120	114	115	114	134	151	148
Grade 2	135	118	117	114	120	152	125
Grade 3	120	120	115	124	114	130	132
Grade 4	117	117	132	124	126	132	131
Grade 5	119	120	116	127	116	142	125
Grade 6	101	NA	NA	NA	NA	NA	NA
Total	838	784	776	814	824	957	863

1288

Table 2 Ethnic Distribution

Ethnic Distribution/Year	2014-15 Students	2014-15 Percent	2015-16 Students	2015-16 Percent	2016-17 Students	2016-17 Percent	2017-18 Students	2017-18 Percent	2018-19 Students	2018-18 Percent	2019-20 Students	2019-20 Percent	2020-21 Students
African American	5	0.6%	5	0.6%	3	0.4%	7	0.9%	3	0.4%	9	0.9%	
Hispanic	714	85.2%	682	87.0%	681	87.8%	713	87.6%	736	89.3%	858	89.7%	
White	116	13.8%	87	11.1%	87	11.2%	84	10.3%	77	9.3%	78	8.2%	
American Indian	0	0.0%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.3%	
Asian	0	0.0%	0	0.0%	0	0.0%	1	0.1%	2	0.2%	1	0.1%	
Pacific Islander	0	0.0%	1	0.1%	0	0.0%	5	0.6%	3	0.4%	3	0.3%	

Table 2 Ethnic Distribution

Two or More Races	3	0.4%	8	1.0%	5	0.6%	4	0.5%	3	0.4%	5	0.5%
Total	838	100.0%	784	100.0%	776	100.0%	814	100.0%	824	100.0%	957	100.0%

	2014-15 Students	2014-15 Percent	2015-16 Students	2015-16 Percent	2016-17 Students	2016-17 Percent	2017-18 Students	2017-18 Percent	2018-19 Students	2018-18 Percent	2019-20 Students	2019-20 Percent
Economically Disadvantaged	489	58.4%	560	71.4%	558	71.9%	519	63.8%	586	71.1%	684	71.5%
Non-Educationally Disadvantaged	349	41.6%	224	28.6%	218	28.1%	295	36.2%	238	28.9%	273	28.5%
English Learners	289	34.5%	295	37.6%	286	36.9%	312	38.3%	338	41.0%	397	41.5%
At Risk	625	74.6%	519	66.2%	499	64.3%	535	65.7%	509	61.8%	666	69.6%
Mobility	71	9.4%	152	22.5%	62	9.9%	59	9.4%	89	13.3%	138	17.6%
Section 504 Students									6	0.7%	2	0.2%
Student with Dyslexia									40	4.9%	42	4.4%

Table 4 Student Enrollment by Program

Total Students:	838		784		776		814		824		957	1289
	2014-15 Students	2014-15 Percent	2015-16 Students	2015-16 Percent	2016-17 Students	2016-17 Percent	2017-18 Students	2017-18 Percent	2018-19 Students	2018-18 Percent	2019-20 Students	2019-20 Percent
Bilingual/ESL Education	287	34.2%	294	37.5%	285	36.7%	310	38.1%	337	40.9%	392	41.0%
Gifted & Talented	78	9.3%	35	4.5%	51	6.6%	70	8.6%	75	9.1%	55	5.7%
Special Education	59	7.0%	46	5.9%	71	9.1%	61	7.5%	69	8.4%	60	6.3%

Table 5 Attendance

Ethnic Distribution/Year	2014-15 Students	2015-16 Students	2016-17 Students	2017-18 Students	2018-19 Students	2019-20 Students	2020-21 Students
Campus	95.1%	95.1%	95.4%	94.6%	94.8%		
African American	*	*	*	91.6%	*		
Hispanic	95.3%	95.3%	95.4%	94.6%	94.9%		
White	94.1%	94.0%	95.3%	94.1%	94.7%		
American Indian	-	*	-	-	-		
Asian	-	-	-	*	*		

Table 5 Attendance

Pacific Islander	-	*	-	*	*
Two or More Races	-	*	*	*	*
Special Education	93.7%	94.8%	94.8%	93.3%	94.1%
Economic Disadvantaged	95.1%	95.0%	95.1%	94.4%	94.8%
English Learners	95.7%	96.1%	95.9%	95.4%	95.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance in al demographics went down in 2020-2021. **Root Cause:** Decrease in attendance monitoring and inconsistency with truancy contracts.

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Student Learning

Student Learning Summary

State Assessments

		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021		
Grade	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Approaches	Meets	Master
3	Reading	51	27	16	63	28	17	67	34	22	No	45	16	8
3	Math	66	40	18	62	33	14	65	39	17	Data	52	16	5
4	Reading	60	32	12	70	48	26	73	49	22	Due	51	24	10
4	Math	79	38	16	87	46	22	84	51	31	To	56	25	10
4	Writing	59	37	10	80	47	8	67	32	8	COVID	30	8	3
5	Reading	63	31	12	68	25	5	73	34	15		64	31	18
5	Math	76	31	13	85	38	10	95	51	29		69	41	24
5	Science	59	30	9	86	35	9	60	31	13		56	23	7

State Assessments 3rd

1291

		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021
Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Approache
All	Reading	54	17	18	62	31	19	67	35	23	No	
Economic Disadvantage	Reading	50	25	18	55	24	15	59	30	15	Data	
Non Economic Disadvantage	Reading	67	33	17	82	50	32	82	46	39	Due	
LEP	Reading	83	67	33	33	22	11	65	41	29	To	
Other Non-LEP	Reading	51	24	16	65	32	20	68	34	22	COVID	
Hispanic	Reading	52	33	22	61	33	20	70	36	25		
White	Reading	60	10	5	64	9	0	64	36	18		
Not Special Ed	Reading	58	29	18	65	33	21	76	39	27		
Special Education	Reading	22	11	11	17	0	0	17	17	0		
All	Math	59	39	16	60	35	16	67	43	20		
Economic Disadvantage	Math	55	30	11	56	29	10	61	35	19		
Non Economic Disadvantage	Math	72	67	33	73	55	36	79	57	21		
LEP	Math	83	67	67	44	33	11	65	53	41		
Other Non-LEP	Math	57	37	12	62	36	17	68	40	14		

State Assessments 3rd

Hispanic	Math	61	37	20	62	38	17	68	42	20
White	Math	55	45	5	36	9	9	64	18	55
Not Special Ed	Math	62	42	18	63	38	18	73	47	23

State Assessments 4th

		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021
Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Approache
All	Reading	62	32	12	76	53	30	77	52	22	No	
Economic Disadvantage	Reading	63	33	14	67	36	20	75	47	22	Data	
Non Economic Disadvantage	Reading	61	29	7	91	79	47	81	67	22	Due	
LEP	Reading	62	15	4	79	58	47	67	33	15	To	
Other Non-LEP	Reading	63	37	15	76	51	26	80	58	25	COVID	
Hispanic	Reading	62	31	12	74	51	34	78	52	22		
White	Reading	62	46	15	87	60	7	64	45	18		
Not Special Ed	Reading	67	33	13	84	58	34	83	56	24		
Special Education	Reading	13	13	0	25	17	8	11	11	0		1292
All	Math	84	42	19	90	49	25	84	53	32		
Economic Disadvantage	Math	86	41	19	87	41	18	82	50	32		
Non Economic Disadvantage	Math	79	43	18	94	63	37	93	61	32		
LEP	Math	88	58	27	88	60	24	83	43	20		
Other Non-LEP	Math	83	36	16	90	45	25	85	57	37		
Hispanic	Math	84	41	20	88	49	26	84	52	32		
White	Math	92	46	15	100	47	13	82	45	27		
Not Special Ed	Math	87	45	20	96	53	28	90	55	34		
Special Education	Math	50	0	0	46	23	8	22	22	11		
All	Writing	54	28	7	68	43	8	65	25	6		
Economic Disadvantage	Writing	53	27	2	58	37	2	62	22	6		
Non Economic Disadvantage	Writing	57	29	19	84	53	19	76	36	4		
LEP	Writing				75	58	0	64	27	9		
Other Non-LEP	Writing	54	29	7	67	40	10	65	25	5		
Hispanic	Writing	53	23	3	63	43	9	68	27	7		
White	Writing	58	58	25	87	40	0	36	9	0		

State Assessments 4th

Not Special Ed	Writing	59	31	7	77	49	10	70	28	6
Special Education	Writing	13	0	0	15	8	0	11	0	0

State Assessments 5th

		2016-2017			2017-2018			2018-2019			2019-2020	2020-2021
Population	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters		Approache
All	Reading	53	29	11	60	22	6	59	34	17	No	
Economic Disadvantage	Reading	51	22	9	63	25	6	50	25	13	Data	
Non Economic Disadvantage	Reading	58	43	15	55	16	5	76	51	24	Due	
LEP	Reading	32	11	5	49	11	3	45	24	16	To	
Other Non-LEP	Reading	62	35	13	66	28	7	66	39	16	COVID	
Hispanic	Reading	48	23	8	57	23	7	54	33	16		
White	Reading	77	62	31	79	21	0	86	43	21		
Not Special Ed	Reading	60	35	13	64	24	7	66	39	19		
Special Education	Reading	18	0	0	31	8	0	8	0	0		
All	Math	68	31	13	76	37	9	83	47	29		1293
Economic Disadvantage	Math	60	25	12	78	37	10	86	41	22		
Non Economic Disadvantage	Math	80	40	15	73	37	7	79	59	41		
LEP	Math	56	17	3	71	36	7	86	50	25		
Other Non-LEP	Math	72	35	15	80	38	10	81	44	30		
Hispanic	Math	64	29	13	77	36	8	83	46	28		
White	Math	85	46	15	79	36	14	86	50	36		
Not Special Ed	Math	76	36	15	80	41	10	87	52	32		
Special Education	Math	24	0	0	46	8	0	57	7	7		
All	Science	58	30	9	86	34	9	59	29	13		
Economic Disadvantage	Science	53	24	7	86	39	9	56	25	9		
Non Economic Disadvantage	Science	68	39	13	86	26	7	67	38	21		
LEP	Science	42	21	5	77	25	0	50	20	11		
Other Non-LEP	Science	66	34	12	93	41	15	65	34	13		
Hispanic	Science	54	22	6	84	33	7	57	28	12		
White	Science	83	83	33	100	50	21	71	36	21		
Not Special Ed	Science	66	35	11	90	37	10	67	34	15		

State Assessments 5th

Special Education	Science	13	0	0	50	17	0	7	0	0

Problem Statements Identifying Student Learning Needs

Problem Statement 1: K-2 MAP growth scores are well below projection for stuent growth. **Root Cause:** Teachers in grades K-5 need more training in reading foundational skills.

1294

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs

Curriculum and Instruction:

Our campus utilizes the district approved curriculum to provide meaningful instruction to students in order to receive a well-rounded education that covers the state TEKS.

Identified students receive Dyslexia, GT and SPED services.

Students in 4th and 5th grade utilize AVID strategies.

Imagine Learning for Reading and Math, MAP, Short Cycle Assessments, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress.

School Context and Organization:

The Murry Fly community has a strong family feel and staff work together to meet the needs of individual students. Teachers through efficient progress monitoring know the needs of individual students and take steps to assist students when struggling. RtI meetings are scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students.

1295

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parent participation in reading and math night decreased in 2020-2021. **Root Cause:** Virtual meetings are not effective.

Perceptions

Perceptions Summary

Perceptions

Murry Fly Elementary is undergoing some shifts in school culture and becoming an opportunity culture campus. For the 2021-2022 school year, we have Multi-Classroom Leadership (MCL's) in both second and third grades to provide coaching and strengthen the grade level teams.

All other teaching positions are filled with certified teachers.

Murry Fly provides many opportunities for parent involvement: Title 1 meetings, Meet the Teacher, Open House, Reading-Math-Science Nights, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement decreased in 2020-2021. **Root Cause:** Pandemic

1296

Priority Problem Statements

1297

Goals

Goal 1: Foundational Excellence: Murry Fly will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Fly student attendance rate will increase from 93% to 94.5% by May 2022 in order for kids to be successful and college ready.

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **Title I Schoolwide Elements:** 2.5, 2.6, 3.1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/Campus administration **Title I Schoolwide Elements:** 2.5, 2.6, 3.1				1298

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize technology to increase student engagement and attendance. We will embed technology for anytime and anywhere learning. **Strategy's Expected Result/Impact:** Increased student engagement and attendance **Staff Responsible for Monitoring:** Teachers/ Campus administration **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Murry Fly will focus on contacting parents to discuss absenteeism. **Strategy's Expected Result/Impact:** Increased attendance rate **Staff Responsible for Monitoring:** Attendance Clerk, Teachers, Campus Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: Murry Fly will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: We will increase student's sense of self efficacy and capacity to handle stress as measured by the panorama survey.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will use the Panorama survey data to plan for student SEL and Well Being. Our counselor and teachers will provide blended SEL lessons weekly to our students. **Strategy's Expected Result/Impact:** Increased social emotional learning leading to decrease in office referrals and an increase in assessment scores. **Staff Responsible for Monitoring:** Counselor, Teachers, Campus Administration **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will engage in professional learning about SEL research and practice and will implement the 7 mindsets SEL curriculum. **Strategy's Expected Result/Impact:** Increased social emotional learning leading to decrease in office referrals and an increase in assessment scores. **Staff Responsible for Monitoring:** Counselor, Teachers, Campus Administration **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture				1299

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will employ a part time SAS counselor to address student's social emotional learning needs. **Strategy's Expected Result/Impact:** Increased student engagement and attendance. **Staff Responsible for Monitoring:** Campus administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Murry Fly will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: By May 2022, the Fly teacher turnover rate will decrease to 10%.

Evaluation Data Sources: TAPR
System Data
Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will strive to show our appreciation for each other by celebrating teacher and campus successes. We will publicly praise and acknowledge all teachers and staff.	Formative			Summative
	Oct	Jan	Mar	May
2.4 Staff surveys, and number of staff resigning at the end of each year. improved teacher retention **Strategy's Expected Result/Impact:** improved teacher retention **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				1300

Strategy 2 Details	Reviews			
Strategy 2: We will support teachers by providing job embedded and individualized professional development to increase teacher effectiveness.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Capitalize on improved teacher retention. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Support teachers by having weekly PLC meetings to provide training and review data.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher effectiveness and morale **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.5	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Assign all new teachers to Murry Fly a teacher mentor. **Strategy's Expected Result/Impact:** Increased teacher effectiveness **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.5				

 No Progress  Accomplished  Continue/Modify  Discontinue

1301

Goal 3: Learning Journey: Murry Fly will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Murry Fly will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase 10% from 25% to 35% across all tested grade levels and content areas by May 2022.

Evaluation Data Sources: State Accountability 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the approaches level. We will focus on these groups to help them get on grade level **Strategy's Expected Result/Impact:** Students will demonstrate a 30% Meets rate at the 2021 benchmark. Students will demonstrate a 35% Meets rate at the 2022 benchmark. **Staff Responsible for Monitoring:** The progress of the students will be monitored by campus administration and teachers with short cycle assessments, released STAAR tests, and interim assessments. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction. **Strategy's Expected Result/Impact:** Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools				1302

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Guided reading and guided math will be utilized in all K-5 classrooms. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: After school tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status. **Strategy's Expected Result/Impact:** Students will demonstrate a 30% Meets rate at the 2021 benchmark. **Staff Responsible for Monitoring:** Campus administration/Small group tutors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Murry Fly will help students achieve success by training students to use AVID strategies such as Costa's Levels of Thinking and inquiry.				

 No Progress  Accomplished  Continue/Modify  Discontinue

1303

Goal 3: Learning Journey: Murry Fly will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Murry Fly will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 12% to 17% across all tested grade levels and content areas by May 2022.

Evaluation Data Sources: State Accountability 2022-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the "meets" grade level. We will focus on these groups to help them achieve mastery **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration/ teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Guided reading and guided math will be utilized in all K-5 classrooms. **Strategy's Expected Result/Impact:** Campus administration **Staff Responsible for Monitoring:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				1304

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: Murry Fly will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Murry Fly will equip students to be adaptable in an ever-changing society.

Performance Objective 3: The percentage of students who meet or exceed the STAAR progress measure will be 66% by May 2022.

Evaluation Data Sources: State Accountability 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Balanced Literacy framework will be implemented in all ELAR classrooms. **Strategy's Expected Result/Impact:** Increase scores in all SCA's and benchmarks. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				1305

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will employ two dyslexia teachers to implement the Take Flight Program. 2.4, 2.5, 2.6 Campus administration/Dyslexia Teacher Increased reading fluency and better reading scores. **Strategy's Expected Result/Impact:** Increased reading fluency and better reading scores. **Staff Responsible for Monitoring:** Campus administration/Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - State Comp Ed - $150,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Murry Fly will employ one more third grade teacher to reduce class sizes in order to provide more efficient interventions and remediation.. 2.4, 2.5, 2.6 Campus administration/Instructional Specialists Increased planning and instructional capacity for all of our teachers. Increased test scores. **Strategy's Expected Result/Impact:** Increased planning and instructional capacity for all of our teachers. Increased test scores. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $75,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1306

Goal 3: Learning Journey: Murry Fly will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Murry Fly will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students who meet or exceed their individual growth projections based upon MAP will be 54% by May 2022.

Evaluation Data Sources: MAP EOY 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize Lonestar math which targets the TEKS on a daily basis. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				1307

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Guided reading and guided math will be utilized in all K-5 classrooms. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: Murry Fly will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Murry Fly will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% from 23% to 28% by May 2022.

Evaluation Data Sources: State Accountability 2021 -2022

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: 5th grade science teacher will be required to have at least one hands on lab per week. **Strategy's Expected Result/Impact:** increased student engagement and participation **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: 5th grade students will use the mentoring minds supplement resource which includes online assessments. **Strategy's Expected Result/Impact:** increased science scores **Staff Responsible for Monitoring:** Campus administration/science teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Oct	Jan	Mar	May

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1308

Goal 3: Learning Journey: Murry Fly will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Murry Fly will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Telpas progress rate will increase from 28.5% to 36% by May 2022.

Evaluation Data Sources: State Accountability 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bilingual and ESL students will use the Summit K-12 computer based program twice a week for 30 minutes. **Strategy's Expected Result/Impact:** Increased listening, speaking, and reading skills. **Staff Responsible for Monitoring:** Campus administration/ Teachers. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will implement dual language one way program PK-3rd grade bilingual students. **Strategy's Expected Result/Impact:** Increased English language acquisition. **Staff Responsible for Monitoring:** Campus administration/ teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1309

Goal 3: Learning Journey: Murry Fly will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Murry Fly will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The percentage of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR will be 28%.

Evaluation Data Sources: State Accountability 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the approaches level. We will focus on these groups to help them get on grade level. Murry Fly will use formal and informal assessments to identify students who are performing at the meets level. We will focus on these groups to help them get on the exceeds level. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction. **Strategy's Expected Result/Impact:** Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				1310

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Guided reading and guided math will be utilized in all K-5 classrooms. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	3			$150,000.00
				Sub-Total	$150,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	4			$75,000.00
				Sub-Total	$75,000.00
				Grand Total	$225,000.00

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Addendums

1312

Ector County Independent School District

New Tech Odessa High School

2021-2022 Campus Improvement Plan



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Mission Statement

"Our mission at New Tech Odessa is to develop learners who are college-ready, digitally literate, globally competent, and prepared to compete, connect, and cooperate with the rest of the world through an educational experience grounded in design and innovative thinking."

Vision

"To equip learners with academic and personal skills for college and career readiness through collaboration and meaningful work."

Core Beliefs

Trust, Respect, & Responsibility

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on the data discussed in this needs assessment, the following programs and services will be offered at NTO:

Extended Year Services

Special Education Additives/ Stipends
Special Education Teachers
Speech Pathologists
Occupational Therapist
OT/PT Assistants
Special education instructional support staff

Furniture & equipmentsuch as gases, welding rods, metal, etc.

Teaching Materials

CTE Textbooks: Replacement of outdated equipment such as computers, printers, 3D printers, aerospace equipment, etc.

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Software

Teacher & Student Travel such as Career & Technical Student Organization (CTSO) travel such as BPA, SkillsUSA, FFA, and FCCLA

Fees & Dues for things like PD
Certifications & Licensures Fees (for students)
Princeton Review Teacher and Materials
AP Exams
PSAT 8/9, PSAT-NMSQT, SAT SCHOOL DAY
Instructional Leadership of program
Decathlon Participation

TRAC Program: Student Pregnancy/Parent Services

Odyssey Ware: Credit Recovery

Summer Remediation for STAAR/EOC recovery: Targeted grades

At Risk Tutoring
Classworks
Literacy Initiatives for reading and math

Core Teacher Professional Development for at risk strategies

TAKS/EOC Course Remediation Teacher

Extended Year Services

ESL Specialist
Community Outreach Services
CCF's at high school campuses
Drop Out Prevention Counselors (SAS counselors)
Teacher Professional Development & Support
Classroom Materials
AVID Summer Institute
AVID Membership Fees
AVID tutors
AVID supplies and materials
AVID training
APIB Teachers
AVID College Field Trips
AVID teachers/ coordinator

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Demographics

Demographics Summary

George H.W. Bush New Tech Odessa (NTO) is an all-academic college prep high school, grades 9th-12th. NTO accepts enrollment from all six middle schools in the Ector County Independent School District (ECISD). Learners also come from private, charter, and home schooling. All sub-populations are represented on our campus since we are a microcosm of the ECISD community. The student population of NTO is **428** students. Due to current economic conditions, exactly **30.7%** of our student population is identified as economically disadvantaged (Free Lunch - **25.62%** and Reduced Lunch - **4.96%**). NTO has a high percentage of Hispanic students, about **76.2%**. NTO's white population comes in second with about **18.8%**. African Americans are low in numbers, approximately **1.9%**. NTO also has **1.7%** Asian and **1.4%** of two or more races. When it comes to gender population, NTO students are at **43.1%** male and female **56.9%** females. NTO's at-risk population is **45%**. NTO's English Learners (ELs) population is at **6.4%**. NTO has a high special population percentage based on total campus enrollment. Approximately **3.3%** of our student population receive special population services. There are **1.7%** of students receiving 504/Dyslexia services. NTO's G/T population is at **21.5%**. NTO's CTE population is at **75.4%**. NTO's migrant population is at **0%**. NTO's homeless population is at **2.2%**. Since it's opening, the NTO student body representation has remained consistent. There is **4.7%** of students who are military connected.

Incoming freshman enrollment has consistently increased every year since NTO opened its doors in 2011. Due to high academic expectations and project-based learning instructional approach, we see a decline in Sophomores (10th Grade) enrollment by a decrease of 5%. At this level, learners are expected to take advanced courses such as AP and Dual Credit.

As a district, enrollment at every school has increased drastically within the last 5 years. Students from across the state and country are moving into the area even with the economic downturn. At NTO, the administration and staff are intentional in creating a strong campus culture that supports academic and behavioral expectations in order to create a positive learning environment. NTO has strong systems and structures in place to support our instructional approach of project-based learning. At this time, we do not have a migrant student population represented.

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Because of our emphasis on college and career readiness and student centered instructional approach, dropout rates are low and completions rates are high. At the conclusion of the 2020-21 school year, NTO had a **98.73%** graduation rate.

The district and campus use state indicators to identify at risk students. NTO uses data and samples of learner work to identify students who are struggling academically or behaviorally. Instructional programs such as the Odyssey Ware Credit Recovery Program and an academic enrichment course are utilized to support these learners academically.

Identified special education students at NTO were identified as needing special education services in either elementary or middle school. We have had few special education referral requests. At NTO, special education learners consistently show progress both socially and academically and typically want to remain at the campus. Project-based learning supports and differentiates the learning needs of young people and assists in addressing learning gaps. This is due to student centered instruction, hands on learning opportunities, and the expectation of collaboration among learners.

Attendance rates at NTO hold steadily above the district at **97.1%** (2019-20) due to the high level of accountability and engagement. We follow the district guidelines and procedures in accounting for absences and tardiness. Project based learning encourages high levels of collaboration with both learners and

staff, and results in fewer absences since learners are expected to contribute to their team regularly.

Our teachers use best practices and strategies in the classroom to support ELs. Projects are planned with heavy scaffolding. SIOP training is a requirement for all our teachers.

Regarding student-to-teacher ratio, the district ratio is set at **27:1**. The student-to-teacher ratio at NTO is approximately **17:1**. The average years of experience of teachers at the campus is **6.5 years**, with most of the teachers having 0-5 years of experience in the teaching field.

Eco. Dis. and Other

2019-20	NTO	District	State
Eco. Dis.	**30.7%**	55.1%	60.3%
Non-Educ. Dis..	**69.3%**	44.9%	39.7%
EL	**6.4%**	20.6%	20.3%
Student with Dis. Place.	**6.4%**	20.6%	20.3%
At-Risk	**45%**	60.3%	50.6%
Special Education	**3.3%**	9.1%	10.5%

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Eco. Dis. and Other

2018-19	NTO	District	State
Eco. Dis.	**36.7%**	56.4%	60.6%
Non-Educ. Dis..	**63.3%**	43.6%	39.4%
EL	**4.7%**	18.6%	19.4%
Student with Dis. Place.	**1.2%**	2.0%	1.4%
At-Risk	**51.9%**	57.4%	50.1%
Special Education	**6.7%**	8.6%	9.6%

Eco. Dis. and Other

2017-18	NTO	District	State
Eco. Dis.	**31.80%**	51%	58.80%
Non-Educ. Dis..	**68.20%**	49%	41.20%
EL	**2.40%**	17.10%	18.80%

Eco. Dis. and Other

Student with Dis. Place.	**0.30%**	1.60%	1.30%
At-Risk	**58%**	57.40%	50.80%
Special Education	**3%**	N/A	N/A

Eco. Dis. and Other

2016-17	**NTO**	District	State
Eco. Dis.	**36.10%**	55.30%	59%
Non-Educ. Dis..	**63.90%**	44.70%	41%
EL	**3.40%**	16.70%	18.90%
Student with Dis. Place.	**0.90%**	1.60%	1.40%
At-Risk	**51.70%**	57.80%	50.30%
Special Education	**3%**	N/A	N/A

Eco. Dis. and Other

2015-16	**NTO**	District	State
Eco. Dis.	**33.10%**	51.70%	59%
Non-Educ. Dis..	**66.90%**	48.30%	41%
EL	**3.30%**	16.50%	18.50%
Student with Dis. Place.	**0.60%**	1.60%	1.40%
At-Risk	**54.10%**	58.20%	50.10%
Special Education	**N/A**	N/A	N/A

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Eco. Dis. and Other

2014-15	**NTO**	District	State
Eco. Dis.	**38.70%**	48.10%	58.80%
Non-Educ. Dis..	**61.30%**	51.90%	41.20%
EL	**2.70%**	16.10%	18.20%
Student with Dis. Place.	**1.40%**	1.40%	1.50%
At-Risk	**59.80%**	61.90%	51.20%

Eco. Dis. and Other			
Special Education	**N/A**	N/A	N/A

Ethnic Distribution

2019-20	**NTO**	District	State
African American	**1.9%**	3.9%	12.6%
Hispanic	**76.2%**	77.2%	52.8%
White	**18.8%**	16.4%	27.0%
American Indian	**0%**	0.2%	0.4%
Asian	**1.7%**	.09%	4.6%
Pacific Islander	**0%**	0.3%	0.2%
2 or More Races	**1.4%**	1.1%	2.5%

Ethnic Distribution

2018-19	**NTO**	District	State
African American	**1.9%**	3.9%	12.6%
Hispanic	**74.2%**	76.3%	52.6%
White	**20.6%**	17.3%	27.4%
American Indian	**0%**	0.3%	0.4%
Asian	**1.4%**	0.9%	4.5%
Pacific Islander	**0%**	0.3%	0.2%
2 or More Races	**1.9%**	1.1%	2.4%

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Ethnic Distribution

2017-18	**NTO**	District	State
African American	**2.10%**	3.90%	12.60%
Hispanic	**71.20%**	75.50%	52.40%
White	**22.80%**	18.20%	27.80%
American Indian	**0%**	0.30%	0.40%
Asian	**2.40%**	0.90%	4.40%

Ethnic Distribution			
Pacific Islander	**0%**	0.30%	0.01%
2 or More Races	**1.50%**	1%	2.30%

Ethnic Distribution			
2016-17	**NTO**	District	State
African American	**2%**	3.90%	12.60%
Hispanic	**66.70%**	75.10%	52.40%
White	**27.20%**	18.60%	28.10%
American Indian	**0%**	0.30%	0.40%
Asian	**3.10%**	0.90%	0.40%
Pacific Islander	**0%**	0.20%	0.10%
2 or More Races	**1%**	1%	2.20%

Ethnic Distribution			
2015-16	**NTO**	District	State
African American	**1.30%**	3.90%	12.6
Hispanic	**61.60%**	74.90%	52.20%
White	**33.40%**	18.90%	28.50%
American Indian	**0.30%**	0.30%	0.40%
Asian	**2.30%**	0.90%	4%
Pacific Islander	**0%**	0.20%	0.10%
2 or More Races	**1%**	0.90%	2.10%

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Ethnic Distribution			
2014-15	**NTO**	District	State
African American	**2.40%**	3.80%	12.60%
Hispanic	**57.60%**	73.70%	52%
White	**36.90%**	20.10%	28.90%
American Indian	**0.30%**	0.30%	0.40%

Ethnic Distribution			
Asian	**0.90%**	0.90%	3.90%
Pacific Islander	**0%**	0.20%	0.10%
2 or More Races	**1.80%**	1%	2%

References:

McCoy, Kenneth. “Texas Academic Performance Reports.” The Texas Education Agency, July 20, 2021. https://tea.texas.gov/perfreport/tapr/index.html

OnData Suite. (n.d.). Retrieved August 20, 2020, from https://126903.ondata.esc11.net/index.php/gate/login/

Demographics Strengths

NTO has a strong emphasis of college and career readiness. This is done through the continuous support of the New Tech Network (NTN). NTN is a national network of schools who utilize project based learning, college readiness assessments, and other innovative methods of teaching and learning. NTO has a strong cultural foundation of trust, respect, and responsibility. NTO's campus culture intentionally empowers students academically and behaviorally. When it comes to instruction, project-based learning is our primary mode of instruction. Systematically, students are supported with flexible scheduling and a positive environment that welcomes innovation and risk-taking. NTO has a seamless use of technology, there is a 1:1 student laptop (MacbookPro or MacbookAir) assignment. In addition, the learning environment at NTO is set up to support school wide learning outcomes to promote future student success. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the English II STAAR EOC, 50% of special education students received "At Approaches Grade Level or Above" during the Spring 2021 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Honors and eventually AP / Dual Credit classes. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 2 (Prioritized): For the English I STAAR EOC, 66.67% of special education students received "At Approaches Grade Level or Above" during the Spring 2021 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing. Learning was interrupted due to the global pandemic (virtual learning).

Student Achievement

Student Achievement Summary

On the 2021 Spring STAAR EOCs, George H.W. Bush New Tech Odessa (NTO) learner groups achieved **88.05%** "At Approaches Grade Level or Above" standard. The student groups that scored lower on the STAAR EOCs include economically disadvantaged, special education, and ELLs. The difference in achievement between the two groups is due to learning gaps and small sample sizes of the mentioned learner populations.

Special education and ELs have the lower percentages under "At Approaches Grade Level or Above" and "Meets Grade Level." On average for all five EOCs, Special educations learners scored a **48.25%** on "approaches grade level." On average for all five EOCs, ELs scored a **49.89%** on "approaches grade level." These sub-populations also had the lower numbers for closing gaps and meeting growth expectations. These special populations also have the lower performance rates and participation rates.

Trends in the several years have demonstrated improvement in all areas and in all grade levels at NTO. Learners are instructed with focus on five school wide learning outcomes that the New Tech Network (NTN) model believes are building blocks for necessary 21st Century skills. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

Overall and as common across the state, areas of lowest performance are in both English I and English II STAAR EOCs. Learners bring an array of writing and reading gaps. NTO uses project-based learning to close the learning gaps as well as provide enrichment for all learners. Students on these assessments scored the lowest on Reporting Category 4, Writing Composition. On average for the 2018 English I and II STAAR EOCs, learners made a **9.2** out of a possible **16** points. 1324

Individual student needs are identified by continuous evaluation of student work by teachers. NTO also uses frequent formative and summative assessments as required in 100% of the classrooms (non-negotiable elements of project-based learning). Teachers at NTO utilize the model of Professional Learning Communities (PLCs) to frequently look at appropriate interventions, monitor instruction, and adjust as needed. NTO's special education learners tend to score lower than the rest of the student population but demonstrate growth over time. As is with all learners, special education and other special population learners are enrolled in rigorous and demanding Honors (formerly Pre AP), AP, and/or Dual Credit core classes. The philosophy of the campus is that all learners can learn at higher levels and be successful when encouraged and supported.

NTO accepts learners who may need reinforcements and additional instructional support in academics and socially. When learners are not successful, teachers provide additional tutorials and workshops before and after school to lend their support. Teachers also meet with learners by appointment. Classroom projects include multiple opportunities for heavily scaffolded instruction as well as peer tutoring for learners. NTO has a full time special education case manager who frequently monitors effective and appropriate implementation of learner IEP and ensures learners are receiving all allowable accommodations.

State Accountability Rating (2019)

Overall	**90 / A**
Domain I - Student Achievement	90 / A
Domain II - School Progress	87 / A
Domain III - Closing the Gaps	90 / A

STAAR EOC Exams

STAAR EOCs (Approaches)

2020-21	**NTO**	District	State
English I	**84.56%**	49.8%	TBD
English II	**83.78%**	54.91%	TBD
Algebra I	**82.86%**	54.3%	TBD
Biology	**91.61%**	71.08%	TBD
U.S. History	**97.44%**	81.1%	TBD

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STAAR EOCs (Approaches)

2018-19	**NTO**	District	State
English I	**88%**	52%	68%
English II	**82%**	57%	68%
Algebra I	**87%**	67%	85%
Biology	**98%**	83%	88%
U.S. History	**99%**	90%	93%

STAAR EOCs (Approaches)

2017-18	**NTO**	District	State
English I	**78%**	53%	65%
English II	**84%**	58%	67%
Algebra I	**88%**	68%	83%
Biology	**98%**	83%	87%

STAAR EOCs (Approaches)

U.S. History	**97%**	88%	92%

STAAR EOCs (Approaches)

2016-17	**NTO**	District	State
English I	**76%**	49%	64%
English II	**80%**	54%	66%
Algebra I	**94%**	71%	83%
Biology	**98%**	83%	86%
U.S. History	**99%**	86%	91%

STAAR EOCs (Approaches)

2015-16	**NTO**	District	State
English I	**76%**	53%	65%
English II	**85%**	58%	67%
Algebra I	**88%**	61%	78%
Biology	**84%**	82%	87%
U.S. History	**98%**	88%	91%

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STAAR EOCs (Approaches)

2014-15	**NTO**	District	State
English I	**72%**	57%	71%
English II	**78%**	62%	72%
Algebra I	**77%**	64%	81%
Biology	**92%**	83%	91%
U.S. History	**91%**	82%	91%

STAAR EOCs (Meets Grade Level)

2020-21 **NTO** District State

STAAR EOCs (Meets Grade Level)

English I	**72.79%**	32.17%	TBD
English II	**70.27%**	39.48%	TBD
Algebra I	**37.14%**	21.92%	TBD
Biology	**69.23%**	37.57%	TBD
U.S. History	**79.49%**	52.59%	TBD

STAAR EOCs (Meets Grade Level)

2018-19	**NTO**	District	State
English I	**70%**	31%	50%
English II	**63%**	36%	49%
Algebra I	**55%**	30%	61%
Biology	**74%**	46%	62%
U.S. History	**86%**	61%	73%

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STAAR EOCs (Meets Grade Level)

2017-18	**NTO**	District	State
English I	**55%**	30%	44%
English II	**60%**	36%	48%
Algebra I	**33%**	28%	55%
Biology	**74%**	45%	59%
U.S. History	**71%**	58%	70%

STAAR EOCs (Meets Grade Level)

2016-17	**NTO**	District	State
English I	**57%**	27%	43%
English II	*	34%	45%
Algebra I	**47%**	28%	48%
Biology	**77%**	46%	57%
U.S. History	**76%**	50%	66%

STAAR EOCs (Masters)

2020-21	**NTO**	District	State
English I	**8.82%**	3.05%	TBD
English II	**6.31%**	3.35%	TBD
Algebra I	**16.19%**	8.97%	TBD
Biology	**23.78%**	11.35%	TBD
U.S. History	**50%**	25.27%	TBD

STAAR EOCs (Masters)

2018-19	**NTO**	District	State
English I	**13%**	4%	11%
English II	**6%**	3%	8%
Algebra I	**16%**	12%	37%
Biology	**24%**	11%	25%
U.S. History	**55%**	33%	45%

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STAAR EOCs (Masters)

2017-18	**NTO**	District	State
English I	**7%**	2%	7%
English II	**10%**	3%	8%
Algebra I	**14%**	11%	32%
Biology	**20%**	11%	24%
U.S. History	**31%**	28%	40%

STAAR EOCs (Masters)

2016-17	**NTO**	District	State
English I	**12%**	2%	8%
English II	*	2%	6%

STAAR EOCs (Masters)			
Algebra I	**23%**	11%	26%
Biology	**36%**	12%	21%
U.S. History	**41%**	19%	35%

TSIA

TSIA Results

Reading	**NTO**	District	State
2018-19	**57.6%**	25.8%	33.4%
2017-18	**59.1%**	25.4%	32.1%

TSIA Results

Mathematics	**NTO**	District	State
2018-19	**18.2%**	14.3%	24.7%
2017-18	**27.3%**	14.8%	23.7%

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TSIA Results

Both Subject	**NTO**	District	State
2018-19	**16.7%**	11.2%	18.8%
2017-18	**24.2%**	10.4%	18.1%

SAT

SAT- Average Scores

All Subjects	NTO	District	State
2018-19	**953**	906	1027
2017-18	**985**	903	1036

ACT

ACT- Average Scores

All Subjects	NTO	District	State
2018-19	**21.2**	20.5	20.6
2017-18	**985**	903	1036

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CCMR

Annual Dropout Rate	NTO	District	State
2018-19	**.03**	3.3%	.03
2017-18	**.03**	3.8%	.03

4-Year Longitudinal Rate	NTO	District	State
Class of 2019			

4-Year Longitudinal Rate	NTO	District	State
Graduated	**98.4%**	83.3%	90.0%
Graduates, TxCHSE, and Cont	**1.6%**	0.04%	0.5%

4-Year Longitudinal Rate	NTO	District	State
Class of 2018			
Graduated	**92.8%**	83.7%	90.0%
Graduates, TxCHSE, and Cont	**0%**	0.4%	0.4%

5-Year Extended Longitudinal Rate	NTO	District	State
Class of 2018			
Graduated	**100.0%**	88.2%	92.3%
Graduates, TxCHSE, and Cont	**0%**	0.9%	0.6%

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5-Year Extended Longitudinal Rate	NTO	District	State
Class of 2017			
Graduated	**92.3%**	88.3%	92.0%
Graduates, TxCHSE, and Cont	**0%**	1.0%	.6%

6-Year Extended Longitudinal Rate	NTO	District	State
Class of 2017			
Graduated	**96.8%**	88.7%	92.4%
Graduates, TxCHSE, and Cont	0%	1.3%	.7%

6-Year Extended Longitudinal Rate	NTO	District	State
Class of 2016			
Graduated	94.3%	90.7%	92.1%
Graduates, TxCHSE, and Cont	1.4%	1.3%	0.8%

4-Year Federal Graduation Rate without Exclusions	NTO	District	State
Class of 2019	96.9%	80.2%	90.0%
Class of 2018	91.4%	81.6%	90.0%

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College, Career, and Military Ready (Annual Graduates)	NTO	District	State
2018-19	71.2%	58.0%	72.9%
2017-18	80.3%	55.7%	65.5%

McCoy, Kenneth. “Texas Academic Performance Reports.” The Texas Education Agency, December 18, 2021. https://tea.texas.gov/perfreport/tapr/index.html

College Board - SAT, AP, and College Planning Tools. (2020, August 10). Retrieved July 20, 2021, from https://www.collegeboard.org/

Texas Education Agency. (n.d.). School Report Cards. Retrieved July 20, 2021, from https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/school-report-cards

Texas Education Agency. (n.d.). Federal Report Cards. Retrieved July 20, 2021, from https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards

Student Achievement Strengths

NTO's strengths include the New Tech Network tenets which include project based learning, the seamless use of technology, and a strong school culture that empowers. NTO teachers are trained in offering interventions and additional support for all learners. NTO teachers are also trained on meeting the needs of special populations which includes special education, ELLs, 504, Homeless, gifted and talented, at risk, and economically disadvantaged learners.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school. Learning was interrupted due to the global pandemic (virtual learning).

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Problem Statement 2 (Prioritized): The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 58% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive). Learning was interrupted due to the global pandemic (virtual learning).

School Culture and Climate

School Culture and Climate Summary

Learners and staff at George H.W. Bush New Tech Odessa (NTO) commonly describe their school as a safe learning environment. Learners and staff feel included and valued, and they respond well to the engaging approach to teaching and learning. Most teachers at NTO would agree, and they understand the additional work and dedication it requires to implement project based learning as their primary mode of instruction. NTO maintains both high academic and behavioral expectations. NTO's instructional approach of project based learning requires thoughtful planning and heavy scaffolding to assist learners throughout the project based learning process. Evidence of a strong culture is NTO's attendance rates. Attendance rates hold steadily above the district average at **97.1%** (2021-22) due to the high level of accountability and engagement.

Panorama - Students (Spring 2021)

Student SEL & Well Being	
Supportive Relationships	81%
Self-Management	73%
Social Awareness	66%
Self-Efficacy	45%

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Student Supports + Environment	
Rigorous Expecations	73%
School Climate	67%
Connectedness Indicator	55%
Sense of Belonging	48%
Engagement	32%

Panorama - Students (Fall 2020)

Student SEL & Well Being	
Supportive Relationships	79%
Self-Management	72%

Student SEL & Well Being	
Social Awareness	65%
Self-Efficacy	41%

Student Supports + Environment	
Rigorous Expecations	69%
School Climate	68%
Connectedness Indicator	54%
Sense of Belonging	47%
Engagement	34%

Panorama - Teachers & Staff (Spring 2021)

Adult SEL & Well-Being	
Teaching Efficacy	81%
Cultural Awareness and Action (Adult Focus)	69%
Faculty Growth Mindset	65%
Belonging	57%
Well-being	54%

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Staff Supports and Environment	
Staff-Leadership Relationships	84%
School Leadership	79%
Student Mindset	74%
School Climate	67%
Feedback and Coaching	65%
Staff-Family Relationships	63%

Staff Supports and Environment	
Professional Learning	59%

Panorama - Teachers & Staff (Fall 2020)

Adult SEL & Well-Being	
Cultural Awareness and Action (Adult Focus)	67%
Teaching Efficacy	64%
Belonging	59%
Well-being	44%
Faculty Growth Mindset	41%

Staff Supports and Environment	
Staff-Leadership Relationships	84%
School Leadership	78%
Feedback and Coaching	72%
Student Mindset	66%
School Climate	59%
Professional Learning	53%
Staff-Family Relationships	50%

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Culture Survey - New Tech Network School Culture Survey

October 2019	
School Connectedness	95.5% Positive
Learning Experiences	91.8% Positive

October 2019	
Rules and Discipline Processes	79.6% Positive
Peer Relationships	93.7% Positive
Adult Relationships	92.5% Positive
College and Career Readiness	82.2% Positive

To support learners who are new to the campus, NTO hosts several events throughout the year. Some examples include the Incoming Freshmen Recruitment Meetings, Incoming Freshmen Celebrations, Summer Game Night, Open House, Culture Week, Culture Day, etc. Learners who are new to the environment are introduced to NTO through a first week learner orientation on campus expectations, technology usage, core values, project based learning, and other items that are relevant to both new and returning learners. These cultural events and processes create a sense of belonging not only for learners but for the staff as well. NTO also has a weekly advisory called Phoenix Ignite in which learners are assigned an advisory facilitator. Phoenix Ignite groups are mixed with underclassmen and upperclassmen, and during this time learners complete relevant activities focused around school needs and culture including social emotional learning (SEL).

At NTO, learners are expected to manage both academically and behaviorally. NTO has three main Core Values; Trust, Respect, and Responsibility. NTO's Core Values are an important part of learner and staff member's daily conversations and interactions.

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NTO has minimal to few disciplinary referrals each school year (less than **2%**). This is because of our disciplinary approach of being proactive with teachable moments, frequent reminders of school expectations, utilizing conflict resolution strategies, building professional relationships with learners, and strongly established school culture. When major disciplinary actions do occur, NTO administration follows district procedures and processes. The campus administration also makes collaborative decisions as to what is best for the learner and in compliance with district and state policies regarding student discipline. In the previous year, less than **2%** of learners were placed on suspension. Also in the previous year, less than **1.5%** of learners were placed in an alternative education center setting.

To promote safety, administrators have an open door policy and have daily conversations with all learners and staff. NTO believes that when professional relationships are established, there are less distractions and conflicts among learners. Teachers are also trained on detecting student abuse and neglect along with state and national requirements regarding reporting these matters. Learner assemblies also occur frequently to address issues, build unity, celebrate, and remind learners about expectations. These assemblies may include socials, guest speakers, school clubs, fundraisers, etc.

References:

Echo Buzz. (n.d.). Retrieved August 22, 2020, from https://nto.echo-ntn.org/

Education, P. (n.d.). Panorama Survey: Panorama Education. Retrieved July 27, 2021, from https://www.panoramaed.com/panorama-student-survey

School Culture and Climate Strengths

NTO is frequently commended for the level of learner engagement on learning and for having a strong campus culture where students love to learn and teachers love to work. NTO is founded on the principle that a strong culture empowers. NTO learners and teachers are very intentional about school culture and embed time in the weekly bell schedule and on specified days throughout the year to cultivate a culture of Trust, Respect, and Responsibility. The campus belief is that everyone on campus can build a strong school culture of high expectations and learning.

NTO is place where staff cultivates Trust, Respect, and Responsibility. Learners, parents, administration, and staff are intentional about building that culture. NTO actively practice these traits daily. NTO also plans culture days each semester to reinforce these traits. NTO also has addressed it's retention and enrollment by proactively calling parents, creating learner meetings, and conducting professional development around student centered learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2 (Prioritized): There is non-correlation between overall course failure rates (15%) to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 88.05%, meets is 65.72%, and masters is 21.02%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

George H.W. Bush New Tech Odessa's (NTO) has a total of **25** classroom teachers. NTO's Highly Qualified status is **100%** for the 2021-22 school year. From the 2020-21 to the 2021-22 school year, NTO had a **88%** teacher retention rate. NTO's three year teacher retention rate is **91.6%** to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. For example, an English Language Arts vacancy for secondary may go unfilled by a certified candidate due to the lack of applicants.

Like most schools in the Ector County Independent School District (ECISD), NTO in past years has lost previous staff members due to leaving for other educational opportunities or changing professions all together, this is based on the 2017-18 school year. As per district, new teachers to the district are assigned a teacher mentor. New and returning staff are supported continuously through district, campus, and New Tech Network (NTN) professional learning opportunities. New staff members attend the New Tech Annual Conference hosted by the New Tech Network. NTO is also assigned an Instructional Specialist to support teacher learning and growth. NTO also has the unique opportunity to be assigned a New Tech Network School Development Coach as well as a New Tech Network College Access Coach that meet periodically with staff members.

Regarding student-to-teacher ratio, the district ratio is set at **27:1**. The student-to-teacher ratio at NTO is approximately **17:1**. The average years of experience of teachers at the campus are **10.9 years.**

Modeling and availability of district training and resources are a necessity to build the craft of all our teachers. Also, modeling and support from the New Tech Network (NTN) for project based learning best practices and methods are identified as a continual need. The campus is assigned a Campus Curriculum Facilitator who facilitates the learning of the adults to develop professional skills that will benefit the learning of their students. 1339

District professional development exists in various forms such as face-to-face, campus visits, and online webinars. NTO also uses the regional education center, Region 18, to receive additional services for teachers and administrators. The New Tech Network (NTN) also hosts campus training, state available conferences, and an annual conference to support NTN schools. Professional development is followed up on weekly through a two hour adult learning session to support project development and increase learning capacity. Weekly PLCs are also held to implement school and district initiatives and to allow teachers to plan collaboratively. At times, teachers are assigned adult learning project teams and are asked to lead professional development workshops.

When in need, teachers are supported individually through adult learning, professional learning communities (PLCs), classroom observations, classroom walkthroughs, campus and district professional development, peer support, and obtaining additional resources as needed. Teachers frequently participate in data reviews, state standard mapping, and collaborative project planning.

To recruit highly effective qualified teachers, NTO works with the district Human Capital Department, administrators attend local and state job fairs, administrators leverage social media to promote job opportunities, and administrators with the New Tech Network team to seek possible candidates across the country. The interview consists of administrators, support staff, classroom teachers, and even learners.

Staff Information

Teachers by Ethnicity - 2019-20	NTO	Percent	District	State
African American	0.4	1.2	5.2%	10.8%
Hispanic	15.8	48.8%	40.1%	28.1%
White	17.1	49.8%	51.5%	57.7 %
American Indian	0	0%	0.4%	1.8%
Asian	1	2.9%	1.1%	1.7%
Pacific Inslander	0	0%	0.1%	0.2%
Two or More Races	0.1	0.2%	1.1%	1.1%

Teachers by Ethnicity - 2018-19	NTO	Percent	District	State
African American	0	0%	4.9%	10.6%
Hispanic	13.4	51.5%	41.1%	27.7%
White	12.6	48.5%	51.6%	58.4 %
American Indian	0	0%	0.2%	0.3%
Asian	0	0%	1.1%	1.7%
Pacific Inslander	0	0%	0.1%	0.2%
Two or More Races	0	0%	0%	1.1%

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Teachers by Sex - 2019-20	NTO	Percent	District	State
Males	13.9%	40.5%	22%	23.8%
Females	20.4%	59.5%	78%	76.2%

Teachers by Sex - 2018-19	NTO	Percent	District	State
Males	11.3	43.6%	5.2%	23.8%
Females	14.7	56.4%	77.9%	76.2%

Teachers by Highest Degree Held - 2019-20	NTO	Percent	District	State
No Degrees	1.6	4.7%	7.8%	1.3%
Bachelors	29.0	84.4%	70.5%	73.4%
Masters	3.7	10.9%	20.9%	24.5%
Doctorate	0	0%	.08%	.07%

Teachers by Highest Degree Held - 2018-19	NTO	Percent	District	State
No Degrees	0.3	1.1%	5.2%	1.4%
Bachelors	15.6	60.0%	32.7%	28.9%
Masters	2.5	9.6%	22.7%	24.3%
Doctorate	0	0%	.06%	.07%

Teacher by Years of Experience - 2019-20	NTO	Percent	District	State
Beginning Teachers	0.4	1.2%	17.9%	7.0%
1-5 Years Experience	17.8	51.8%	28.8%	28.9%
6-10 Years Experience	6.0	17.4 %	15.6%	19.0%
11-20 Years Experience	5.3	15.4%	21.3%	29.3%
Over 20 Years Experience	4.9	14.2%	16.4%	15.7%

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Teacher by Years of Experience - 2018-19	NTO	Percent	District	State
Beginning Teachers	1.2	4.6%	12.9%	7.0%
1-5 Years Experience	15.6	60.0%	32.7%	28.9%
6-10 Years Experience	4.1	15.7 %	15.6%	19.0%
11-20 Years Experience	3.3	12.5%	21.9%	29.3%

Teacher by Years of Experience - 2018-19	NTO	Percent	District	State
Over 20 Years Experience	1.9	7.2%	16.9%	15.7%

References:

McCoy, Kenneth. “Texas Academic Performance Reports.” The Texas Education Agency, December 18, 2018. https://tea.texas.gov/perfreport/tapr/index.html

Staff Quality, Recruitment, and Retention Strengths

NTO has strongly established systems and structures to promote continuous professional development and adult learning for teachers. The collaborative culture at NTO allows for all teachers to work together throughout all the disciplines, whether core or elective, to improve student performance. When teachers have a need, they are provided with additional support to ensure success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Although NTO started the 2021-22 school year with zero teacher vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for or have experience with project-based learning can often be difficult. **Root Cause:** Competitive pay, promotional opportunities, and the West Texas landscape makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

1342

Problem Statement 2 (Prioritized): For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers. **Root Cause:** NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

English I and II STAAR EOCs

As a district and state wide, writing has proved to be an area of struggle. Specifically, at George H.W. Bush New Tech Odessa (NTO), learners struggle with inferencing and writing compositions. Learners also commonly find difficulty in the mechanics of writing that involves, capitalization, punctuation marks, especially where to place commas. Challenges also include writing clear compositions that directly address the prompts and provide textual evidence.

English I - Spring 2021	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5	Reporting Catergory 6
Number	5.8 (out of 8)	9.7 (out of 13)	9.4 (out of 13)	9.0 (out of 16)	6.8 (out of 9)	7.1 (out of 9)
Percent	72%	75%	72%	56%	75%	78%

*Average Score: 4158 *Total Students Tested: 137

1343

English I - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5	Reporting Catergory 6
Number	5.9 (out of 8)	10.2 (out of 13)	10.7 (out of 13)	9.8 (out of 16)	6.9 (out of 9)	6.6 (out of 9)
Percent	73%	78%	82%	61%	77%	74%

*Average Score: 4257 *Total Students Tested: 101

English II - Spring 2021	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5	Reporting Catergory 6
Number	6.3 (out of 8)	9.5 (out of 13)	9.1 (out of 13)	9.4 (out of 16)	7.1 (out of 9)	6.3 (out of 9)
Percent	79%	73%	70%	58%	79%	70%

*Average Score: 4145 *Total Students Tested: 111

English II - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5	Reporting Catergory 6
Number	5.5 (out of 8)	9.7 (out of 13)	10.9 (out of 13)	9.2 (out of 16)	6.8 (out of 9)	7.2 (out of 9)
Percent	68%	74%	84%	57%	75%	80%

*Average Score: 4148 *Total Students Tested: 97

Algebra I STAAR EOC

In math, weakness include describing and graphing linear functions, equations, and inequalities.

Algebra I - Spring 2021	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5
Number	6.2 (out of 11)	5.2 (out of 12)	7.6 (out of 14)	5.9 (out of 11)	3.5 (out of 6)
Percent	56%	43%	54%	54%	59%

1344

*Average Score: 3845 *Total Students Tested: 56

Algebra I - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5
Number	7.8 (out of 11)	5.0 (out of 12)	9.5 (out of 14)	7.1 (out of 11)	4.2 (out of 6)
Percent	71%	42%	38%	64%	70%

*Average Score: 4043 *Total Students Tested: 58

Biology STAAR EOC

In science, learners have difficulty with cell structure and function, mechanisms of genetics, and biological processes and systems.

Biology- Spring 2021	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5
Number	5.8 (out of 10)	6.1 (out of 10)	7.0 (out of 10)	7.0 (out of 10)	7.8 (out of 10)
Percent	58%	61%	70%	70%	78%

*Average Score: 4212 *Total Students Tested: 141

Biology- Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5
Number	6.6 (out of 10)	6.6 (out of 10)	7.5 (out of 10)	6.6 (out of 10)	7.2 (out of 10)
Percent	66%	66%	75%	66%	72%

*Average Score: 4274 *Total Students Tested: 123

United States History STAAR EOC

1345

In social studies, learners have difficulty with government & citizenship.

U.S. History - Spring 2021	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4
Number	22.3 (out of 30)	9.7 (out of 12)	7.2 (out of 10)	12.2 (out of 16)
Percent	74%	81%	72%	76%

*Average Score: 4465 *Total Students Tested: 80

U.S. History - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4
Number	23.5 (out of 30)	9.1 (out of 12)	7.1 (out of 10)	12.5 (out of 16)
Percent	78%	76%	71%	78%

U.S. History - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4

*Average Score: 4485 *Total Students Tested: 67

Teachers followed the TEKS Resource System's (TRS) scope and sequence, year at a glance, and unit assessments to pace project development. Learners were also benchmarked throughout the year. With this benchmark data, the information was reviewed by both teachers and learners. The facilitators use the scope and sequence to build projects and use resources to look at specificity of the student expectations. Teachers utilized district assessments to measure learning on the TEKS that they have covered in the projects. They also use formative assessments and conduct mini-workshops to provide intervention for low SEs.

Rigor and relevance of instruction align with the TEKS, ELPS and CCRS because the teachers are addressing the verbs from the SEs in their instruction. Learners are able to look at content learning and language objectives and make those connections to the real world. Learners are not just given the answers, they collaborate, research, analyze, and create during their course project/problem units.

Through school wide efforts, all subjects look at lowest SEs in the tested content and determine how they can support these content areas by addressing these lower TEKS in their classes. For example, electives supported Biology by drawing on essential vocabulary and electives aided Algebra I by showing learners how to interpret graphs and charts. Learners are expected to work and solve complex real-world problems with the project based learning model.

1346

Short-cycle assessments are designed by collaborative content teams that use the scope and sequence to create these assessments. They are multiple choice, griddables, and short answer questions. Textbooks, district provided materials, computer software, web-based programs are aligned with TEKS, SIOP, AVID strategies, web-based programs and writing protocols are used for all learners.

Data from EOC results, short-cycle assessments, and teacher created tests are used to plan instruction individually and by grade level teams. During curriculum pre-planning, focus SEs are targeted in each six weeks and strategies are offered to help address these SEs. Campus initiatives target the focus writing SEs that are addressed in all content areas.

Because of being a project based learning campus, technology, questioning strategies, manipulatives, learning scaffolds, and differentiation are embedded in the PBL model. During professional development and Professional Learning Communities (PLCs), teachers are provided with an opportunity to be trained on strategies. They practice these strategies in the classroom.

Teachers are provided the readiness, supporting, and process standards in a format from Lead4ward. To address these TEKS, they are intentionally and systematically grouped together in projects and problems. PLCs are organized by content area teams. Interventions in the classroom, tutoring, and specialized intervention classes are implemented to provide individual assistance.

Content and language objectives are posted daily and verbally addressed to the learners. Agendas are also posted daily and made visible to all learners. Teachers use two different forms to plan each project. These planning forms are called the Project Planning Toolkit Form and the Problem Based Planning Form. Teachers also create a project calendar to map out the daily structure of each project day-by-day.

SIOP strategies are addressed in district professional development, and monitored by observations. Teachers are given opportunities to be trained in instructional and linguistic accommodations.

Curriculum, Instruction, and Assessment Strengths

NTO has a primary method of instruction, project-based learning. Projectp-based learning promotes critical thinking, collaboration, integration of technology, and differentiated approaches to teaching and learning that are grounded in innovative design. Assessments are grounded in five school wide learning outcomes adopted by the New Tech Network that include Knowledge & Thinking, Written Communication, Agency, Collaboration, and Oral Communication. Based on T-TESS data from the 2020-21 school year, on average teacher scored at the "proficient" level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2020-21 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2 (Prioritized): NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo1347

Parent and Community Engagement

Parent and Community Engagement Summary

As a project-based learning (PBL) high school, George H.W. Bush New Tech Odessa's (NTO) blended learning environment and school culture encourage the motivation and engagement of all learners. The involvement of parents and community is a fundamental aspect to fulfill this objective. That is the reason why NTO makes parents and community members feel welcome, expects them to get involved in meaningful ways that support learning, and shares with them its school effectiveness in strong campus culture.

On the one hand, NTO focuses on a home and school connection to educate and engage parents in understanding how to support their children by:

Giving parents full access to Echo, NTO's learning management system (LMS). Echo allows parents to follow, on a daily basis, their child's learning process (agendas, assignments, projects, school wide learning outcomes, grades, etc.), and also to communicate with our staff when needed (parents who do not speak English have access to translated communications and to bilingual staff). About **50%** of parents have an Echo Parent Account.

Organizing social and informative events such as: Game Night, Registration, Open House, Culture Day, school day and after school socials, and other parent meetings. These events have a **30%** participation rate.

On the other hand, NTO focuses on community involvement (guest speakers, etc.) and partnerships (Complex Community Federal Credit Union, Odessa College, UTPB, several local companies and businesses, etc.) to share and show the type of work that learners are engaged in. Projects that NTO learners study and develop have a real-world connection. This project component builds strong ties with the community. Having learners sharing their final products with the community becomes an important part of the learners' learning process. 1348

NTO has a solid internship program that offers seniors the opportunity to work for local companies. This fact helps them decide their future careers in a more realistic way and allows them to share their experiences in a final capstone project presented to parents and community members before graduation. NTO currently has **0** VIPS members.

Parent and Community Engagement Strengths

The campus is inviting and is always open for learner led tours. Project-based learning also lends well to involving parents and community members in learner's projects. They can serve as panel members, they can assist in teaching learners, or serve in other capacities. Members of the community, especially the business, medical, and educational sectors have also served as mentors to our senior class.

Now that NTO has been around for nine years, there is a familial tie with the campus since alumni serve as advocates for the campus. Community members have also shown high commitment and support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): An NTO VIPS group no longer exists to help support strong parental and volunteer involvement. **Root Cause:** There is not a lead staff member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 2 (Prioritized): 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

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School Context and Organization

School Context and Organization Summary

Using the state assessment indicators of achievements, George H.W. Bush New Tech Odessa (NTO) will strive to target areas needing growth and improvement. As a campus and collaborative team, reviewing assessment data (i.e., Short Cycle Assessments, Benchmarks, TAPR, Federal Report Card, School Report Card, STAAR EOC Score Reports, etc.), and analyzing student work samples will guide the areas in need of focus called safeguards. Per the required growth measures, growth from English I to English II and 8th Grade Math to Algebra I, are essential. To monitor progress throughout the school year, staff will use classroom data based on informal assessment, formal assessments, short cycle assessments (district), benchmarks (district), project benchmarks, and final products.

Through adult learning and professional learning opportunities, teachers receive guidance and support in outlining project objectives heavily grounded in state standards, the student expectations (SEs) or TEKS. As a project based learning school and with the support of the New Tech Network, the campus goals are also outlined with school wide learning outcomes (i.e., knowledge and thinking, agency, collaboration, written communication, and oral communication). These strategies provide the framework for assessing student work, growth, and school wide focus. As a campus, benchmarks, scaffolding, and workshops are an expectation for each project.

The campus continuously identified the needs of the campus based on recruitment, enrollment at registration, budget availability, assessment data, first day count, club interest, special indicators, staffing, student work samples, and various others.

An essential goal of NTO is to become a learning organization that continuously seeks improvement. As a learning organization, there are parallel 1350
expectations for all participants. Since there is extensive and rigorous professional development at the beginning and throughout the school year, it is crucial and required that teachers feel a part of a team/family and contribute to the campus goals and vision. Weekly adult learning gatherings serve a purpose in reconnecting staff to main focus areas of improvement. NTO is continually seeking improvement and uses data to drive the instruction.

As a district, there is a calendar framework to assess student learning throughout the school year, these are called Short Cycle Assessments (SCAs). These assessments serve as a checkpoint to measure achievement of student expectations. As a project based learning campus, project checkpoints and benchmarks are also required to check for student understanding on a continual basis.

NTO will develop additional learning and collaborative learning opportunities through frequent adult learning and professional learning communities (PLCs). For PLCs, teachers meet weekly with their content area to focus on increasing professional practice to enhance student learning using data-driven decision making. All teachers are expected to play an active role in all adult learning opportunities. Distributive leadership is the leadership approach of our campus. As leaders, it is our responsibility to serve as instructional leaders and parallel the experience of the staff with that of the learners. It is everyone's job to achieve campus goals and vision.

As a faculty, norms are established to guide decision-making and other school practices. Decisions are made by allowing input from staff and stakeholders when relevant. Norms are collaboratively established and revisited throughout the school year. NTO also has a CCIS representative who serves as a voice between the campus and district. The campus also elects a DCIT representative to serve on the district improvement team. Administration also has an open door policy when it comes to questions, concerns, or support. Also, the distributive leadership model at NTO lends to teachers having ownership of their school. Teachers are expected to contribute to the campus in various aspects for the benefit of student learning. For example, professional learning is often

led by campus teachers, teachers offer after school extra-curricular clubs and organizations, etc.

The master schedule reflects the fact that NTO uses innovative methods of learning. The master schedule allows for cross-curricular lesson plan delivery, common planning, and allows for shuttling for learners to participate in classes at the local community college as well as UIL and unique course offerings at the comprehensive high schools and CTE sites. Since NTO is a small learning environment, there is a short transition from class to class. The campus is closed during lunch to allow for additional learning time. Staff and administrators are very thoughtful about instructional interruptions that occur and reduce them to the minimum extent possible. Unique and innovative courses unlike any others in the district and state are offered such as Project Based Research Design where learners complete an internship experience followed by a self-driven community project, Neuroscience, and Rocketry. The campus physical layout also promotes a collaborative learning environment with 1:1 laptop capabilities as well as offering learning spaces that are conducive to project-based learning practices (i.e., common areas, chairs on casters, tables on casters, classroom windows, etc.).

Campus funds are allocated based on departmental needs and necessities (data-based). The instructional leadership team involves the Principal, Dean of Students, Instructional Specialist, and teacher leaders. Classroom teachers are required to host before and after school workshops weekly to ensure additional support to all learners is offered. Campus administration works closely with the counselor and classroom teachers to best support students who are in need of credit recovery using the OdysseyWare program. The campus also runs a Writing Center with student tutors to reinforce our focus on literacy.

School Context and Organization Strengths

Strengths include that NTO has systems and structures in place to ensure that the instructional support of project based learning is supported. In adult learning and professional learning communities (PLCs), teachers learn about the state accountability system and measures. Adult learning and PLCs help promote instructional best practices, there is a focus of continual growth, and teachers are trained on project based learning pedagogy. The focus of every conversation should be centered around student learning. 1351

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Exactly 25% of teachers teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 2 (Prioritized): Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products. **Root Cause:** Adult learning time was interrupted due to the global pandemic and the adoption of an alternate district wide schedule for hybrid teaching (A/B Days).

Technology

Technology Summary

Since George H.W. Bush New Tech Odessa (NTO) is a 21st Century learning environment, there is high emphasis of seamless use of technology in all classes. There is **1:1** laptop assignment (MacbookPro or MacbookAir). In addition, our learning environment is set up to support school wide learning outcomes to promote future student success, which includes technology. Various innovative products and additional software programs are made available to learners to promote the quality of their work. As a campus we promote ongoing technology support for teachers and learners. In collaboration with the New Tech Network, NTO also has a primary learning management system called Echo that is utilized by all classroom teachers. Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course requirements.

On staff, NTO also has a technology administrator to assist in managing learner and staff technology. NTO has access to internet and WIFI with updated protective filters for safe practice. The campus is assigned a Technology Specialist who is able to come to the campus to support our technology needs.

Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course.

Due to COVID-19, the campus offers all virtual or hybrid learning opportunities. The choice for the two were present to parents before the start of the school year. At the conclusion of the 2020-21 school year, **100%** of learners have access to the internet at home. The highest professional development need for teachers is teaching virtual students at the same time as teaching face-to-face students. Due to small staffing and a tight master schedule, pure sections of virtual sections are not common.

1352

Technology Strengths

At NTO, technology is readily available and is an integral part of curriculum and instruction on campus. Students are taught to manage technology as a resource and tool rather than a social media entertainment center. It is their pen and paper. This technology is also updated with relevant technology to prepare students with 21st Century skills.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): NTO has been in existence for over ten years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 100% of the SmartBoards on campus require updating. 5% of projectors require updating. **Root Cause:** Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.

Problem Statement 2 (Prioritized): Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages. **Root Cause:** Required parent and student trainings were virtual last year. Also, lack of

consistent monitoring of proper laptop usage from students and adults (at-home). Also, a lack of filtering systems for laptops when students are at home.

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Priority Problem Statements

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area and the state was at 51%.

Root Cause 1: Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 58% in this area and the state was at 44%.

Root Cause 2: Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive). Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: NTO loses 5% of learners every year to the comprehensive high schools and other high school options.

Root Cause 3: Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 3 Areas: School Culture and Climate

1354

Problem Statement 4: The delivery and implementation of project-based learning sometimes varies from classroom to classroom.

Root Cause 4: Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2020-21 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners.

Root Cause 5: Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: An NTO VIPS group no longer exists to help support strong parental and volunteer involvement.

Root Cause 6: There is not a lead staff member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: For the English II STAAR EOC, 50% of special education students received "At Approaches Grade Level or Above" during the Spring 2021

administration.

Root Cause 7: Learners have learning gaps. For some learners, they are going from regular classes to Honors and eventually AP / Dual Credit classes. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 7 Areas: Demographics

Problem Statement 8: For the English I STAAR EOC, 66.67% of special education students received "At Approaches Grade Level or Above" during the Spring 2021 administration.

Root Cause 8: Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 8 Areas: Demographics

Problem Statement 9: There is non-correlation between overall course failure rates (15%) to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 88.05%, meets is 65.72%, and masters is 21.02%.

Root Cause 9: Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Although NTO started the 2021-22 school year with zero teacher vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for or have experience with project-based learning can often be difficult.

Root Cause 10: Competitive pay, promotional opportunities, and the West Texas landscape makes it difficult to retain teachers in the area of Ector County. There are state & local barriers in receiving certification.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers.

Root Cause 11: NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Teachers do not commonly observe other teachers in the classroom to share best practices with one another.

Root Cause 12: Exactly 25% of teachers teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products.

Root Cause 13: Adult learning time was interrupted due to the global pandemic and the adoption of an alternate district wide schedule for hybrid teaching (A/B Days).

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: NTO has been in existence for over ten years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 100% of the SmartBoards on campus require updating. 5% of projectors require updating.

Root Cause 14: Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.

Problem Statement 14 Areas: Technology

Problem Statement 15: Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages.

Root Cause 15: Required parent and student trainings were virtual last year. Also, lack of consistent monitoring of proper laptop usage from students and adults (at-home). Also, a lack of filtering systems for laptops when students are at home.

Problem Statement 15 Areas: Technology

Problem Statement 16: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level.

Root Cause 16: There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Problem Statement 16 Areas: Parent and Community Engagement

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups 1357

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

1358

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
Strategy 1: Establish home internet connectivity for students.	Formative			Summative
Strategy's Expected Result/Impact: Increased student access to the internet from home to access digital curriculum and resources. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Standardize classroom instructional technology to include 1:1 staff mobile devices.	Formative			Summative
Strategy's Expected Result/Impact: Provide digital mobility to staff by deploying all instructional staff mobile devices and work station peripherals such as monitor, keyboard, mouse and docking station. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Establish a cyber-security plan, train all staff on processes and requirements. Establish procedures and processes to educate district staff on student data privacy and cyber-security staff and student responsibility according to Trusted Learning Environment Framework.	Formative			Summative
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Reduction of data breech risk and damage to district digital resources. Increased security of student data.

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

Title I Schoolwide Elements: 2.5

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

1360

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish an operational data store and data warehouse to support data visualization tools to ensure EdFi data standards conformity. **Strategy's Expected Result/Impact:** Increased confidence in district data resources. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Replace iTCCS with Ascender - Student Information System and develop student record retention processes. **Strategy's Expected Result/Impact:** Transition to new Student Information System platform and move physical student records to an online system. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology				1361

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: ECISD will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish up to date design standards for buildings that align with current teaching standards. **Strategy's Expected Result/Impact:** Design Building standards that are up to date with current teaching practices will ensure teaching and learning is functioning at a high level. **Staff Responsible for Monitoring:** District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Engage with all stakeholders and outside experts to work collaboratively in the design and/or redesign of our learning environments. This will also include the development of a Long Range Facility Plan that will help guide the district in future decisions regarding facilities, **Strategy's Expected Result/Impact:** Update the Districts facilities to support the programs-practices and provide a plan for the future facility needs of the District. Provide equity in building designs across the District. **Staff Responsible for Monitoring:** District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				1362

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment.	Formative			Summative
Strategy's Expected Result/Impact: Proper maintenance of Fine Arts instruments and equipment will increase equipment life and reduce replacement costs. **Staff Responsible for Monitoring:** Director of Fine Arts	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: ECISD athletics will improve the inventory system to account for and secure all athletic equipment.	Formative			Summative
Strategy's Expected Result/Impact: Accounting for all equipment will increase efficiency and allow for funds to be maximized. **Staff Responsible for Monitoring:** Executive Director for Athletics, Asst. Athletic Directors	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement Wi-Fi connectivity on all activity buses.	Formative			Summative
Strategy's Expected Result/Impact: Providing Wi-Fi to students on activity buses will provide them with internet connectivity therefore increasing their learning opportunities. This will be the first phase of Wi-Fi implementation on some buses. Phase two will include buses with far reaching routes. **Staff Responsible for Monitoring:** Chief Operations Officer/Exec. Dir. Operations/Director of Transportation/ Technology	Oct	Jan	Mar	May
				1363

Strategy 4 Details	Reviews			
Strategy 4: Athletics will monitor students attendance and grades throughout the school year.	Formative			Summative
Strategy's Expected Result/Impact: Improve attendance and academic grade percentages each six weeks. **Staff Responsible for Monitoring:** Athletic Directors-Athletic Department	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: PE/Health department will utilize new fitness gram technology IHT to monitor student's fitness and the input of fitness gram data on 43 campuses in ECISD to TEA.	Formative			Summative
Strategy's Expected Result/Impact: Any student receiving PE credit in ECISD 3rd- 12th grade will have fitness gram data summited to TEA . **Staff Responsible for Monitoring:** PE/Health Department will have access to monitor coaches and teachers fitness gram data.	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) Adaptive Technology Online Literacy Libraries Math Teach to One Eduphoria Brainchild Odysseyware (now Edgenuity) Imagine learning **Strategy's Expected Result/Impact:** Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Platform. **Staff Responsible for Monitoring:** Principals, Teachers, Executive Directors of Leadership, Executive Directors of Instruction and Literacy, Content Coordinators, Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere). **Strategy's Expected Result/Impact:** Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.				

1364

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) - Echo for NTO. **Strategy's Expected Result/Impact:** Equitable of access to all and creating technologically agile staff and learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Teachers, and Technology Administrator				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth to 54% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Executive Director of Accountability and Assessment, Content Coordinators, C&I Specialists, Executive Director of C&I AVID Department **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will expand the elementary Fine Arts curriculum for grades 3-5 by incorporating UIL Music Memory to increase the amount and quality of learning and to provide an enriched and accelerated curriculum. **Strategy's Expected Result/Impact:** Increase program offerings at 10% of elementary campuses to include UIL Music Memory. **Staff Responsible for Monitoring:** Director of Fine Arts, Fine Arts Elementary Specialist **Title I Schoolwide Elements:** 2.5				1365

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All NTO seniors will be enrolled in Project Based Research Design course to have them complete FAFSA, complete college applications, complete an internship experience, complete a capstone project, and complete other tasks to prepare them for post-secondary readiness. **Strategy's Expected Result/Impact:** All seniors enrolled in a post-secondary institution or military. **Staff Responsible for Monitoring:** Principal, Dean of Student, Counselor, and Project Based Research Design Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas. **Strategy's Expected Result/Impact:** Increased overall EOC "Meets" scores by 3%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: NTO will implement research based instructional models which enable personalized learning for all students, including Project Based Learning.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Utilize the New Tech Network to support classroom teachers in current, research science-based project-based learning practices.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Yearly support by a NTN Network Support Coach. Access to the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: The non-negotiable elements of project-based learning will be consistently explored during professional development to assist in creating connected learning, allow learners to offer facilitator feedback on project design, and allow for project critique using the Critical Friends protocol.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase sense of learner connectedness to their learning environment **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.				1366

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Each NTO campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, and Teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: The campus principal will conduct a minimum of 5 documented Echo Agenda (Lesson Plan) checks and provide timely and constructive feedback to teachers.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal and Teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English II and Algebra I. **Strategy's Expected Result/Impact:** Increased growth target by 3% (Algebra I and English II). **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English I. NTO will also have targeted. data-driven PLC work for the whole staff to support Algebra I learners. **Strategy's Expected Result/Impact:** Increased English I "Meets" scores by 3%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments and Formative Assessments. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				1367

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

Evaluation Data Sources: Recruit, support, retain teachers and principals and improve low-performing schools.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Assess SEL needs and readiness to implement Social-Emotional-Cultural framework. **Strategy's Expected Result/Impact:** Needs Assessment will identify areas of current strength and weaknesses regarding processes, systems, and behaviors that impact our readiness to implement a Social-Emotional-Cultural framework. **Staff Responsible for Monitoring:** Executive Director of Accountability Executive Director of Guidance and Counseling **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will develop a plan for systemic SEL implementation including the role SEL plays in ECISD achieving its priorities and goals. **Strategy's Expected Result/Impact:** All ECISD staff will have a common, districtwide understanding and belief system concerning social emotional learning. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: ECISD will develop a SEL communication plan that highlights the importance of SEL for all students, parents, staff, and community members to include internal and external stakeholder groups. **Strategy's Expected Result/Impact:** All internal and external groups will understand the impact of SEL and will be critical partners who understand the importance of implementing social- emotional-cultural learning. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD PreK-12 SEL Framework and standards will be aligned with and integrated into curriculum and instruction. **Strategy's Expected Result/Impact:** SEL implicit and explicit instruction will be present in the classrooms, and will utilize SEL instruction. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling, Curriculum Directors & Coordinators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Systems and structures will be developed to review disaggregated discipline data regularly, and to use data to address root causes of behavior. **Strategy's Expected Result/Impact:** ECISD discipline practices and policies will have evidence of alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that addresses the root causes of student behavior. **Staff Responsible for Monitoring:** Executive Director of Guidance and Counseling/Coordinator of SEL				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Increased SEL support in Phoenix Ignite (Advisory) lessons, enroll all seniors in the Project Based Research Design course, increased support for high at-risk students, and one-on-one mentoring. Provide differentiated instruction through project-based learning to engage all learners. **Strategy's Expected Result/Impact:** Increased four-year campus graduation rate by .50%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers				1369

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults in our organization that creates systemic change where SEL can thrive.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will provide professional learning about SEL research and practice to central office leaders and staff from all departments and campuses, including foundational professional learning for all new staff. **Strategy's Expected Result/Impact:** 80% of staff will be trained in SEL research and practice. **Staff Responsible for Monitoring:** Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A SEL professional learning plan will be implemented. **Strategy's Expected Result/Impact:** SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with Talent Development office. **Staff Responsible for Monitoring:** Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				1370

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All ECISD staff will engage in ongoing SEL professional learning. **Strategy's Expected Result/Impact:** All staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students. **Staff Responsible for Monitoring:** Exec Director of Guidance & Counseling, Talent Development **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Data will be continuously collected and evaluated regarding staff perception of work climate and use for continuous improvement of SEL implementation. **Strategy's Expected Result/Impact:** 95% participation in Panorama surveys. Data reports will be distributed at least twice a year to campuses for progress monitoring of SEL implementation and plans for improvement. **Staff Responsible for Monitoring:** Exec Director of Accountability, Exec Director of Guidance & Counseling, SEL Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

1371

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Pregnancy/Parenting services will be provided to ensure that barriers due to parenthood are removed and 85% of the students in the program are on track to graduate with their cohort. **Strategy's Expected Result/Impact:** Provided services include counseling, home-bound services, tutoring, and other services needed to ensure students' graduation. 85% of students will be on track to graduate with cohort. **Staff Responsible for Monitoring:** TPRS Coordinator TPRS Department **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will support at-risk students within electives to access rigorous courses, provide weekly content tutorials, and college and career experiences. **Strategy's Expected Result/Impact:** 95% of AVID students will meet CCMR expectations and will be accepted into post-secondary choice. **Staff Responsible for Monitoring:** AVID Department **Title I Schoolwide Elements:** 2.4, 2.5				1372

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. **Strategy's Expected Result/Impact:** Creating a safe and orderly environment where learner needs are met to maximize learning and equity is at the forefront. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff, students, and parents. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. Required child abuse awareness posters for students will be displayed on all campuses, at student eye level. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Child prevention program. **Strategy's Expected Result/Impact:** Increased ability of staff and students to recognize and report signs of abuse. **Staff Responsible for Monitoring:** Guidance and Counseling, ECISD police Dept, Talent Development **Title I Schoolwide Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by Professional School Counselors and SAS Counselors. Students will receive suicide prevention training through the Professional School Counselors and SAS Counselors. Counselors will collaborate with ECISD police as needed. All School and SAS counselors will be trained yearly in ECISD crisis response procedures. **Strategy's Expected Result/Impact:** 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students. **Staff Responsible for Monitoring:** Guidance and Counseling **Title I Schoolwide Elements:** 2.4, 2.6				1373

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Conflict resolution and violence prevention programs will be offered. ECISD police officers will be trained in conflict resolution and de-escalation techniques and will address violence through municipal court and teen court programs. All school and SAS counselors will be trained yearly in conflict resolution methods. **Strategy's Expected Result/Impact:** 100% of counselors and police officers will be trained in conflict resolution methods. **Staff Responsible for Monitoring:** Chief of Police, Guidance and Counselors **Title I Schoolwide Elements:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Programs that address harassment and dating violence will be offered to students. ECISD Police Officers will be trained in current law and investigation tactics (including social media investigations) concerning dating violence. **Strategy's Expected Result/Impact:** Students in all grades will be provided age appropriate lessons concerning harassment and dating violence. Human Growth and Development will also embed healthy relationship training. Training records will be maintained to ensure populations served. **Staff Responsible for Monitoring:** Police Chief, Guidance and Counseling **Title I Schoolwide Elements:** 2.4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity in PK-12 to include, child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, child abuse, violence prevention, mental health warning signs, bullying, self efficacy, decision making, and other social-emotional topics. **Strategy's Expected Result/Impact:** Monthly reports will indicate alignment with program expectations. **Staff Responsible for Monitoring:** Guidance and Counseling **Title I Schoolwide Elements:** 2.4				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement. **Staff Responsible for Monitoring:** Guidance and counseling **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Mental health awareness training will be presented by SAS Counselors and Professional School Counselors to all administrators, counselors, and campus staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency. **Strategy's Expected Result/Impact:** Staff will be better able to respond to students' needs in a trauma-informed approach. **Staff Responsible for Monitoring:** Executive Director of Guidance and Counseling **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: First Responders will improve communication, coordinate services between agencies, establish and enhance safety mechanisms for students, staff, and faculty in their response to a critical incident. All SAS and school counselors will be trained in Critical Incident Stress Management. Training will also be offered to counselors in Psychological First Aid. **Strategy's Expected Result/Impact:** Critical Incident impact will be reduced due to timely communication and prevention measures trained and implemented prior to the incident. **Staff Responsible for Monitoring:** Police Dept, Nursing, Counseling **Title I Schoolwide Elements:** 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: ECISD will plan and implement effective year-long strategies to help students prepare and actively transition to new campuses within ECISD. **Strategy's Expected Result/Impact:** By the end of 2022, 61% of students will respond favorably to the fact that "adults and peers in the school care about their learning as well as about them as individuals" as measured by the EOY 20222 Panorama student survey. **Staff Responsible for Monitoring:** Executive Directors of Leadership **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10: Teachers will be engaged in professional development opportunities to assist in creating a strong classroom culture. **Strategy's Expected Result/Impact:** Panorama Survey Data, Student Surveys, STAAR EOC Assessment Data, MAPS EOY Data, and Grade Reporting for each grading period. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.				

1375

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11: Teachers will be engage learners in Culture Week, Culture Days, and also summer onboarding opportunities to create a strong sense of school culture. **Strategy's Expected Result/Impact:** Increase sense of learner connectedness to their learning environment **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Evaluation Data Sources: Program evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will identify best practices in order to develop next practices and innovations. Test new ideas vigorously using experimental and quasi-experimental studies to test the effectiveness of promising innovations aligned to district needs. **Strategy's Expected Result/Impact:** Identify most recent research aligned to a district need or goal. Evidence of research would be shared and analyzed to improve practices and learner outcomes. Duplication of efforts will also be identified to allow efficient practices. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for program evaluation in ECISD. **Strategy's Expected Result/Impact:** Develop evidence based practice guidelines based on solid research that the education field is expected to follow. Increase the impact of successfully tested educational innovations to benefit more students and to foster policy and program development on a lasting basis. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				1376

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Locally generated program evaluations for currently implemented programs aligned to the Strategic Plan. Locally generated evidence of program effectiveness and feasibility obtained through pilot, demonstration or experimental projects or through initial introduction in a limited number of local sites. **Strategy's Expected Result/Impact:** Local, federal and state program implementation will be evaluated by the research and evaluation department on a rotational and annual basis. **Staff Responsible for Monitoring:** Executive Director of Accountability. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Superintendent's First 100 Days report to school board, staff, community; Superintendent's Getting Connected (2019-20); Staying Connected (2020-21); ECISD Live developed out of response to the COVID-19 pandemic is now an every-other-week community event with announcements and information; weekly press conference hosted by Dr. Muri was also born of the pandemic, now is a cornerstone of media relations efforts; weekly internal e-news and external e-newsletter promote strategic plan work; website is well-developed with Vision, Mission, Themes, & Projects plus related media that showcases examples of Strategic Plan work. Moving forward: printed pieces to accompany digital promotion and continuation of these efforts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Saturate the Ector County ISD market with key initiatives of the plan. Provide support materials (scripts, fliers, logos) to all district and campus leaders. Coordinate online and in-person information sessions for all staff to develop District ambassadors. Host community and media opportunities to celebrate victories in pursuing each of the Plan's objects and goals. **Strategy's Expected Result/Impact:** Staff and community will understand the goals of the strategic plan. **Staff Responsible for Monitoring:** Communications Officer				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1377

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 13: Grow community partnerships that promote excellence in our schools.

Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Intentionally engage the community to increase awareness and opportunities for lasting partnerships. Will utilize four main approaches: Research and Collaboration; Create Awareness of Needs; Active Outreach; and Grant Writing. **Staff Responsible for Monitoring:** Education Foundation Director Communications Officer				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1378

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.

Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish framework, develop, and implement plan for determining campus budgeting using equity based funding. **Strategy's Expected Result/Impact:** Provide specific program intent funds to the campus where the funds are generated and needed. **Staff Responsible for Monitoring:** CFO				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Establish framework, develop, and implement plan for determining departmental budgeting using modified zero based funding. **Strategy's Expected Result/Impact:** Provide directed funds to the departments for specific needs. **Staff Responsible for Monitoring:** CFO				

 No Progress  Accomplished  Continue/Modify  Discontinue

1379

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: The Talent Development Department will focus on retaining staff through intentional and personalized support and professional learning 2021-2022.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways. **Staff Responsible for Monitoring:** Executive Director of Talent Development **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Adopt and implement a quality Mentor Model that supports and engages new staff 2021-2022.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved staff retention; improve employee effectiveness; develop career pathways **Staff Responsible for Monitoring:** Executive Director of Talent Development **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Identify, adopt, train, and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers and principals are the primary influencers of student outcomes. With an increase in teacher/leader capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal Supervisors, Executive Director of Talent Development, EDs of C&I **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD will design a system of personalized professional learning which embeds the knowledge, skills and competencies required for teachers and leaders to provide personalized learning for students through: 1. Content Learning which offers teachers choice and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 2 3. Math Solutions (Number Talks and About Teaching Mathematics) - Cohort 3 4. Advanced Academics NMSI Grant Laying the Foundation - Year 2 **Strategy's Expected Result/Impact:** Teachers will have choice in professional learning and district will have differentiated opportunities for novice teachers through master teacher levels. **Staff Responsible for Monitoring:** Director of Professional Learning, C&I Division **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1381

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2021-2022.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022. **Strategy's Expected Result/Impact:** Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. **Staff Responsible for Monitoring:** Human Capital, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop and implement the TEA Teacher Incentive Allotment plan 2021-2022. **Strategy's Expected Result/Impact:** Increase teacher recruitment and retention of highly effective teachers. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Finance **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1382

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2021-2022.

Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board Components submitted for Consideration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify teachers and support them through the National Board Professional Teaching Standards process. **Strategy's Expected Result/Impact:** Improve student outcomes; improve teacher retention and effectiveness. **Staff Responsible for Monitoring:** Executive Director of Human Resources and Executive Director of Talent Development **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

1383

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2021-2022.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Strategy 1 Details	Reviews			
Strategy 1: In 2021-2022 ECISD will optimize "Grow Our Own" programs and pipelines.	Formative			Summative
Strategy's Expected Result/Impact: Increase quantity and quality of candidates. Increase interest in potential roles within the educational system.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Talent Development; Executive Director CTE				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Utilize innovative recruitment practices to meet current and future needs.	Formative			Summative
Strategy's Expected Result/Impact: Increased candidate pool	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				1384

Strategy 3 Details	Reviews			
Strategy 3: Establish the District as an Education Preparation Program (EPP).	Formative			Summative
Strategy's Expected Result/Impact: Increase candidate pool	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Executive Director of Human Resources and Executive Director of Talent Development	Formative			Summative
Strategy's Expected Result/Impact: Improve quality of candidates	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Talent Development and Executive Director of Human Resources				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy)	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench **Staff Responsible for Monitoring:** Executive Directors of Leadership and Executive Director of Talent Development **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Leadership Academy)	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench **Staff Responsible for Monitoring:** Executive Directors of Leadership and Executive Director of Talent Development **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
Strategy 7: Launch a principal residency program to prepare ECISD's highest-potential teachers to earn the certifications and job-embedded experiences to become top-performing campus leaders.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Intentionally expanding the assistant principal bench with vision-aligned and highly skilled internal candidates. **Staff Responsible for Monitoring:** Executive Directors of Leadership and Executive Director of Talent Development				

1385

Strategy 8 Details	Reviews			
Strategy 8: Athletic department will begin an Aspiring Head Coaches Academy to increase the learning processes in becoming a head coach.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Retain coaches to the district Better prepare a coach for the management and leadership of an athletic sports program **Staff Responsible for Monitoring:** Athletic Directors-Athletic Department				

Strategy 9 Details	Reviews			
Strategy 9: NTO teacher three-year retention rate will increase from 93.6% in 2020 to 94.6% in 2023.	Formative			Summative
Strategy's Expected Result/Impact: Increased three-year teacher retention rate by 1%.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3. **Strategy's Expected Result/Impact:** Pre-K Circle Data, MAP Growth Assessment **Staff Responsible for Monitoring:** Build a foundation of reading and math **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will strengthen the instruction in PreK through 2nd grade classrooms by supporting the campus leaders and instructional coaches on the instructional framework implementation, through observation/feedback coaching. **Strategy's Expected Result/Impact:** % of 3rd grade students achieving the meets or master level in both reading and math on STAAR will increase from 24% in 2019 to 28% in 2022. **Staff Responsible for Monitoring:** Campus Leadership, EDs of Leadership, Instructional Coaches, C&I Specialists, Content Content Coordinators, Talent Development, EDs of C&I **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				1386

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments Formative Assessments Aggressive Monitoring **Strategy's Expected Result/Impact:** Increased student outcomes for all grades and content areas by 10% each school year. **Staff Responsible for Monitoring:** Executive Director of Assessment, Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ECISD will implement year one work for establishing the foundation for personalized learning all students, teachers, campus leaders and district leaders. The strategies include the following: Blended Learning Balanced Literacy Develop competencies for students, teachers, and leaders for personalized learning **Strategy's Expected Result/Impact:** % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022. **Staff Responsible for Monitoring:** Instructional Technology Blended Learning Coordinator, C&I Division **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				1387

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: ECISD will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), and plan for student mastery of learning objectives. **Strategy's Expected Result/Impact:** Higher level of teacher capacity and understanding of content resulting increasing student outcomes by 10% in all content areas each year. **Staff Responsible for Monitoring:** Campus principals, EDLs, C&I Division, Relay Cohort 1, 2 and 3. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD will develop the competencies required for campus leaders to support personalized learning for students and teachers. **Strategy's Expected Result/Impact:** % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

1388

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: ECISD will implement a Virtual Academy to provide quality instruction for our remote learners PreK-8 and support all teachers implementing virtual learning through 12th grade. **Strategy's Expected Result/Impact:** Increased implementation of learning models K-12 to ensure the number of students working on grade level will increase by 10% . **Staff Responsible for Monitoring:** Coordinator of Virtual Learning, RSSP Committee, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: ECISD will promote SEL for all students across the district.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to ensure psycho-social barriers are removed for struggling students **Strategy's Expected Result/Impact:** Increased attendance and credit acquisition **Staff Responsible for Monitoring:** Student Support Division **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Struggling students not meeting discipline expectations at the campuses, will have the opportunity to continue their education at grade appropriate alternative campuses when appropriate to continue their education. **Strategy's Expected Result/Impact:** Students will continue to receive instruction, complete credits and be on target to graduate or pass to the next grade level **Staff Responsible for Monitoring:** DAEP and campus administration, SAS counselors, EDLs **Title I Schoolwide Elements:** 2.4, 2.6				



No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement while continuously monitoring and improving systems to monitor, track and support ECISD alumni through post secondary and 6 years beyond. ACCESS and Naviance digital platforms will be used to support ECISD alumni through increased opportunity knowledge, life lessons, and connections to inquire along the journey. **Strategy's Expected Result/Impact:** 33% of students will complete post-secondary degree or certification program. **Staff Responsible for Monitoring:** District Directors Post Secondary Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment. **Strategy's Expected Result/Impact:** Percentage of students enrolling in Post-Secondary programs will increase by 10% . **Staff Responsible for Monitoring:** Director of AVID, Guidance & Counseling Dept. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

1390

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Build a community of support made of internal and external stakeholders to assist students to and through their chosen post secondary pathway. **Strategy's Expected Result/Impact:** Post secondary enrollment Indicator Of Success will increase to 53%. **Staff Responsible for Monitoring:** Director of AVID, Guidance & Counseling Dept., Post Secondary Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Continue to build strategic and intentional partnerships between ECISD, career experts, organizations and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation. **Strategy's Expected Result/Impact:** Increase FAFSA and TASFA completion rates by 35%. **Staff Responsible for Monitoring:** Director of AVID, Director of Guidance & Counseling, Post Secondary Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year. **Strategy's Expected Result/Impact:** All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB. **Staff Responsible for Monitoring:** Guidance and Counseling Accountability, **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer the TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. Texas College Bridge online will be used to build college readiness for students who have not been successful in TSI. Texas College Bridge exempts students from the TSI for 24 months and provides CCMR. **Strategy's Expected Result/Impact:** 2021 graduates meeting the TSIA requirements will increase by 5%. **Staff Responsible for Monitoring:** Campus Administrators, Guidance and Counseling, Advanced Academics **Title I Schoolwide Elements:** 2.4, 2.5				

1391

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, and TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, TASFA, and scholarship information. **Strategy's Expected Result/Impact:** Verification of completion will be required and submitted to Guidance and Counseling Department. Increase FAFSA and TASFA completion rates by 35%. **Staff Responsible for Monitoring:** Campus Administration, Guidance and Counseling **Title I Schoolwide Elements:** 2.4				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: The NTO Counselor and Dean of Students will have a four-year plan for each student and work with the administration team and teachers for scheduling, intervention, and credit remediation support via Credit Recovery (OdysseyWare) to ensure all learners have the appropriate amount of credits to be classified along with their cohort group. **Strategy's Expected Result/Impact:** Fewer learners retained in the 9th grade, fewer learners removed from the program due to scheduling conflicts, and learner four-year plans that have a plan for credit remediation. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks. Increase CTE certification tracks and exam certifications, offer AP/SAT/ASVAB testing, be targeted and strategic with TSI testing, and enroll all seniors in the Project Based Research Design course. **Strategy's Expected Result/Impact:** Increased CCMR credit by 2%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1392

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the AP/IB passing standard will increase from _37%__ to _42__% by May 2022.

Evaluation Data Sources: 2020 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Advanced Academic Services Department in conjunction with the AP Campus Coordinator will support AP/IB Teachers in accessing webinars/training from College Board regarding AP resources in fall 2020-21. **Strategy's Expected Result/Impact:** Increased support for teachers as well as students by utilizing the College Board resources will yield an increase in AP exam results. **Staff Responsible for Monitoring:** Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Advanced Academic Services Department will collaborate with the Curriculum and Instruction Department to develop a differentiated Scope and Sequence for Honors courses. **Strategy's Expected Result/Impact:** An aligned Scope and Sequence for Honors Core courses will support Advanced Placement courses to yield an increase in threes, fours, and fives on AP exams **Staff Responsible for Monitoring:** Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department				1393

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All AP teachers will have NMSI training and implement the strategies and practices in the classroom. **Strategy's Expected Result/Impact:** Increased AP exams scores by 2%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from __26_% to _31__% by May 2022.

Evaluation Data Sources: 2021 College Board Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Advanced Academic Services Department will offer a PSAT/SAT Bootcamp in the summer and fall of 2021 for top 80 incoming juniors based on their 10th grade PSAT scores. **Strategy's Expected Result/Impact:** PSAT Bootcamp scheduled summer 2021. Expected result of higher PSAT students meeting benchmark. **Staff Responsible for Monitoring:** AAS Dept, College Advisors/Counselors, Communications Dept. **Title I Schoolwide Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Offering PSAT/NMSQT support on campus, enrolling all Juniors in College Transition (SAT Prep.) course. Also, providing differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks. **Strategy's Expected Result/Impact:** Increased PSAT/NMSQT benchmark scores by 3%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				1394

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The Community Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out. 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously. **Strategy's Expected Result/Impact:** Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%. **Staff Responsible for Monitoring:** Director of School Attendance **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

1395

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. Community Outreach Center (COC) staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social workers, Communities in Schools, and specialists will provide interventions to help remove barriers to school attendance and success. **Strategy's Expected Result/Impact:** Psycho social barriers will be removed so student attendance increases to 94%. **Staff Responsible for Monitoring:** Director of School Attendance; Division of School Support **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Manage and monitor weekly attendance closely. Create incentives to promote high rates of weekly attendance. Create a safe and supportive environment where students want to come to school daily and teachers know and understand the context of student support needed. Create engaging learning through project-based learning to motivate student participation. **Strategy's Expected Result/Impact:** Increased attendance rates for all grade levels by .5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Attendance Clerk, and Teachers				1396

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a districtwide Quality Seats Analysis (QSA), as defined by the System of Great Schools program, which includes academic performance and growth data, an analysis of long-term academic trends, historical enrollment data, community input, and other measures. **Strategy's Expected Result/Impact:** Produce a comprehensive report covering the current state of every school within ECISD to be shared with district leadership and utilized as the foundation for future decision-making regarding change initiatives in both neighborhood and choice schools. **Staff Responsible for Monitoring:** Executive Director of Student and School Support				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the Quality Seats Analysis (QSA) to define multi-year district priorities and goals in order to deliver high-quality, best fit schools for every student in ECISD. **Strategy's Expected Result/Impact:** Produce a list of five district priorities (and a timeline for their completion) which align with ECISD's System of Great Schools "North Star Goal" and can be accomplished over a 3-5 year implementation period. **Staff Responsible for Monitoring:** Executive Director of Student and School Support				1397

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Continue to implement high-fidelity charter authorizing policies, in alignment with Board Policy ELA, in order to oversee the work of previously-approved operating partners as well as identify opportunities for potential new partnerships to benefit ECISD students. **Strategy's Expected Result/Impact:** Collect substantive data in both quantitative and qualitative formats in order to support renewal, non-renewal, and termination decisions. Meet all stated documentation requirements of Board Policy ELA, TEA, and state and federal grant providers. **Staff Responsible for Monitoring:** Executive Director of Student and School Support, Director of Planning and School Choice				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Develop and implement the annual Call for Quality Schools (CQS), which explains the district's needs and the rigorous evaluation process aligned with authorizing best practices, provides opportunities for community input, and allows for a fair and equitable evaluation process for all potential partners. **Strategy's Expected Result/Impact:** ECISD will receive multiple CQS applications from highly-qualified applicants in response to the Call, fully evaluate those potential partners, and select the applicant that best meets the needs of ECISD schools and students. **Staff Responsible for Monitoring:** Executive Director of Student and School Support				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Based on the final Quality Seats Analysis (QSA), the Student and School Support Team, in collaboration with the Executive Directors of Leadership, will execute at least one strategic School Action. **Strategy's Expected Result/Impact:** One or more campuses with be newly-established or restarted in new and innovative ways to better support the identified needs of ECISD students. School Action Fund (SAF) grant funds may be utilized in order to further these efforts. **Staff Responsible for Monitoring:** Executive Director of Student and School Support, Executive Directors of Leadership				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Develop new mechanisms to help ECISD families choose high-quality, best fit schools for their children. **Strategy's Expected Result/Impact:** The annual publication of School Choice information in web-based and printed formats, which is clear and accessible to parents and families. Host multiple in-person and/or virtual opportunities for parents and families to learn about school options within ECISD. **Staff Responsible for Monitoring:** Executive Director of Student and School Support, Director of Planning and School Choice				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 88% (2020) to 95% by August 2024.
The percentage of first-year grade 9 students earning 6 or more credits will increase from 90.7% (2020) to 96% by August 2024.
The percentage of second-year high school students earning six or more credits will increase from 89.2% (Class of 2022 with 12+ Credits) to 95% by August 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each high school campus will monitor, track, and intervene on behalf of all 9th graders predicted to leave their freshman year without an Algebra I credit or 6+ credits overall. These monitoring and intervention strategies will also be applied to second-year high school students failing to earn 6 or more credits (12 total). **Strategy's Expected Result/Impact:** 95% of all freshmen will leave ECISD schools with 6+ credits, one of them being Algebra I. 95% of all sophomores will earn a minimum of 12 credits. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				1399

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Manage and monitor weekly attendance closely. Create incentives to promote high rates of weekly attendance. Create a safe and supportive environment where students want to come to school daily and teachers know and understand the context of student support needed. Create engaging learning through project-based learning to motivate student participation. **Strategy's Expected Result/Impact:** Increased attendance rates for all grade levels by .5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Attendance Clerk, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Plan and implement effective transitions for 8th to 9th and 9th to post-secondary to maintain academic learning and support the social-emotional learning of students. **Strategy's Expected Result/Impact:** Increased transition 9th grade student performance, increased 12th grade student performance, and 100% college acceptance rate. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Create and implement the ECISD RISE program. **Strategy's Expected Result/Impact:** Improve participating campus ratings to 80% (B) at a minimum by the end of 2023 **Staff Responsible for Monitoring:** Executive Directors of Leadership **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Redesign four struggling campuses using a blended learning model through the support of a technical assistance provider. **Strategy's Expected Result/Impact:** A minimum of 80% of all students at each school site will engage in personalized blended learning throughout the school day. **Staff Responsible for Monitoring:** Campus principals and Executive Directors of Leadership **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				1400

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 12: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Goal

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop tracking tools to collect current student college and career ready accountability indicators: SAT, TSIA, Dual Credit, IBCs, Level 1 or II certificates, College Prep Math/ELA, SpEd graduation plan, college enrollment. **Strategy's Expected Result/Impact:** Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Train all stakeholders in the use of the developed CCMR tracking tools, such as CCMR data dashboards and CCMR student data cards, to support students with their CCMR goals. **Strategy's Expected Result/Impact:** Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All NTO seniors will be enrolled in Project Based Research Design course to have them complete FAFSA, complete college applications, complete an internship experience, complete a capstone project, and complete other tasks to prepare them for post-secondary readiness. **Strategy's Expected Result/Impact:** All seniors enrolled in a post-secondary institution or military. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Project Based Research Design Teacher				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 13: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 Goal

Evaluation Data Sources: Students enrolled in dual credit/advanced coursework and successfully taking AP exams with a score of 3 or higher, the number of IBC's earned, level 1 & 2 certificates earned, Naviance student survey data, students enrolling in CTE programs with career pathways aligned to regional workforce needs and student interest using Naviance survey data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identify CTE programs with career pathways aligned to regional workforce needs and student interest. Train all stakeholders on the identified CTE programs and career pathways to promote career pathway awareness. **Strategy's Expected Result/Impact:** The percentage of students enrolled in CTE programs with career pathways will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR coordinator, Exec Director of Accountability				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop college readiness tracking tools and checklists. Train all stakeholders on college readiness tools, checklists, and pathways to promote postsecondary enrollment after high school. **Strategy's Expected Result/Impact:** The percent of students enrolling and successfully completing advanced coursework/advanced exams/dual credit courses will increase by 10%. The percentage of students enrolling in postsecondary programs after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Executive Director of Accountability				

1402

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for New Tech Odessa High School

Account Code	Account Title	Budget
6100 Payroll Costs		
1	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$270,000.00
	6100 Subtotal:	**$270,000.00**

1403

Personnel for New Tech Odessa High School

Name	Position	Program	FTE
AVID Teacher	AVID Teacher	State Comp Ed	1
Instructional Specialist	Instructional Specialist	State Comp Ed	1
Special Education Teacher	Special Education Teacher	State Comp Ed	1

1404

Addendums

1405

Ector County Independent School District

Nimitz Middle School

2021-2022 Campus Improvement Plan

1406

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged leaning, and dynamic innovation; and maximizing ll available resources.

At Nimitz Middle School, we...

Nourish a lifelong commitment to learning by

Joining together to achieve excellence.

Motivating and respecting every individual for what they have to offer, and having the

Strength of will to stand shoulders above the rest!

1407

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- Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 19

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Table 1 Ethnic Distribution

School Year	At-Risk	African American	Hispanic	White	American Indian	Asian	Two/More Races	Sped	Econ Dis.	LEP
2020--21	793	90	910	329	8	25	39	144	524	163
2019-20	826	95	890	390	6	22	35	139	523	165
2018-19	681	86	779	371	8	28	28	116	463	108
2017-18	598	92	584	367	5	29	20	80	336	48
2016-17	608	82	544	368	7	32	15	81	338	72

Table 2 Enrollment

1409

Year	6th -8th
2020	1405
2019	1440
2018	1301
2017	1097
2016	1050

Table 3 Special Programs

Year	Special Ed	ELL	At-Risk	GT	CTE
2020-21	144	165	792	254	204
2019-20	139	133	826	315	163
2018-19	116	104	681	288	127
2017-18	80	46	598	220	145
2016-17	81	46	608	183	115

Table 4 Attendance Rates Our Special Education and At Risk student enrollment has greatly increased. Our English Language Learner population has continued to grow yet we are still below State and District averages.

Year	State	District	Campus	H	W	AA	EcoDis	Special Ed	ELL
2020-21		93.64	93.5	93.04	94.27	92.23	90.7		92.5
2019-20	95.4	93.5	94.5	95.7	96.6	96.0	94.7	94.9	96.2
2018-19	95.4	93.5	94.7	94.3	95.4	93.7	93.3	92.8	94.8
2017-18	95.7	94.6	94.5	94.1	95	94.5	93	92.8	94.9
2016-17	95.8	94.7	95.5	95.4	95.7	94.0	94.2	95.2	95.4

Number of Employees

Year	Employees
2020-21	106
2019-20	105
2018-19	93
2017-18	93
2016-17	92

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Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	34.78%	50.00%
15/16 to 16/17	50.00%	63.93%	100.00%
16/17 to 17/18	75.00%	75.81%	66.67%
17/18 to 18/19	50.00%	56.16%	85.71%
18/19 to 19/20	25.00%	67.12%	57.14%
19/20 to 20/21	67%	72.0%	80%

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	> 10 Years	W/Masters Degree
2020-21	22.5%	24.3%	18.9%	53.2%	10.6%
2019-20	14.67%	28.00%	17.33%	40.00%	12.00%
2018-19	8.22%	35.62%	19.18%	36.99%	23.29%
2017-18	11.11%	26.98%	23.81%	38.10%	15.87%
2016-17	19.35%	27.42%	14.52%	38.71%	12.90%
2015-16	13.11%	22.95%	11.48%	52.46%	16.39%

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching

Demographics Strengths

The diversity of our students enrolled at Nimitz positively impacts our campus culture.

A large percentage of our teachers have taught at Nimitz for multiple years, and several teachers have Master's Degrees.

Nimitz has three Oppournity Culture teams in which master teachers lead teachers.

Problem Statements Identifying Demographics Needs 1411

Problem Statement 1 (Prioritized): Students have a difficult time adjusting when they move from campus to campus or from out of state. **Root Cause:** Students enroll and withdraw numerous times throughout the school year.

Problem Statement 2 (Prioritized): Attendance rates were lower this school year. **Root Cause:** COVID and online platform

Problem Statement 3 (Prioritized): Students are below grade level as they enter 6th grade. **Root Cause:** The gap in learning is linked to poor attendance and COVID.

Student Learning

Student Learning Summary

MAP Student Growth Summary Math

Student Growth Summary Report

Aggregate by School

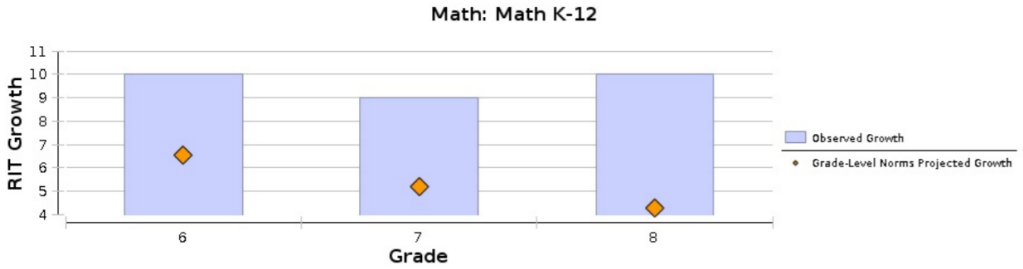
Term: Spring 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	393	210.8	12.8	29	220.4	16.6	43	10	0.5	6.5	1.71	96	393	260	66	72
7	354	214.5	16.0	25	223.2	17.4	39	9	0.5	5.2	2.10	98	354	248	70	74
8	225	212.7	16.4	10	222.7	17.0	25	10	0.7	4.3	2.89	99	225	167	74	77



1412

MAP Algebra

Student Growth Summary Report

Aggregate by School

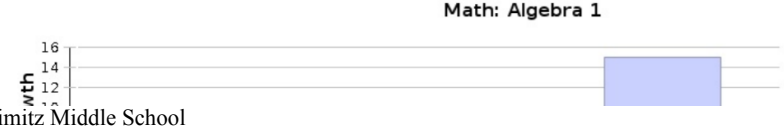
Term: Spring 2020-2021
District: Ector County ISD

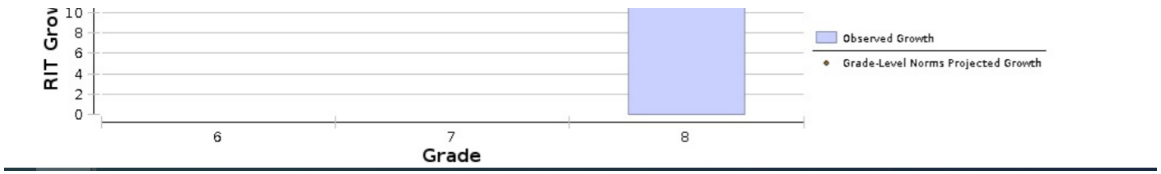
Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Math: Algebra 1

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	121	241.2	11.2		256.4	12.0		15	1.1				121	89	74	83





MAP Student Growth Summary Reading

Student Growth Summary Report

Aggregate by School

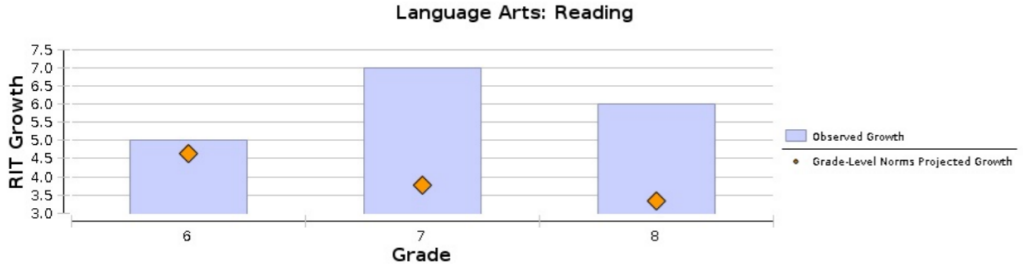
Term: Spring 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
6	387	207.5	16.1	34	212.7	16.0	37	5	0.5	4.6	0.39	65	387	210	54	54	
7	327	209.2	18.1	24	216.7	16.6	43	7	0.6	3.8	2.58	99	327	214	65	71	
8	258	213.2	19.4	26	219.0	18.4	38	6	0.7	3.3	1.48	93	258	167	65	66	



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2019 STAAR	Approaches	Meets	Masters	2018 STAAR	Approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Math	(6th Grade) 72 (7th Grade) 67 (8th Grade) 87	37 32 30	14 10 3		72 67 83	31 29 27	9 10 3	Math	(6th Grade) 53 (7th Grade) 49 (8th Grade) 80	25 30 49	10 14 25

2019 STAAR	Approaches	Meets	Masters	2018 STAAR	Approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Reading	(6th Grade) 56 (7thGrade) 72 8th Grade) 82	28 44 23	12 25 10		59 68 86	32 39 41	14 24 22	Reading	(6th Grade) 73 (7th Grade) 60 (8th Grade) 81	32 27 49	10 10 25
Writing	62	37	16		66	39	7	Writing	59	38	17
Science	75	43	21		73	49	15	Science	76	45	26
Social Studies	59	25	13		49	21	10	Social Studies	55	15	7
2021 STAAR	Approaches	Meets	Masters								
Math	(6^{th} Grade) 67 (7^{th} Grade) 56 (8^{th} Grade) 40	37 27 12	13 10 0								
Algebra	89	51	27								
Reading	(6^{th} Grade) 63 (7^{th} Grade) 63 (8^{th} Grade) 71	27 37 41	11 18 15								
Writing	62	31	5								
Science	64	37	19								
Social Studies	51	18	6								

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Student Learning Strengths

MAP-Students took BOY, MOY, and EOY assessments.

* Students showed growth above the expected RIT growth for the year in all subject areas.

6th Grade Reading out-scored their 2019 STAAR Scores.

7th Grade Writing maintained their 2019 STAAR Scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall 6th grade Math scores were 67% Approaches. **Root Cause:** 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since not all of our 6th graders completed a face-to-face school year.

Problem Statement 2 (Prioritized): Overall 7th grade Reading scores were 63% Approaches. **Root Cause:** Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.

Problem Statement 3 (Prioritized): Overall 7th grade math scores were 56% Approaches. **Root Cause:** Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.

Problem Statement 4 (Prioritized): 8th grade math scores dropped significantly from previous STARR to 40% approaches. **Root Cause:** Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

Problem Statement 5 (Prioritized): 8th grade Science scores fell from the previously tested year from 75% to 62%. **Root Cause:** Students missed instruction due to moving between virtual and in-person learning.

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Problem Statement 6 (Prioritized): 8th grade Social Studies fell from the preciously tested year from 59% to 38%. **Root Cause:** Students missed instruction due to moving between virtual and in-person learning.

School Processes & Programs

School Processes & Programs Summary

Nimitz utilizes Relay protocols to provide data driven instruction and coaching. Nimitz has three Opportunity Culture teams: a 6th grade ELAR, 6th grade Math, and 8th grade Science. This allows us to be able to extend the reach of excellent teachers to more students and teachers on the teams.

The administration was trained with Big Rocks. We created weekly calenders and were trained in the know/show process.

All four core subjects area will have a daily PLC. This will enable teachers to desegregate data and create lessons aligned to individual student needs.

Teachers attend professional development such as SEL training, safe Schools, Sexual Harassment, policies and procedures, and the PLC process.

School Processes & Programs Strengths

Relay provides a cohesive 6th grade unit. This in turn decreases behavioral infractions and allows for more instructional time in the classroom. We have seen visible improvement, and according to our MAP data, growth in our students. 1416

Opportunity Culture allows master teachers to coach other teachers and reach more students. Our Opportunity Culture teams build capacity in teachers.

Teachers are able to collaboratively plan instruction that meets the needs of all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of face-to-face Professional Development made it difficult to model relay protocals. **Root Cause:** COVID restrictions

Problem Statement 2 (Prioritized): Teachers are not always prepared for situations that arise regarding student's emotional well being . **Root Cause:** Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.

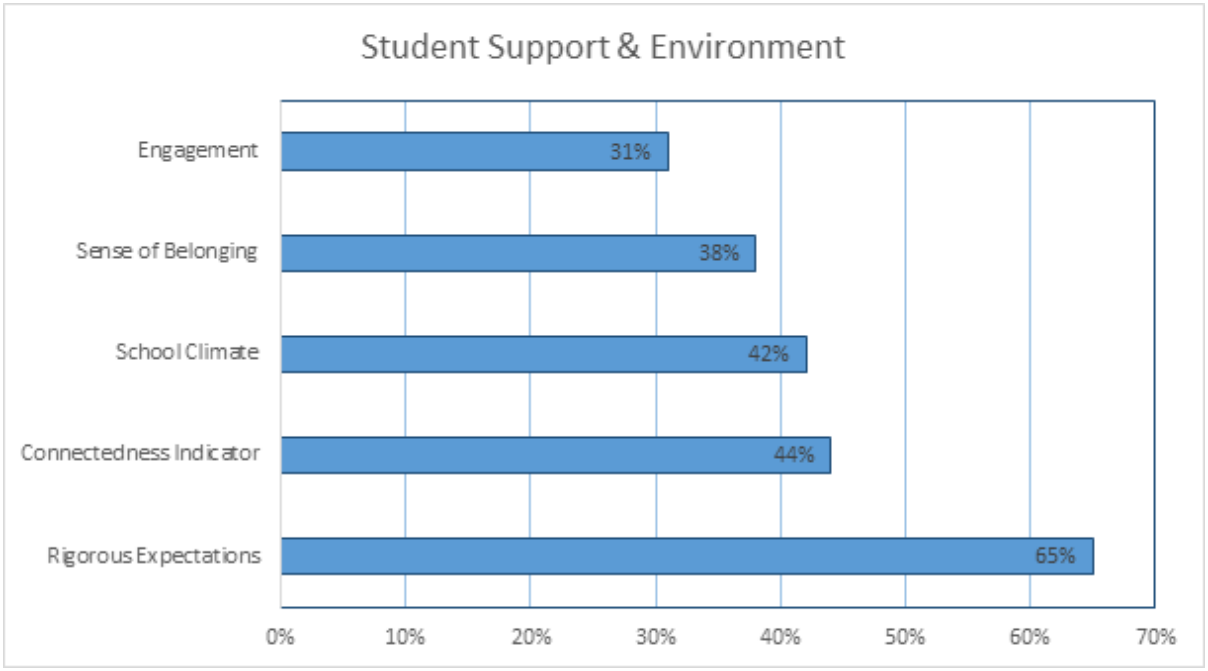
Problem Statement 3 (Prioritized): Opportunity Culture teams are not fully developed in all tested subject areas. **Root Cause:** Lack of qualified applicants

Problem Statement 4 (Prioritized): Shortage of highly qualified teachers **Root Cause:** Lack of applicants to hire

Perceptions

Perceptions Summary

When analyzing our Panorama Survey data, we realized that we have a disconnect between our teachers and students. Our students do not feel engaged in the classroom or connected to the school. Teachers are aware of the data, and through planning during their PLCs, they will develop lessons that allow for student collaboration. Our counselors will be spending extra time socializing with students during intramural time.



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Perceptions Strengths

According to the Panorama Survey, 65% of our students felt that classroom instruction was rigorous.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel valued as part of the school community. **Root Cause:** Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

Priority Problem Statements

Problem Statement 1: Overall 6th grade Math scores were 67% Approaches.

Root Cause 1: 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since not all of our 6th graders completed a face-to-face school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall 7th grade Reading scores were 63% Approaches.

Root Cause 2: Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall 7th grade math scores were 56% Approaches.

Root Cause 3: Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 8th grade math scores dropped significantly from previous STARR to 40% approaches.

Root Cause 4: Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

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Problem Statement 4 Areas: Student Learning

Problem Statement 5: 8th grade Science scores fell from the previously tested year from 75% to 62%.

Root Cause 5: Students missed instruction due to moving between virtual and in-person learning.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 8th grade Social Studies fell from the preciously tested year from 59% to 38%.

Root Cause 6: Students missed instruction due to moving between virtual and in-person learning.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Lack of face-to-face Professional Development made it difficult to model relay protocals.

Root Cause 7: COVID restrictions

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students do not feel valued as part of the school community.

Root Cause 8: Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Students have a difficult time adjusting when they move from campus to campus or from out of state.
Root Cause 9: Students enroll and withdraw numerous times throughout the school year.
Problem Statement 9 Areas: Demographics

Problem Statement 10: Teachers are not always prepared for situations that arise regarding student's emotional well being .
Root Cause 10: Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 12: Opportunity Culture teams are not fully developed in all tested subject areas.
Root Cause 12: Lack of qualified applicants
Problem Statement 12 Areas: School Processes & Programs

Problem Statement 15: Shortage of highly qualified teachers
Root Cause 15: Lack of applicants to hire
Problem Statement 15 Areas: School Processes & Programs

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Problem Statement 16: Attendance rates were lower this school year.
Root Cause 16: COVID and online platform
Problem Statement 16 Areas: Demographics

Problem Statement 17: Students are below grade level as they enter 6th grade.
Root Cause 17: The gap in learning is linked to poor attendance and COVID.
Problem Statement 17 Areas: Demographics

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Nimitz will provide a rigorous, relevant and engaging curriculum.

Evaluation Data Sources: Data from short cycle assessments, benchmarks, MAP, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources. These resources will meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth to 70% of our students meeting or exceeding their projected growth in math and 65% in reading as determined by the NWEA MAP Growth Assessment. **Staff Responsible for Monitoring:** Administrators, teachers, Instructional Coach, MCL's **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement and monitor the coaching cycle using the RELAY framework. **Strategy's Expected Result/Impact:** Build teacher capacity **Staff Responsible for Monitoring:** Principal, Assistant Principals, MCLs and Instructional Coach **Problem Statements:** Student Learning 1, 2, 3, 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall 6th grade Math scores were 67% Approaches. **Root Cause**: 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since not all of our 6th graders completed a face-to-face school year.
Problem Statement 2: Overall 7th grade Reading scores were 63% Approaches. **Root Cause**: Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.
Problem Statement 3: Overall 7th grade math scores were 56% Approaches. **Root Cause**: Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.
Problem Statement 4: 8th grade math scores dropped significantly from previous STARR to 40% approaches. **Root Cause**: Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

Perceptions

Problem Statement 1: Students do not feel valued as part of the school community. **Root Cause**: Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Nimitz will build an awareness and commit to developing, implementing and integrating SEL initiatives.

Evaluation Data Sources: Counselor's monthly report, discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize Panorama Survey data to identify areas of need. **Strategy's Expected Result/Impact:** Decreased discipline infractions, increased attendance, increase in Panorama Survey data **Staff Responsible for Monitoring:** SAS Counselor, grade level counselors, teachers, administrators **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Students do not feel valued as part of the school community. **Root Cause**: Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community. 1422

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Nimitz will provide a safe and supportive school environment.

Evaluation Data Sources: Panorama Survey, Discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training about child abuse and maltreatment of children will be provided to all staff. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. **Strategy's Expected Result/Impact:** Increased ability of staff to recognize and report signs of abuse. **Staff Responsible for Monitoring:** Counselors, administrators, staff **Problem Statements:** School Processes & Programs 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers are not always prepared for situations that arise regarding student's emotional well being . **Root Cause**: Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Nimitz will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Nimitz will provide support through the RELAY coaching model. **Strategy's Expected Result/Impact:** To develop and retain highly-effective teachers **Staff Responsible for Monitoring:** Administration, MCL, MTRT, Instructional Coach **Problem Statements:** School Processes & Programs 4				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Shortage of highly qualified teachers **Root Cause**: Lack of applicants to hire

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Nimitz will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Nimitz will equip students to be adaptable in an ever-changing society.

Evaluation Data Sources: MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instructional processes for classrooms and students	Formative			Summative
Strategy's Expected Result/Impact: STAAR scores will increase by 10% in Reading, Math, Science and Social Students. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The Instructional Coach, Administrative team, and MCLs will work with teachers during PLC's with a focus on high-quality instruction.	Formative			Summative
Strategy's Expected Result/Impact: Student academic growth Teacher growth **Staff Responsible for Monitoring:** MCLs, Administrators, Department Chairs **Problem Statements:** Student Learning 2, 3, 4, 5, 6	Oct	Jan	Mar	May
				1425

Strategy 3 Details	Reviews			
Strategy 3: Develop an adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.	Formative			Summative
Strategy's Expected Result/Impact: Guided SEL lessons provided by counselors Reduced number of referrals **Staff Responsible for Monitoring:** Guidance Counselors, SAS Counselors, Administrative Team **Problem Statements:** Perceptions 1	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall 6th grade Math scores were 67% Approaches. **Root Cause**: 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since not all of our 6th graders completed a face-to-face school year.

Student Learning

Problem Statement 2: Overall 7th grade Reading scores were 63% Approaches. **Root Cause**: Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.

Problem Statement 3: Overall 7th grade math scores were 56% Approaches. **Root Cause**: Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.

Problem Statement 4: 8th grade math scores dropped significantly from previous STARR to 40% approaches. **Root Cause**: Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

Problem Statement 5: 8th grade Science scores fell from the previously tested year from 75% to 62%. **Root Cause**: Students missed instruction due to moving between virtual and in-person learning.

Problem Statement 6: 8th grade Social Studies fell from the preciously tested year from 59% to 38%. **Root Cause**: Students missed instruction due to moving between virtual and in-person learning.

Perceptions

Problem Statement 1: Students do not feel valued as part of the school community. **Root Cause**: Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

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Ector County Independent School District

Noel Elementary

2021-2022 Campus Improvement Plan

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Mission Statement

Mission Statement

William D. Noel Elementary will develop a community of learners who are socially conscious, self-reliant and academically equipped to take on an ever-changing world.

Vision

At Noel - Its about giving back by leading the way!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

120/21 Demographics

Title I: 441

Eco Dis: 287

Homeless: 14

At Risk: 394

SPED: 63

Bilingual: 79

GT: 18

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Dyslexia: 28

American Indian: 1, Asian: 1, African American 18, Hispanic 369, White 42, 1, 2 or more 5

Male: 230

Female: 211

2017 - 2018 August Enrollment - 99 Transfers, affidavits or McKinney Vento

2018 - 2019 August Enrollment - 26 Transfers, affidavits or McKinney Vento

2019 - 2020 August Enrollment - 55 Transfers, affidavits or McKinney Vento

2020 - 2021 August Enrollment - 146 Transfers, affidavits or McKinney Vento

Noel Elementary has 2 administrators, 1 counselor, 21 teachers, 4 classroom aides, 1 library clerk, 2 special area teachers, 1 dyslexia teacher, and 2 MCLs.

10 New staff members to the campus and 1 vacancy. This is the fourth year Noel has been reconfigured to a 3rd - 5th grade campus.

Demographics Strengths

The white students in 5th grade mathematics scored 47% Meets.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 4% of English Language Learners met 4th Math STAAR **Root Cause:** Our only bilingual teacher for the grade level was reading only and math was taught by various subs throughout the year

Problem Statement 2: Only 8% of Hispanic 4th grade writing met standard **Root Cause:** Teachers were unfamiliar with the writing resources

Problem Statement 3: Only 6% of 5th grade LEP students met standard in Science **Root Cause:** There was a lack of application of science standards due to restricted use of the science lab due to COVID

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Student Learning

Student Learning Summary

Noel Elementary did not meet standards in the following Domains

Domain 1 - 56

Domain 2 - 58

Domain 3 - 52

Student Learning Strengths

Mathematics - 5th Grade 28% Meets

Problem Statements Identifying Student Learning Needs

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Problem Statement 1: Only 9% met in 4th Grade Reading **Root Cause:** There was a lack of targeted small group instruction

Problem Statement 2: Only 10% met in 3rd Grade Math **Root Cause:** The only experienced teacher was a virtual teacher and our campus did not have a math curriculum specialist

Problem Statement 3: Only 1% mastered 4th Grade writing **Root Cause:** There were not available resources for revise and edit to match the rigorous demands of STAAR

School Processes & Programs

School Processes & Programs Summary

Team level planning and PLCs have worked to create staff knowledge of the TEKS and form appropriate ways to determine TEK mastery. District training has been provided during PLCs and after school. The teachers will plan together and follow the scope and sequence and year at a glance document.

Noel teachers will use data from MAPS, Imagine Math, Education Galaxy, Lexia, Istation and Short Cycle Assessments to drive instruction, plan RTI, and structure/teach small groups in Reading and Math content areas.

The MCLs and aministrators will assist teachers in creating know and show charts when unpacking the standards. The teachers will create exemplars. The teachers will also bring a low/medium/high student sample in order to identify the gap and scrip a reteach lesson.

School Processes & Programs Strengths

Short cycle assessments, SBAs, and DBAs will continue to be analyzed and reteach plans put into place to meet the needs of students at risk. Teachers will also use data from Imagine math, lexia and istation to create individualized intervention geared toward each individual student's needs.

Problem Statements Identifying School Processes & Programs Needs

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Problem Statement 1: Only 26% of Hispanic students and 25% of all students met grade level or above in 5th grade on STAAR reading 2020. **Root Cause:** There was a lack of reading enrichment activities for students

Problem Statement 2: Only 6% of Economically Disadvantaged students and 9% of all students met grade level or above in 4th grade on STAAR reading 2020 **Root Cause:** There was a lack of full understanding and knowledge of the reading curriculum and lack of rigorous instruction

Problem Statement 3: Only 6% of SPED students and 13% of all students met grade level or above in 3rd grade on STAAR reading **Root Cause:** The students lacked necessary vocabulary comprehension and lack of rigorous instruction

Perceptions

Perceptions Summary

Parent involvement will continue to be a focus at Noel Elementary. For the year 2021-2022 we will begin our SEL program with staff and students to create a positive campus culture. Noel will meet with our SEL coordinator throughout the year to establish routines, practices, and procedures to use with staff, students and parents.

Noel plans to continue family fun engagine activities whether it be in person or virtual to maintain a campus culture of connectedness.

Perceptions Strengths

Noel has started implementing a new SEL program which helps adults strengthen sense of calm and awareness to help build strong relationships. Staff will practice strategies to use throughout the year and meet with our program director several times throughout the year to monitor progress. Our campus is strengthen with our MCLs this year to help teachers in the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Noel's retention rate for staff fell from 53.5% in 2019/2020 to 37.9% in 2020/2021. **Root Cause:** Teachers moved due to job relocation and job promotions within the district.

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities plan that will move the District forward in the future.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement Enrichment Labs to be utilized during Blended Learning **Strategy's Expected Result/Impact:** All students will have access to digital programs during Blended Learning and be able to rotate to Enrichments labs during station rotation. **Staff Responsible for Monitoring:** Classroom teachers and special area teachers **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Noel will provide differentiated processes for priority classrooms/students

Evaluation Data Sources: student data from district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students **Strategy's Expected Result/Impact:** Students moving on to Middle School **Staff Responsible for Monitoring:** Teachers and administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Noel will embed technology to supplement teaching and learning in all grade levels

Evaluation Data Sources: MAPS, Imagine Math, Imagine Learning, Lexia, Istation and Education Galaxy

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following LMS and adaptive technology **Strategy's Expected Result/Impact:** Students will increase their technology skills in all content areas **Staff Responsible for Monitoring:** Teachers and administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Noel will provide a rigorous, relevant and engaging curriculum

Evaluation Data Sources: Lesson Plans and student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers receive weekly lesson plan feedback from administrators **Strategy's Expected Result/Impact:** Teachers will be on track with the YAG and follow instructional strategies such as DOK levels of questionings and KAGAN structures **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Noel will provide a supportive school environment with rigorous learning.

Evaluation Data Sources: Social-Emotional surveys, DOK levels of questioning in lesson plans, teachers following the DDI process

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff. All new staff will be trained during the required new employee training on Darkness to Light/Steward of Child Prevention Program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Staff will be implement a new Campus wide SEL program. **Strategy's Expected Result/Impact:** Campus culture will benefit from the new strategies of SEL to develop a more calm, peaceful environment **Staff Responsible for Monitoring:** All staff and administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices. **Strategy's Expected Result/Impact:** The number of classroom referrals will decrease **Staff Responsible for Monitoring:** Teachers and administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				1442

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: in 2020-2021 Noel offered a job-embedded, personalized professional learning system for teachers and administrators

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria Strive
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Teacher Growth **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Noel will be a part of Opportunity Culture in year 2021-2022 **Strategy's Expected Result/Impact:** MCLs will assist and coach teachers as they also teach their own students in their classroom **Staff Responsible for Monitoring:** MCLs and administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: 3rd-grade reading Meets percentages will increase from 15% to 35% as measured by the 2022 STAAR assessment. 3rd-grade reading Masters percentages will increase from 7% to 20% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: 2021 State Accountability, MAPS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in coaching sessions with MCLs on a Weekly basis. Inexperienced ELAR teachers will receive additional coaching from a relay trained staff. **Strategy's Expected Result/Impact:** Teachers will enhance their teaching techniques to improve student success **Staff Responsible for Monitoring:** Administrators and MCLs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF** **Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 3rd grade math Meets percentages will increase from 10% to 35% as measured by the 2022 STAAR assessment. 3rd grade math Masters percentages will increase from 7% to 15% as measured by the 2022 STAAR assessment .

Evaluation Data Sources: 2021 State Accountability, MAPS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Math teachers will utilize the DDI process when planning for upcoming assessments and Number Talks **Strategy's Expected Result/Impact:** Mathematics instruction will include rigorous lessons and student engagement **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase to passing State standard for STAAR 2022 Assessment.

Evaluation Data Sources: 2021 State Accountability, MAPS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will utilize MAPS data and Short Cycle Assessments to create student goals and to form reteach groups **Strategy's Expected Result/Impact:** Teachers will be able to focus on students who need further intervention **Staff Responsible for Monitoring:** Administrators , Teachers and MCLs **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Implement innovative instructional models that enable personalized learning for all students.

Evaluation Data Sources: Data reports and walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring **Strategy's Expected Result/Impact:** Increase in student growth **Staff Responsible for Monitoring:** Teachers and Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Addendums

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Ector County Independent School District

OCTECHS

2021-2022 Campus Improvement Plan

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Mission Statement

Vision

We, the community of Odessa Career and Technical Early College High School (OCTECHS), are committed to empowering a diverse body of students to develop and apply knowledge and skills in order to pursue individual goals for the future and become productive citizens who value life-long learning. We at OCTECHS envision a school in which:

All students produce college quality work.

All stakeholders work in a cooperative/collaborative relationship.

Students are self-motivated, independent learners who seek out their own education.

Students transition successfully to the workforce or an institution of higher learning.

Vision

Mission

We will accomplish the OCTECHS vision by designing rigorous curricula and support and intervention structures that ensure all students meet or exceed all expectations required to obtain a high school diploma and an associate degree.

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Value Statement

Core Values

Being part of the OCTECHS community is an honor that must be cherished and upheld daily. OCTECHS students and staff will live by the core values we have set for our community. It is the ***responsibility of all*** community members to maintain and support the following values

RESPECT, RESPONSIBILITY, INITIATIVE, PRIDE, HONESTY & INTEGRITY

Respect: to consider worthy of high regard (esteem)

Responsibility: the quality of being dependable (trustworthiness)

Initiative: energy shown in getting action started (ambition)

Pride: a sense of pleasure that comes from some act (self-worth)

Honesty: the quality or state of being truthful and fair (sincere)

Integrity: the quality of being honest and fair (virtue)

Collective Commitments

We will provide positive and immediate feedback to our students.

We will utilize specific instructional strategies, interventions, and tools adopted by both ECISD and OC.

We will create opportunities for parents to become involved with their child's education.

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- Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 21
- Goal 3: OCTECHS will work to recruit and retain at-risk students who demonstrate the ability to successfully complete the required coursework of an ECHS. 30
- Goal 4: OCTECHS will establish and maintain strong partnerships & communication with parents, the community, and local businesses. 31
- Goal 5: OCTECHS, in conjunction with Odessa College, will work together to improve student attendance from 97.4% to 98% or better. 34

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution

Year	Hispanic	District	White	District	African American	District	2 or More	District	EcoDis	District
2022										
2021										
2020	78.9		18.52				1.23		45.06	
2019	75.2	76.2	20.7	17.3	1.9	3.9	1.3	1.1	36.4	56.2
2018	69.23	75.5	26.92	18.1	2.75	3.9	1.1	1	28.9	50.9
2017	69.2	75.1	26.9	18.6	2.7	3.9	1.1	1	44.5	55.3
2016	68.6	74.9	25.5	18.6	3.9	3.9	2	0.9	48	51.7

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Gender

Year	Male %	District	Female %	District
2022				
2021	53.06		46.94	
2020	45.68		54.32	
2019	45.1	51	54.9	49
2018	41.3	511	58.7	48.9
2017	41.2	51.2	58.7	48.8
2016	40.6	51.1	59.3	48.9

CAMPUS	GR	TOTAL STU	F		M		AMER INDIAN		ASIAN		BLACK		HISPANIC		MULTI RACIAL		WHITE		
	360	169	46.94%	191	53.06%	1	.28%	2	.56%	5	1.39%	290	80.56%	4	1.11%	58	16.11%	5

Problem Statements Identifying Demographics Needs

Problem Statement 1: As we recruit students to OCTECHS we need to be mindful of our campus student body and mirror District percentages to meet ECHS targets within 5 - 10 percentage points up or down. **Root Cause:** Recruitment options have been very limited due to COVID.

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Student Learning

Student Learning Summary

STAAR EOC Academic Performance First-time Testers for ODESSA CAREER AND TECHNICAL EARLY COLLEGE H S

County-District Number: 068901 District Name: ECTOR COUNTY ISD

STAAR EOC Academic Performance First-time Testers for ODESSA CAREER AND TECHNICAL EARLY COLLEGE H S

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021		2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
Algebra 1										
Academic Readiness - Did Not Meet	1	5	1	2	8		8.06%	1.56%	66.67%	13.60%
Academic Readiness - Approaches	54	57	57	1	51		91.94%	89.06%	33.33%	86.40%
Academic Readiness - Meets	30	27	28	-	21		43.55%	43.75%	0.00%	35.60%
Academic Readiness - Masters	13	2	9	-	9		3.23%	14.06%	0.00%	15.30%
Total Tested (Non-Duplicate Count)	55	62	64	3	59		-	-	-	-
Algebra 2										1455
Academic Readiness - Did Not Meet	0	0	0	0			0.00%	0.00%	0.00%	0.00%
Academic Readiness - Approaches	0	0	0	0			0.00%	0.00%	0.00%	0.00%
Academic Readiness - Meets	0	0	0	0			0.00%	0.00%	0.00%	0.00%
Academic Readiness - Masters	0	0	0	0			0.00%	0.00%	0.00%	0.00%
Total Tested (Non-Duplicate Count)	0	0	0	0		-	-	-	-	
English 1										
Academic Readiness - Did Not Meet	8	21	2	1	15		20.19%	2.11%	100.00%	15.46%
Academic Readiness - Approaches	72	83	82		82		79.81%	86.32%	0.00%	84.54%
Academic Readiness - Meets	48	65	65		67		62.50%	68.42%	0.00%	69.07%
Academic Readiness - Masters	3	5	9		6		4.81%	9.47%	0.00%	6.19%
Total Tested (Non-Duplicate Count)	92	104	95	1	97	-	-	-	-	-
English 2										

Academic Readiness - Did Not Meet	**8**	**13**	**5**	**0**	**15**		16.46%	6.25%	0.00%	19.74%
Academic Readiness - Approaches	68	66	69	0	61		83.54%	86.25%	0.00%	80.26%
Academic Readiness - Meets	56	55	60	0	46		69.62%	75.00%	0.00%	60.53%
Academic Readiness - Masters	3	2	4	0	3		2.53%	5.00%	0.00%	3.95%
Total Tested (Non-Duplicate Count)	82	79	80	0	76	-	-	-	-	-
Biology										
Academic Readiness - Did Not Meet	**1**	**0**	**0**	**0**	**9**		0.00%	0.00%	0.00%	12.00%
Academic Readiness - Approaches	78	78	80	0	66		100.00%	100.00%	0.00%	88.00%
Academic Readiness - Meets	63	61	70	0	31		78.21%	87.50%	0.00%	41.33%
Academic Readiness - Masters	21	18	26	0	9		23.08%	32.50%	0.00%	12.00%
Total Tested (Non-Duplicate Count)	82	78	80	0	75	-	-	-	-	-
US History										
Academic Readiness - Did Not Meet	**0**			**0**	**1**		0.00%	0.00%	0.00%	2.94%
Academic Readiness - Approaches	0	67	68	0	67		100.00%	100.00%	0.00%	97.06%
Academic Readiness - Meets	0	61	59	0	56		91.04%	86.76%	0.00%	82.35%
Academic Readiness - Masters	0	42	42	0	31		62.69%	61.76%	0.00%	45.59%
Total Tested (Non-Duplicate Count)	0	67	68	0	68	-	-	-	-	-

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Student Learning Strengths

STAAR Data and EOC show that our Freshmen did well in Algebra 1 and English 1.

Sophomores and Juniors maintained academic readiness and 100% of our Seniors met State and College

requirements and graduated on time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Sophomore STAAR/EOC scores dropped slightly in English II and Biology from the previous year as did our Juniors' overall score in US History.
Root Cause: This past year was difficult with COVID and online instruction and limits on face to face classroom numbers. Not being able to physically see and interact with the students and check for understanding by having students show you their work meant that teachers did not have a good reading on their day to day progress in the classroom.

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School Processes & Programs

School Processes & Programs Summary

OCTECHS begins student recruitment in October from all 6 ECISD Middle Schools and area Charter and Private Schools. We host 5 Open House recruitment nights at Odessa College with OC & HS Staff and current HS Students. Our goal is to recruit 120 Freshmen into 8 different pathways of study.

OSET	Business
Welding	Culinary Arts
Auto Tech	Criminal Justice
Diesel Tech	Energy Tech

Students then complete a Summer Bridges Program that serves as an OCTECHS & College Orientation. Students participate in TSI tutoring and then take their English TSI assessment prior to the beginning of school. (This data is used to inform our Freshmen Eng. Teacher as to student readiness.)

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We are a standard HS that runs on a 5 periods a day block schedule, Monday – Thursday, 8 AM – 3:40 PM. All Friday's are 10 periods with students dismissed at 2:40 PM. Students do not have electives at OCTECHS. College courses are what they will take beginning as Freshmen until the complete all requirements for HS graduation along with earning an Associates Certification and Industry Certifications by field of study. All college classes are dual credit at OCTECHS.

Students have access to HS and College tutoring afterschool each day except on Fridays.

College Tutoring Eng., Math, Science, History

LRC – Monday – Thursday 4 PM to 10 PM

Saturday – 10 AM to 2 PM

Sunday - 6 PM to Midnight

OCTECHS Tutorial Schedule

English	Monday	Tuesday	Wednesday	Thursday	Friday
Mrs. Wagner			4 – 4:30	4 – 4:30	
Mrs. Lopez	By Appt.	By Appt.	By Appt.	By Appt.	By Appt.
Ms. Ballard	4 – 5 PM	4 – 5 PM	By Appt.	4 – 5 PM	
Math					
Mrs. Jones	4 – 4:30	By Appt.	4 – 4:30	By Appt.	By Appt.
Mrs. Baeza		3:45 - 4:45	3:45 – 4:45		
Mrs. Perez	By Appt.	By Appt.	By Appt.	By Appt.	By Appt.
Science					
Mrs. Cook		3:50 – 4:45	3:50 – 4:45		
Mrs. Weinzel	By Appt.	By Appt.	By Appt.	By Appt.	By Appt.
Mrs. Williams	By Appt.	By Appt.	4 – 4:30 PM	4 – 4:30 PM	
Mrs. Turner		4 – 5 PM			
History					
Mr. Perales	7:30-7:55 am			4 – 4:30	
Mr. Coe	4 – 4:45	4 – 4:45	By Appt.	4 – 4:45	By Appt.
Mr. Huber AM	7:30-7:55		7:30-7:55		7:30-7:55
Mr. Huber PM -	*By Appt.*	*By Appt.*	*By Appt.*	*By Appt.*	*By Appt*
Electives					
Mrs. Darlin	4 – 4:30		4 – 4:30		
Mrs. Powell		4 – 4:30		4 – 4:30	
Mrs. Profit	4 – 4:45	4 – 4:45	4 – 4:45	4 – 4:45	By Appt.

1459

Students who have been identified as needing additional assistance (HB4545) will attend Eng., Math, or both after school enrichment at least 1 day per week, with many being assigned a day each. Sophomores

through Seniors that have been placed on assistance plans will also be required to attend afterschool tutoring beginning the second week of school.

This will run throughout the first half of the school year and we will assess student progress every 3 weeks to make adjustments as needed. We will repeat this process in Second Semester.

Teachers will meet with admin every 3 weeks to share student growth data and academic progress via letter grades, quizzes, classroom exit tickets & testing.

School Processes & Programs Strengths

Student attendance is above 97% weekly.

All OCTECHS teacher are certified in the fields/areas that they teach.

1460

Students have access to classroom teachers during their homeroom/enrichment period (40 min Lunch/40 min Homeroom) each day as well as afterschool tutoring offered by classroom teachers as scheduled. Students also have access to college tutoring for HS subjects as well as all college subjects after school, Monday - Thursday until 10 PM in the LRC building. Students also have access for tutoring on Saturday from 10 AM to 2 PM in the LRC and on Sunday from 6 PM to Midnight.

Students also have access to SEL counseling with OCTECHS counselor as well as Odessa College.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students that do not complete daily assignments are not accessing all of the tutoring help that is offered each day after school and this leads to lower classroom grades. **Root Cause:** COVID limited class sizes last year and students chose not to log into online tutoring or attend afterschool tutoring that was offered by classroom teachers.

Perceptions

Perceptions Summary

OCTECHS is and Early College High School Located on the Odessa College Campus. Our Vision/Beliefs and what we Value are:



Vision

We are committed to empowering a diverse student body who will develo
apply knowledge and skills in all areas of life in order to pursue individual go
the future and become productive citizens who value life-long learnin
envision a school in which:

- All students produce college quality work.
- All stakeholders work in a cooperative/collaborative relationship.
- All students are self-motivated, independent learners who seek ou
own education.
- All students transition successfully to the workforce or an institut
higher learning

higher learning.

100% of our Seniors Graduated from HS last year at OCTE

Core Values

Being part of this learning community is an honor that must be cherished and upheld daily. Students and staff will live by the core values we have set for our community. It is the ***responsibility of all*** community members to maintain and support the following values:

Respect, Responsibility, Initiative, Pride, Honesty & Integrity

1462

Respect: To consider worthy of high regard (esteem).

Responsibility: The quality of being dependable (trustworthiness).

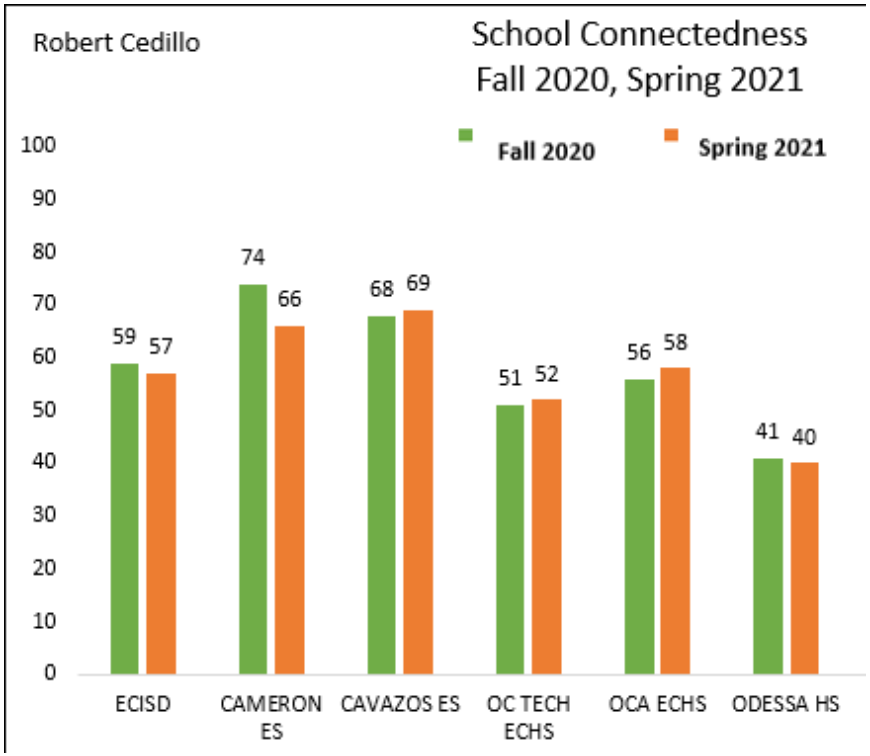
Initiative: Energy shown in getting action started (ambition).

Pride: A sense of satisfaction from one's own achievements (self-worth).

Honesty: Uprightness of character or action; refusal to lie, steal or cheat.

Integrity: The quality of being honest and having strong moral principles.

This past year we were unable to have every student on the campus every day because of COVID. We did not hold any in person meetings with parents/students until late into the school year and we believe this led to lower connectedness results as shown in the Fall/Spring Panorama Survey.



1463

We continue to believe that having student attending classes in person will improve overall student learning, school culture and increase our connectedness with students and their families.

Perceptions Strengths

After completing a full year of school under COVID restrictions our Freshmen students scored better than expected on the STAAR/EOC. Our Sophomore and Junior scores dipped but 100% of our Seniors

met all requirements for HS and College graduation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all of our students showed academic growth in their core areas of study by grade level which led to 20 students needing to transfer out of our program due to failing grades. **Root Cause:** Students did not take advantage of additional afterschool online and in person tutoring that was offered at the school and on this campus.

1464

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

1466

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

1467

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: ECISD will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 80% in 2020 to 90% in 2021.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: By hiring highly qualified staff and then training them on how to use current technology with their teaching we will increase increase overall job satisfaction rates that will result in higher teacher retention on our campus.l **Strategy's Expected Result/Impact:** Fewer teachers leaving OCTECHS. **Staff Responsible for Monitoring:** School Administration. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				



No Progress


Accomplished

Continue/Modify

Discontinue

1468

Goal 1: ECISD will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: in 2020-21, school will offer a job-embedded, personalized professional learning system for teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCTECHS teachers will take advantage of job-embedded professional learning opportunities offered by the district through targeted training sessions. **Strategy's Expected Result/Impact:** Teachers able to use available technology tools with confidence as they teach students in person and in virtual classroom settings. **Staff Responsible for Monitoring:** School administration. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1469

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase from 42% to 50% as measured by the 2021 STAAR assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will increase Algebra 1 tutorial opportunities from 2 evenings a week to 4 and we will target our supports towards our struggling students. **Strategy's Expected Result/Impact:** Increased unit test scores and overall grades. **Staff Responsible for Monitoring:** Math teachers, HS counselor and school admin. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

No Progress | Accomplished | Continue/Modify | Discontinue

1470

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase from 64% to 70% as measured by the 2021 STAAR assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will provide additional in-class supports, use technology and offer after school tutoring for students throughout the school year. We will offer, in coordination with Odessa College, after school tutorials 4 nights a week for individuals seeking additional support. **Strategy's Expected Result/Impact:** Eng. 1 EOC test scores to rise above 70%. **Staff Responsible for Monitoring:** English teachers, HS counselor & school administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1471

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 69% to 75% as measured by the 2021 STAAR assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will provide additional tutoring supports for students in all subject areas as needs are identified through weekly assessments and progress reporting. Teachers will offer after school tutoring sessions 1 day a week and the OC LRC tutoring option will be open Monday through Thursday until 10 PM, Saturdays from 10 AM to 2 PM and Sunday evenings from 6 PM to 11 PM throughout the school year. **Strategy's Expected Result/Impact:** Increased STAAR testing scores by 6% this school year. **Staff Responsible for Monitoring:** HS teaching staff, HS counselor & school administration. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1472

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 90% to 93% as measured by the 2021 STAAR assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will continue to provide regular instruction in all STAAR tested areas as well as providing additional tutoring after school 4 nights a week with Odessa College in the LRC. Teachers will also offer after school tutoring in their classrooms 1 afternoon a week by subject area and prior to STAAR testing we will hold English and Match STAAR Prep sessions on 2 Saturdays either Virtually or in-person. **Strategy's Expected Result/Impact:** 93% of our students taking the STAAR will meet or exceed the benchmark. **Staff Responsible for Monitoring:** OCTECHS staff and school administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1473

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: The percentage of students earning CCMR credit will continue from 100% in 2020 to 100% in 2021.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will continue to enroll and support all OCTECHS students with their OC Pathways of study toward graduation and certification. **Strategy's Expected Result/Impact:** All students will graduate with their HS Diploma & College Associates Degree & Career Certification. **Staff Responsible for Monitoring:** All HS Staff and school administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

1474

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: The four year campus graduation rate will increase from 90% in 2020 to 95% in 2021.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each quarter our OCTECHS leadership team will review student transcripts and schedules to ensure they are making progress toward HS - College - & Program Graduation and Certification. **Strategy's Expected Result/Impact:** 95% of our students will graduate on time with their classmates. **Staff Responsible for Monitoring:** OCTECHS Leadership team. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

1475

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Implement innovative instructional models which enable personalized learning for all students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We have 8 different Pathways for students at OCTECHS and we will continue to guide and instruct students so they will be successful with whatever program of study they have chosen. We will provide tutoring assistance to every student throughout the school year and hold necessary parent/student/teacher meetings to ensure that positive effort and supports are in place for student success. **Strategy's Expected Result/Impact:** 95% of our students are successful with their programs of study at OCTECHS each year. **Staff Responsible for Monitoring:** OCTECHS Staff, HS Counselor & School Administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1476

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Create systems that support all graduating seniors to and through college, career and military decisions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will continue to guide our seniors to and through their attainment of their Associated Degree here at OCTECHS and we will encourage students to continue their education and training at 4 year institutions and/or through Military service. **Strategy's Expected Result/Impact:** 100% of our graduating students will be College, career and military ready. **Staff Responsible for Monitoring:** High school staff, HS counselor, HS administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1477

Goal 2: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 9: The COC McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will continue to work with our ELL students to reduce Drop Out rates from our campus by continuing to provide meaningful and job skills related instruction. **Strategy's Expected Result/Impact:** Reduced Drop Out rate for ELL or Homeless students. **Staff Responsible for Monitoring:** HS Counselor and School Administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**				



No Progress 

Accomplished  Continue/Modify  Discontinue

1478

Goal 3: OCTECHS will work to recruit and retain at-risk students who demonstrate the ability to successfully complete the required coursework of an ECHS.

Performance Objective 1: Recruitment of sub-pop groups will be within 5-10% points of the district norms, in order to meet the state benchmarks.

-Round 1: Fall Recruitment for the class of 2025 will begin September 28th and run for 5 weeks, either in person or via Facebook Live.

-Round 2: Spring Recruitment for the class of 2025 will begin January 18th and run for 5 weeks, either in person or via Facebook Live.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: As we recruit our 2021 to 2022 Freshmen this year we will continue to target our sub-pop groups throughout the district and in Ector County. **Strategy's Expected Result/Impact:** We will meet the State Benchmarks for Sub-pop groups for Early College High Schools. **Staff Responsible for Monitoring:** HS Counselor, School Administration & Odessa College Leadership Team. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy**				



No Progress


Accomplished

Continue/Modify

Discontinue

1479

Goal 4: OCTECHS will establish and maintain strong partnerships & communication with parents, the community, and local businesses.

Performance Objective 1: Building administration will create and send out/post quarterly newsletter and hold 2 Parent Information Nights/Facebook Live chats throughout the school year. (One in the fall and one in the spring semester.)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will set up a News letter that will be sent home to parents in September, November, February & April that will include important dates and information regarding Assessments, using Parent Portal, information from the HS Counselor & information from Odessa College. **Strategy's Expected Result/Impact:** Our goal is to have well informed parents that can become ambassadors or our programs here at OCTECHS. **Staff Responsible for Monitoring:** HS Counselor and School Administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1480

Goal 4: OCTECHS will establish and maintain strong partnerships & communication with parents, the community, and local businesses.

Performance Objective 2: OCTECHS Staff and Leadership will improve Student Engagement through increased opportunities for students to be involved with Odessa College and increased interaction with the student body.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Survey taken in the Fall of 2020 reported that 28% of the student body felt strong Engagement with the campus and school which was our lowest score on the survey.

1481

Goal 4: OCTECHS will establish and maintain strong partnerships & communication with parents, the community, and local businesses.

Performance Objective 3: OCTECHS Staff and Leadership Team will model positive self-efficacy with our student body by incorporating particular situation examples in their classroom instruction by breaking up larger projects into smaller ones that make it easier for students to achieve as well as working with students on goal setting.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Survey taken in the Fall of 2020 reported that 41% of the student body felt strong self-efficacy which was our second lowest score on the survey.

1482

Goal 5: OCTECHS, in conjunction with Odessa College, will work together to improve student attendance from 97.4% to 98% or better.

Performance Objective 1: Working with the Odessa College Testing Center and OCTECHS Testing Coordinator, we will come up with a calendar of assessment times and opportunities for all students needing to take and pass TSI.

-We plan to have the calendar created by August 31st.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will target TSI Tutorials with a 3 days prior to assessment tutoring sessions that will be held in the LRC with various grade levels as they are scheduled to test this Fall and coming Spring Semester. **Strategy's Expected Result/Impact:** More students will take and pass their TSI assessments during the first round. **Staff Responsible for Monitoring:** English & Math teachers, HS counselor & school administration. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1483

Goal 5: OCTECHS, in conjunction with Odessa College, will work together to improve student attendance from 97.4% to 98% or better.

Performance Objective 2: Working with Odessa College in the LRC, we will develop a test-prep program for our incoming freshmen and existing students to use prior to taking the TSI.

-We plan to have the program running by September 30th.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will coordinate our TSI tutoring with Odessa College TSI tutoring that is available in the LRC. We will create a calendar schedule that will follow safety guidelines for students and staff while still providing opportunities for student to be prepped prior to taking the TSI this Fall. **Strategy's Expected Result/Impact:** More students passing the TSI assessment the first round of testing. **Staff Responsible for Monitoring:** English & Math teachers, HS counselor and Administration. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1484

Addendums

1485

Ector County Independent School District

Odessa Collegiate Academy

2021-2022 Campus Improvement Plan

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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.

As the OCA Family, we foster innovative leaders driven to forge the future.

#BlueWolfFamily #ForgeTheFuture #teamECISD #LeadershipMatters

Follow us on our school Facebook or Twitter page @OCAwolves

Vision

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OUR students...THE future.

ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College with the expecation that our students will transfer to a college university and graduate wiith a bachelor degree if a field / major of their choosing.

Core Beliefs

We Believe:

•We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.

•We are a **district of leaders** and will be on the forefront of this movement to improve education for children.

•We believe that our **most fragile** students should be **taught by our best educators**.

•We **believe in meeting students where they are** academically and socially/emotionally.

•We believe students deserve a **learning experience that is personalized**.

•We believe in **acceleration** over remediation and the **scaffolding** that supports acceleration.

•We believe that **assessment using multiple measures** drives learning.

•We believe that our **use of resources** to support learning, both fiscal and human, **must be effective and efficient**.

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•We believe the **parents/guardians of our students** as well as our **community** are **integral to success**.

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Goal 8: Odessa Collegiate Academy will increase from 37% (Panorama Survey Nov 2020) to 55% (Panorama Survey November 2021). 39
Addendums 40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Odessa Collegiate Academy (OCA) is in its 7th year of existence. The ECISD School Board approved the name change of the school from Falcon ECHS to Odessa Collegiate Academy on June 11, 2019, being that the high school is now located on the Odessa College campus and no longer at the University of Texas of the Permian Basin. The first graduating class of the newly named Odessa Collegiate Academy was on May 22, 2020 with 100% of the Seniors graduating. All 66 of them. 59 of them earned their College Associate Degree from Odessa College. 3 of them earned their Core Completions Certificate of 42 hours. 3 of them earned 30 or more college hours.

Based on current district data, OCA's current enrollment is 403 which is 26 students higher than the enrollment of July 2020. According to our current district data, there are currently 116 economically disadvantaged students, which is 28.7%, 16 students classified as English Learners (3.9%), 3 students classified as special education (0.74%), and 2 students classified as Homeless (0.49%).

The current enrollment by race/ethnicity is; African American 16 (4.0%), Hispanic 244 (60.6%), White 121 (30.0%), American Indian 1 (.2%), Asian 17 (4.2%),

Pacific Islander 1 (.2%)and Multi Race 4 (.8%)

Current Enrollment:

1490

9th - 128 Students

10th - 101 Students

11th - 102 Students

12th - 72 Students

Total - 403 Students for the 2021-2022 school year and counting as of July 26, 2021

Demographics Strengths

OCA has a growing student population that includes students that are Economically Disadvantaged, ELs, McKinney-Vento, EL, and Special Education students.

Below are 2018 - 2019 State Progress Measures and Ratings on our School Report Card that is posted on our school website. **Due to the COVID pandemic, this was the last time the school was rated by TEA.**

Overall - 88 out 100 - Letter Grade B for the school.

Index 1: Student Achievement:

OCA scored an 89 out of 100

Index 2: Student Progress

OCA scored a 75 out of 100

Index 3: Closing the Performance Gaps

OCA scored an 85 out of 100

Post Secondary Readiness

OCA was recognized by TEA with a Distinction for having a high Post Secondary Readiness Rate.

AVID School Wide for All Students

For the AVID program, 100% of ALL students, grades 9-12, are enrolled in the program. The campus also offers AVID 1, 2, 3, & 4 for grades 9th-12th. The campus implements AVID school-wide.

Every student is enrolled in either a core Honors classes or a minimum of one dual credit course per term for qualifying students.

The campus goal is to be at capacity with 125 students per grade level, grades 9th-12th, with an enrollment of 450-500 students at complete capacity and 100 students or more graduating each year (as we grow).

STAAR Scores - 2019 compared to 2021

OCA saw very little decline in scores due to the COVID Pandemic. Algebra I scores were 8 points higher in 2021 as compared to 2019. 1491

2019 Algebra I 72% / 2021 Algeba I 80%

2019 English I 87% / 2021 English I 88%

2019 English II 93% / 2021 English II 93%

2019 Biology 96% / 2021 Biology 95%

2019 US History 100% / 2021 99%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus currently is not at full capacity for student enrollment. **Root Cause:** The campus was recently relocated from UTPB to the Odessa College campus and renamed Odessa Collegiate Academy on June 11, 2019. A barrier for the students to continue with dual credit courses has been a lack of passing scores for the TSI (college entrance readiness exam). A few students have been exited from the program due to lack of passing the TSI , poor attendance, and poor grades. OCA is currently at record enrollment of 377. It was at 212 in May of 2019. However, our goal is to be over 400 students. Also, our new MOU with ECISD and OC wants each grade level to be at 125 with the goal of the school to be at maximum enrollment of 500 students. It will help tremendously when we graduate our small Senior class (53 students) we inherited from Falcon ECHS, which is the last students from the old program.

Problem Statement 2: The number of At-Risk and Economic Disadvantaged populations at the campus level do not match or are higher than those populations on the District level. **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged students (overall) to apply for enrollment. OCA continues to enroll at-risk and economically disadvantage students. Though we have improved marginally, this is an area that needs to improve greatly with better targeted recruiting of at-risk and economically disadvantage students for our program.

1492

Student Achievement

Student Achievement Summary

OCA'a overall accountability was a Letter Grade of "B", 88 out of 100 from the 2018-2019 school year. This was the last time the school was rated due to the COVID Pandemic.

The state accountability ratings are based on three performance indices:

Student Achievement:

OCA scored an 89 out of 100

Student Progress:

OCA scored 75 out of 100

Closing the Gaps:

OCA scored 85 out of 100

OCA earned a Distinction in Post Secondary Readiness

OCA ECHS Met Standard in the 2018-2019 school year.

1493

The was no accountability rating for the 2019-2020 and 2020-2021 school year due to the COVID-19 Pandemic.

Student Achievement Strengths

STAAR Scores - 2019 compared to 2021

OCA saw very little decline in scores due to the COVID Pandemic. Algebra I scores were 8 points higher in 2021 as compared to 2019.

2019 Algebra I 72% / 2021 Algeba I 80%

2019 English I 87% / 2021 English I 88%

2019 English II 93% / 2021 English II 93%

2019 Biology 96% / 2021 Biology 95%

2019 US History 100% / 2021 99%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although 90% of students passed their EOC's, only 21% scored at masters (2 point increase from the previous year) **Root Cause:** Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 72% approaches to only 30% meets, and 9% masters.

Problem Statement 2: The school only met 1 Distinction from TEA in 2019 which was a Distinction in Post Secondary Readiness. OCA has not been able to earn any more distinctions due to no TEA ratings for the last 2 years due to the COVID pandemic. **Root Cause:** Students are not scoring high enough on EOC STAAR Exams.

Problem Statement 3: Students should be passing the Algebra I EOC at a much higher rate than 72% (Approaches) and should be passing at a much higher rate in ALL EOC tests concerning the Meets and Masters categories. **Root Cause:** Many students come to us with weak math skills from 8th grade. There also needs to be higher academic rigor and targeted tutoring in all EOC tested subjects to prepare our OCA students to be successful at a much higher rate.

1494

School Culture and Climate

School Culture and Climate Summary

OCA is in the early stages of adoption of the ECHS model. With only 17 teachers and 377 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded environment. All students qualify for college readiness in that all students who graduate have many more college hours than the 9 hour minimum. Alsmot all students graduate with over 60 college hours. Instructors at both Odessa College and ECISD, are professional and model master-teacher qualities and work cooperatively to prepare our students for a college university experience including being accepted into at least 3 universities.

OCA is working diligently to close the performance gaps of our student body. We want to ensure best practices throughout campus which include pursuing an aligned curriculum throughout the district, updating classroom technology, training teachers in best practice solutions for struggling learners, best lassroom management practices (CHAMPS), improved communications, providing early interventions, supporting professional learning communities and recruiting a quality teacher workforce.

Culture and climate is positive and supportive at OCA. The campus has high expectations of all stakeholders involved. TSI study opportunities are available through Odessa College with remediation. Expectations are set so that our students will leave us with the knowledge and skills necessary to pursue post-secondary education and careers. The campus is staffed one full-time teacher aimed at dual-credit facilitation to help strengthen and guide students as they matriculate through their college coursework.

OCA also uses the Youth Truth Survery annually for our students to survery their social and emotional needs while a student at our school.

School Culture and Climate Strengths

OCA works to provide best practice solutions to ensure all students learn and progress toward accomplishing our mission of making our student body world class leaders and life long learners. These include working toward an aligned curriculum, improved use of data to target early interventions for students, teacher support in job-embedded professional development, building the academic vocabulary of our student body, strategies to improve all student's higher-order thinking skills, instructional support programs for struggling students, and identification and support for the psycho-social needs of our students. Our faculty and staff work in unison toward the ultimate success of our students.

Strengths include a supportive School Board, Superintendent Leadership Team, supportive college presiddent and college administration at Odessa College, and campus administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps though Laying the Foundation training.

Keeping expectations high where college readiness is the focus and students have the opportunity to be enrolled, participate, and be successful as a college student.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus culture and climate is sensitive to change and is in need for stability, strong systems and structures, transparent communication, and an opportunity to build campus culture and create campus traditions. There also has been 3 principal changes in the last 5 school years. **Root Cause:** The campus transitions from one college partner to another. The transition from a four year university (UTPB) to a community college (Odessa College) has different variables. including a lack of identity for the school. Though we are in our 3rd year as Odessa Collegiate Academy, the Seniors still see themselves as former Falcon students. The Seniors have been on the OC campus for 4 years.

Problem Statement 2: Students struggle with remote learning and a loss of belonging due to school shutting down Spring Break (March of 2020) and virtual learning through May of 2021 due to the COVID-19 crisis. **Root Cause:** COVID-19 Pandemic and working strictly from home for our students. Lack of dependable internet connection at home

has also impacted our students.

Problem Statement 3: Based on our Panorama Survey in November 2020, of the 5 areas of School Connectedness, Student Engagement was the lowest at 37%. **Root Cause:** COVID-19 pandemic and students not being engaged from home.

1496

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OCA benefits from a variety of recruiting strategies to grow staff; including, increased recruiting participation by bilingual/ESL staff, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups which includes supplemental support staff that provides job embedded training and resources for teachers on our campuses. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. The district uses staff recognition programs in conjunction with other retention strategies. There are quarterly checkpoints to ensure all staff members have updates certification in compliance with the state.

All secondary Honors/GT staff are Honors/GT trained/certified and all teachers are Highly Qualified in all subject areas. About half of our teachers have been to an AVID Summer Institute to be AVID trained. Most of our teachers have multiple preps within their certification to best support student scheduling needs.

As of July 6, 2020, OCA is fully staffed with 100% certified teachers.

Staff Quality, Recruitment, and Retention Strengths

Professional development is offered to all teachers and is ongoing throughout the school year through different learning modalities. These include best practice methodologies such as professional developers to model instruction on campus targeting reading, writing and math, data systems and depth and complexity of data, classroom management, AVID strategies, professional learning communities, language acquisition and closing the achievement gap for under-performing populations. Reimbursement of ESL supplemental testing fees and fees to attach supplemental to certificate is offered to increase number of ESL-certified teachers in the district. For a small campus, OCA has a veteran staff. Only 1 of our teachers this school year (2020-2021) are 1st year teachers.

1497

OCA faculty members are recruited from ECISD job fairs and the HR department. Odessa College provides dual credit professors that are more than willing to help students with being successful as ECHS students and first year college students. All OCA teachers are supportive of the leadership team, each other, and students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher candidates for vacant positions are limited and difficult to fill. **Root Cause:** Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County and the City of Odessa, Texas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use (student issued chromebooks) contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional Coaches, ESL certified teachers, tutor support, and intervention services allow for the opportunity to close the achievement gap. STAAR, SBAs, DBAs, unit assessments, TELPAS assessments, and TSI scores allow for early identification of need and potential targets for intervention.

OCA is an AVID school. All our students ake AVID as an electuive each schgool year. The campus has two full time AVID teachers on staff. The campus highly utilizes and promotes WICOR strategies. The AVID program incorporates WICOR as the basis for instruction across the curriculum to improve learning and access for all students (W - Writing to learn, I - Inquiry, C - Collaboration, O - Organization, R - Reading to learn).

All sophomores and juniors will be administered the PSAT/NMSQT. All seniors will take the ASVAB. Also, all incoming freshman are required to take the TSI in order to qualify students for dual credit courses.

Curriculum, Instruction, and Assessment Strengths

The Curriculum and Instruction Department has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students while protecting the integrity of an aligned curriculum. In collaboration with Odessa College, students have been offered TSI support and tutorial opportunities.

1498

MAP training will be included for the 2020-21 school year for our STAAR tested areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All of our students have gaps in their learning. **Root Cause:** All our students come to our school with gaps in their learning. It is our responsibility to close the gaps that are apparent on STAAR testing.

Parent and Community Engagement

Parent and Community Engagement Summary

OCA promotes family and community involvement through the Community Outreach Center, press releases, district and school websites, two OCA social media sites, school newsletters, parent conferences, VIPS, Reind APP for all students, and Parent Link. Family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, OCA Parent Nights, Orientation meetings, and PTA to name a few. Parents are also an integral part of helping to establish and form and continue school traditions.

The campus administration will visit frequently with parents and students to discuss campus needs, expectations, and any updates.

Parent and Community Engagement Strengths

Increased participation of family and community involvement through Volunteers in Public Schools and parent committee involvement at the campus and district level. Stakeholder surveys, OCA highlights, Parent/Community meetings for OCA programs provide opportunities for more involvement.

OCA provides opportunities for parents and students to learn of the educational benefits of our campus through multiple Parent Links, a much improved webpage and an active school Facebook page and Twitter page, recruitment at each of the middle schools, Parent Nights at Odessa College, and Informational Nights at OCA.

Problem Statements Identifying Parent and Community Engagement Needs 1499

Problem Statement 1: There is low family and community participation. **Root Cause:** Lack of past communication between the campus and stakeholders.

Problem Statement 2: OCA currently does not have an active VIPS group. **Root Cause:** The transition has caused many parents to leave the PTA and to have parent involvement to assist with student social activities. The PTA was started back up in the Spring of 2020 with the hopes of being much more active for the 2021-22 school year, despite the struggles we face to meet due to the COVID pandemic.

School Context and Organization

School Context and Organization Summary

OCA is a stand alone early college high school on the OC campus. There are 377 students enrolled in grades 9th-12th, and we project another 117 students for the Freshmen class of the 2020-2021 school year. Our goal is to have 100 students per grade level and graduate 100 students per school year.

School Context and Organization Strengths

OCA is an all academic high school in which students have the opportunity to earn up to 60 college credit hours, a college associates degree that is tuition free, by the time they graduate high school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students struggle to pass the TSI assessment to qualify them for dual credit opportunities. **Root Cause:** There is a lack of intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative. This is OCA's weakest area and in the need of the greatest growth for the 2020-21 school year.

1500

Technology

Technology Summary

OCA has interactive flat panels (smartboards) in each classroom. Teachers have laptops and two monitors to enhance student achievement and supplement instruction. OCA students are issued a Chromebook laptop and our school is a one to one campus.

OCA students have access to other forms of technology at the college. All students have access to the LRC (Learning Resource Center) with access to computers, printers, tutors, and other resources. Students also have access to the Fab Lab. The campus also has a Testing Center for the convenience of remediation and testing support.

Technology Strengths

OCA continues to move forward with technological changes. Odessa College and ECISD have provided the necessary technology for each classroom. This includes interactive projectors, laptop, Wifi access, document cameras, etc.

ECISD instructional technologists provide training and support for best instructional practices. OCA will implement the EdTech Innovators Badges for all teachers on campus. OCA will also pilot the Frontrow Juno Connect with Bluetooth and Lesson Capture and webcam for our schol to teach remotely for our studenrts who are home in our hybrid schedule model for the 2020-21 school year.

Problem Statements Identifying Technology Needs

1501

Problem Statement 1: There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS. **Root Cause:** There is little training for students and parents in these technology areas.

Priority Problem Statements

Problem Statement 1: Although 90% of students passed their EOC's, only 21% scored at masters (2 point increase from the previous year)

Root Cause 1: Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 72% approaches to only 30% meets, and 9% masters.

Problem Statement 1 Areas: Student Achievement

1502

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- SAT and/or ACT assessment data
- PSAT

1503

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee 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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 67% to 75% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2019, Interim Assessments 2020-2021, MAP tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) Implement a consistent process to disaggregate data and monitor data. **Strategy's Expected Result/Impact:** Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, interim assessments, released test and STAAR test. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Core Tested Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Offer flexible tutoring times across each subject. Built in advisory time for tutoring and on Friday's after early dismissal. **Strategy's Expected Result/Impact:** Improved tests scores and higher passing rates **Staff Responsible for Monitoring:** Principal, teachers, instructional coach **Title I Schoolwide Elements:** 2.4				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 21% to 25% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2019, Interim Assessments 2020-21, MAP Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal. **Strategy's Expected Result/Impact:** Percent of students Mastering state tests will increase **Staff Responsible for Monitoring:** Principal, tested teachers, instructional Coach **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1505

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in ELA/Reading will increase by 10% by May 2021.
Eng I/Eng II EOC combined from 75% to 85%

Evaluation Data Sources: State Accountability 2019, Interim Assessments 2020-21, MAP Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal. **Strategy's Expected Result/Impact:** Percent of students scoring at Meets level will increase for ELA **Staff Responsible for Monitoring:** Principal, tested teachers, Instructional Coach **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1506

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase to above state average in Algebra I by May 2021.
Alg 1 EOC will move from 30% to 50%

Targeted or ESF High Priority

Evaluation Data Sources: 2019 and 2021 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal. **Strategy's Expected Result/Impact:** Percent of students scoring at Meets level in Algebra I will increase **Staff Responsible for Monitoring:** Principal, tested teachers, Instructional Coach **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1507

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 2% for 11th Grade US History.

US History from 88% to 90%

Evaluation Data Sources: 2019, 2021 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal. **Strategy's Expected Result/Impact:** Percent of students scoring at Meets level will increase for US History **Staff Responsible for Monitoring:** Principal, teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1508

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 9% by May 2021.

Biology EOC from 61% to 70%.

Evaluation Data Sources: 2019, 2021 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal. **Strategy's Expected Result/Impact:** Percent of students scoring at Meets level will increase for Science (Biology). **Staff Responsible for Monitoring:** Principal, Tested teachers, Instructional Coach **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1509

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 7: OCA will maintain the TEA Distinction Designation for Post Secondary Readiness

Evaluation Data Sources: 2019, 2021 State Accountability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) All (100%) students will graduate from high school and will have earned 30 or more dual credit hours **Strategy's Expected Result/Impact:** OCA will maintain the TEA Distinction Designation for Post Secondary Readiness **Staff Responsible for Monitoring:** Principal, HS Counselor, College Counselor, College Liaison **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1510

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 8: 11th Grade students achieving the PSAT/NMSQT benchmark will increase 10% by May 2021.

Evaluation Data Sources: 2019, 2020, 2021 College Board Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) Student scores will increase on PSAT tests 2) PSAT testing strategies are implemented in their AVID classes **Strategy's Expected Result/Impact:** PSAT scores will increase for students **Staff Responsible for Monitoring:** Principal, ELA and Math teachers, AVID teachers, HS and College counselors **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1511

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 9: OCA student attendance rate will maintain an attendance rate of 97.0% or higher by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly attendance rates/reports , use of attendance contracts with students with more than 9 absences, and district comparison attendance rates from the 2019-2020 and 2020-2021 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1)Contact students and parents or every absence 2) Monitor weekly attendance 3)Utilize attendance contracts as needed **Strategy's Expected Result/Impact:** Improved student attendance **Staff Responsible for Monitoring:** Principal, Attendance Clerk, HS Counselor, Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1512

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 10: The percentage of At Risk students that will graduate from OCA will be maintained at 100%. Accelerated instructional materials & remedial programs and tutorials will be offered to all At Risk students to help close the achievement gap.

Evaluation Data Sources: Graduation rates, drop out rates, course credits received

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1) Monitor At-Risk students grades, credits, and attendance each 9 week grading period **Strategy's Expected Result/Impact:** 100% of At-Risk students will graduate **Staff Responsible for Monitoring:** Principal, teachers, HS counselor, OC College Liaison **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1513

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 11: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021.

Evaluation Data Sources: TELPAS ratings 2019, 2020 (if published), and 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use Sheltered Instruction strategies in all classes. Follow EL accommodations. Continue to train teachers on Sheltered Instruction strategies. Monitor EL Reading and Writing activities and assignments through ELA classes **Strategy's Expected Result/Impact:** Increased TELPAS scores for EL students **Staff Responsible for Monitoring:** Principal, ELA teachers, Instructional Coach **Title I Schoolwide Elements:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

1514

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 12: OCA Seniors will increase the number Associates Degrees from Odessa College from the Class of 2019 , 2020, and 2021.
Class of 2019 - 20 of 28 Seniors - 71%
Class of 2020 - 59 of 66 Seniors - 89%
Class of 2021 - 50 of 53 Seniors - 94% is the new goal

Evaluation Data Sources: Number of Seniors graduating with Associates Degrees from Odessa College in May 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monitor all students so they are on track to graduate with 60 dual credit hours and earn an Associates Degree by the end of their Senior year. **Strategy's Expected Result/Impact:** Increase the number of students who earn an Associates Degree from Odessa College **Staff Responsible for Monitoring:** Principal, HS and College Counselor **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1515

Goal 2: Odessa Collegiate Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and Campus goals and improve student learning.

Performance Objective 1: OCA will limit teacher vacancies and be fully staffed every school year with 100% certified teachers.

Evaluation Data Sources: TAPR Report - Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Recruit and maintain highly qualified teachers each year. Support teachers with instructional professional development. Maintain a safe and supportive environment so teachers want to stay and teach at our school. Recognize teacher accomplishments. **Strategy's Expected Result/Impact:** Decrease the teacher turnover rate **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1516

Goal 3: Odessa Collegiate Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Streamline the flow of communication so that parents and students are efficiently directed to the proper OCA Faculty member or OC Faculty member in order to have their questions answered in a timely manner.

Evaluation Data Sources: Yearly campus survey completed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use Parentlink for contacting parents by phone, text, and email. Use the campus Facebook and Twitter sites to communicate important information to parents and students. Keep the school webpage updated with pertinent information. Ensure all parent calls and emails are returned within 24 hours. Set up ALL students - 100% of them in the grade level Remind APP. Have parent meetings at least once a semester. **Strategy's Expected Result/Impact:** Improved communication with parents and students throughput the school year. **Staff Responsible for Monitoring:** Principal, office staff, teachers **Title I Schoolwide Elements:** 3.2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

1517

Goal 3: Odessa Collegiate Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Encourage partnerships with community members and increase parent participation in our campus PTA.

Evaluation Data Sources: Survey to PTA members in May 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Invite parents and business/community members to attend PTA meetings. Develop a PTA membership drive and have monthly scheduled meetings. Publicize parent meetings and minutes of the meetings often. **Strategy's Expected Result/Impact:** Increased membership in our PTA and community partners **Staff Responsible for Monitoring:** Principal, Office Staff to assist **Title I Schoolwide Elements:** 3.2				

 No Progress  Accomplished  Continue/Modify  Discontinue

1518

Goal 4: Odessa Collegiate Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs and counseling services will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Sources: Program rosters, attendance data, completion and graduation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Promote counseling services to our students and have our counselor visit classrooms and also do social/emotional presentations in classrooms. **Strategy's Expected Result/Impact:** Maintain a safe environment and atmosphere where students trust where to go in times of social/emotional needs **Staff Responsible for Monitoring:** Principal, counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

1519

Goal 4: Odessa Collegiate Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: OCA will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Sources: Staff sign-in, archived training documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Faculty members will attend yearly social/emotional training from our counselor and crisis training from the principal **Strategy's Expected Result/Impact:** Maintain a safe environment for all students at all times. **Staff Responsible for Monitoring:** Principal, counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

1520

Goal 5: Odessa Collegiate Academy will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Use student data to make budgetary decisions to meet the needs of students

Evaluation Data Sources: Budgets, 3 year campus budget trends, needs as requested by options list provided by teachers/principal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA will review student data quarterly to determine needs to drive budgetary decisions **Strategy's Expected Result/Impact:** Expected result is to allow student needs to drive budgetary decisions **Staff Responsible for Monitoring:** Principal, CIT **TEA Priorities:** Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

1521

Goal 6: Odessa Collegiate Academy will utilize 1:1 technology to enhance instruction, create efficient processes, and increase communication and collaboration within the students, teachers, and parents.

Performance Objective 1: 100% of the campus improvement plan will be aligned to the district improvement plan by August 2020.

Evaluation Data Sources: 2020-2021 Campus improvement Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA will meet with the Campus Leadership Team quarterly (each 9 week grading period) to create and align the campus CIP with the district DIP **Strategy's Expected Result/Impact:** Expected results will be aligned CIP and DIP **Staff Responsible for Monitoring:** Principal, Leadership Team				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1522

Goal 6: Odessa Collegiate Academy will utilize 1:1 technology to enhance instruction, create efficient processes, and increase communication and collaboration within the students, teachers, and parents.

Performance Objective 2: Increase the use of parent portal activity from to 90% by October 2021.

Evaluation Data Sources: txConnect administrator reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensure every parent registers their student through Parent Portal. Show all parents how use parent portal through beginning of year orientations **Strategy's Expected Result/Impact:** Improved usage of parent portal by OCA parents and move to a more paperless environment. Also, all registration for OCA will be online. **Staff Responsible for Monitoring:** Principal using Parent Portal usage reports, office staff to assist **Title I Schoolwide Elements:** 3.1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

1523

Goal 7: Odessa Collegiate Academy will graduate 100% of its Seniors at the end of the 2021-2022 school year.

Performance Objective 1: OCA will maintain a 100% graduation rate for its Seniors, the Class of 2021.

Evaluation Data Sources: 2019, 2020 (if published) and 2021 State Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA will monitor the progress of all Senior students and develop plans for students who fall behind and are at risk of not graduating. **Strategy's Expected Result/Impact:** 100% of Seniors will graduate on time **Staff Responsible for Monitoring:** Principal, HS and College Counselors, Senior teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

1524

Goal 8: Odessa Collegiate Academy will increase from 37% (Panorama Survey Nov 2020) to 55% (Panorama Survey November 2021).

Performance Objective 1: To increase student engagement in the classroom

Evaluation Data Sources: Panorama Survey November 2020 and Panorama Survey May 2021

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strongly encourage / require virtual students who are failing to attend school everyday. **Strategy's Expected Result/Impact:** Increase student engagement because more students are in class engaging with the teacher and with other students **Staff Responsible for Monitoring:** Principal, counselor, teachers **Comprehensive Support Strategy - Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Meet with parents and students who have failed classes for the 1st semester, or show a lack of interest in school **Strategy's Expected Result/Impact:** Discover and help remedy why students are disengaged **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				



No Progress


Accomplished

Continue/Modify

Discontinue

1525

Addendums

1526

Ector County Independent School District

Odessa High School

2021-2022 Campus Improvement Plan

1527

Mission Statement

It is our Mission at Odessa High School to provide the opportunity for all students to learn at high levels so they are prepared for success in life, including college, career, and achieving their dreams.

Vision

It is our vision is to foster an environment where effective teaching and learning provide our students with all they need to lead the life they desire.

Core Beliefs

Each person has inherent worth and unique strengths.

Curiosity and learning are natural and grow without limit given stimulation and nurturing.

People are interdependent.

1528

Each individual has a responsibility to add value to self and community.

Individuals are accountable for their choices and actions.

Education creates opportunity and opportunity creates a better world.

Progress improves and adds value to human life.

Fear limits life's potential; courage inspires living.

There is a difference between right and wrong.

Values learned at home affect a lifetime.

Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Needs Assessment Overview

Over 5 Instructional Facilitators were utilized all school year.

Tier 1 instruction and qualified and experienced teachers to implement DDI processes and good Tier 1 instruction.

1530

Demographics

Demographics Summary

Year	Domain 1	Domain 2A	Domain 2B	Domain 3	Overall
2017	62	57	58	53	59
2018	67	65	60	5363 (D)	
2019	69	59	69	7069 (D)	
2020	n/a	n/a	n/a	n/a	n/a
2021	67	70	n/a	72	71

Odessa High Schools Demographics are as follows:

Total Enrollment: 3845

AA=2.2%

W=11.3%

1531

H=86.2%

AMI=.1%

A=0.7%

PI=0.4%

Two=0.1%

Eco Dis=53%

ELL=19.6%

SPED=8.1%

At-Risk= 79.4%

GT= 7.4%

Mobility=20.6%

CTE= 73.3%

Demographics Strengths

Academic gains have been made each year due to strategies implemented campus wide overall. Odessa High has systems in place to ensure growth for teachers and students. We strategically use the master schedule to schedule time for each of our tested areas to meet daily and colloborate in professional learning communities to provide stronger Tier 1 instruction for our students.

1532

Student Learning

Student Learning Summary

- MAP (Measures of Academic Process) assessments were given three times during the year to measure student growth in math and reading.
- Students are tested in EOC subjets of English I, Algebra I, English II, Biology and US History.
- We have partnered with NTN (Newtech Network) to provide strategies and improvements in communication and knowledge of college processes and acquisition.
- Odessa High has partnered with NMSI (National Math and Science Initiative) to increase teacher training and student engagement.
- Odessa High has partnered with UT OnRamps to offer 7 courses for dual enrollment on the campus. This provides more opportunities and growth for our students.
- Odessa High offers daul credit opportunities on campus and off campus with Odessa College and UTPB. Both programs have grown each year.
- PSAT, SAT and ASVAB tests are given by the school each year.

Student Learning Strengths

Odessa High has consistently grown in relation to scores in all areas. Each year, with strategic planning and preparation, our students have made gains.

Odessa High offers support in and through AVID, AP/IB, Dual credit, OnRamps, CTE, NTN, NMSI, FAFSA/TASFA, and scholarshipsfor our students and families.

1533

School Processes & Programs

School Processes & Programs Summary

Odessa High School is committed to aligned curriculum and data-driven instruction to enhance student learning. The campus has embedded Professional Learning Communities in the master schedule during the school day for state tested (EOC) subject areas. Teachers work in professional learning communities to achieve results with student data through the Relay process which includes re-teaching for the studnets who have gaps or need intervention.

Teachers receive ongoing professional development to analyze and use data to make informed decisions about instructional practices, scope and sequence, and student interventions. Lesson plans, lesson delivery, and instruction are designed to ensure the needs of all students are proactively addressed and met. The campus staff utilizes tutoring and Edgenuity (online credit recovery program) to provide an intervention process to address the needs of struggling students in all academic areas of learning.

Odessa High School interviews and hires highly-qualified teachers. New teachers are provided a campus mentor and ongoing professional development.

School Processes & Programs Strengths

With assistance from the district technology initiative, each student at Odessa High has been provided a chrome book. Classrooms have a Smartboard, Infocus, and Elmo Document Camera. Teachers are provided with the infrastructure to integrate technology to deliver their instructional lessons. The campus is able to access the Internet in most classrooms to allow students and teachers to use WiFi. Teachers are provided with laptops and are trained on how to use them to enhance instruction. Students are allowed to use their cellphone for instructional purposes and many teachers have embedded technology as part of daily instruction.

OHS received roughly 1,200 Nspire calculators for the Math Department. 1534

The district has purchased an SEL program and provided professional learning opportunities to implement the new program.

OHS will utilize Naviance to assist students with post-secondary plans and better support the staff to monitor and provide feedback to students. Naviance will be the campus's primary platform to help both student and parents track educational goals and planning.

All counselors and Assistant Principals have a meeting with students and families each year.

Odessa High has support personnel from Instructional Technology to support and help teachers in the classroom.

Perceptions

Perceptions Summary

The Odessa High mission is to provide the opportunity for all students to learn at high levels so thay are prepared for success in life including college, career, and acheiving their dreams.

Our staff believes that all students can and will learn through engaging curriculum and teachers who care about them.

Perceptions Strengths

Odessa High School has a reputation for having hard working and respectful students. Our students persevere against odds and adversity.

Our staff and community work to provide our students as many opportunities as possible.

1535

Priority Problem Statements

1536

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

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 EL progress measure data
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

1537

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

1538

Goals

Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Odessa High will provide technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Chromebooks will be provided to staff and students throughout the district, providing more access to online learning and new ways of teaching. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administration and teachers. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1539

Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Odessa High will ensure efficient systems are in place in all aspects of the school environment to increase the success and to meet the needs of the students we serve.

1540

Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Odessa High will embed instructional technology into all professional learning to ensure that teaching and learning can take place effectively.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will receive a device in order to increase learning in the classrooms and at home. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

1541

Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Odessa High will provide a rigorous, relevant and engaging curriculum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Odessa High School will be partnering with several groups that will support curriculum and instruction for innovative teaching and learning. Those partners are NTN (Newtech Network), NMSI (National Math and Science Institute), Public Impact (with Opportunity Culture) and will all help in the creativity and streamlining of our curriculum and instruction at Odessa High School. **Strategy's Expected Result/Impact:** Increased teacher quality **Staff Responsible for Monitoring:** Administration and Campus Coaches **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

1542

Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Odessa High will provide and safe and supportive school environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All safety management protocols will be followed and shared with teachers and students. **Strategy's Expected Result/Impact:** Safe and secure campus **Staff Responsible for Monitoring:** Administration, teachers, police				

 No Progress  Accomplished  Continue/Modify  Discontinue

1543

Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Odessa High will pursue community partnerships that promote excellence in our schools.

1544

Goal 2: Invest in Talent: Odessa High School will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Odessa High will offer a job-embedded, personalized professional learning system for teachers and administrators through the district.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Odessa High teachers will implement Schoology into their classrooms. **Strategy's Expected Result/Impact:** Teachers will have a better platform for communicating with students and their families. **Staff Responsible for Monitoring:** Administration and Instructional Technology. **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1545

Goal 2: Invest in Talent: Odessa High School will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Odessa High will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Odessa High School is partnering with Public Impact to provide an innovative way of teaching and learning called Opportunity Culture that provide sexcellent teaching and coaching to all teachers to impact more students. **Strategy's Expected Result/Impact:** More teachers are exposed to great planning and coaching. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4, 2.5, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1546

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Odessa High will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Odessa High is partnering with NTN (Newtech Network) to provide systems that enable effective information for each teacher to easily access and be able to move a student forward in education through the use of Naivance. **Strategy's Expected Result/Impact:** Increased College awareness. **Staff Responsible for Monitoring:** Administration and counselors. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Odessa High will utilize Edgenuity as a credit recovery/acceleration/intervention to customize individual instruction. **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Odessa High worked with the district to purchase a planetarium form Starlab to use for innovative curriculum experiences for our students. **Strategy's Expected Result/Impact:** We expect that the Starlab will provide such relevant real world learning experiences for the students to grown and learn about their world outside of Odessa, Texas. We will be able to invite students from other parts of the district and engage our parents in the learning through evening meetings and gatherings. **Staff Responsible for Monitoring:** Admin/Lead teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1547

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Odessa High will promote SEL for all students across the campus.

Strategy 1 Details	Reviews			
Strategy 1: The district is implementing SEL curriculum in all classrooms. for students.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: All counselors will work toward presenting and fostering social/emotional learning through presentations and classroom education in the classrooms. **Title I Schoolwide Elements:** 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: SAS Counselors and Social Workers are both available on campus for SEL needs and extra support for keeping students enrolled and doing well. **Strategy's Expected Result/Impact:** Specific strategies will be utilized to engage students and provide resources for social and emotional help and understanding to make the students successful. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				1548

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Odessa High will create systems that support all graduating seniors to and through college, career and military decisions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Odessa High School will implement a tutoring process for TSIA through after school programs that serve students. The teachers will be paid to work individually with students who are trying to prepare for the college entrance test for reading and math skills. **Strategy's Expected Result/Impact:** Students will prepare for the TSIA with teachers who are tutoring, they will be successful on the college entrance tests in math and reading. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will be given the opportunity to engage in AVID in all four years of high school. Odessa High School is a National Demonstration school for AVID, which means there are several AVID strategies that are utilized school wide. **Strategy's Expected Result/Impact:** Students who are at-risk will be given the opportunity to learn strategies to better fulfill the requirements of attending a college or university. The students will have the necessary skills to apply to colleges, be accepted and then flourish on a college campus. **Staff Responsible for Monitoring:** AVID Coordinator and Teachers/Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1549

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Students achieving the AP/IB passing standard will increase from 12% to 15% by May 2022.

Evaluation Data Sources: 2020 State Accountability

1550

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 5: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 11% to 15% by May 2022.

Evaluation Data Sources: 2021 College Board Report

1551

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Odessa High will work to increase the success and learning of the EL students on campus.

Strategy 1 Details	Reviews			
Strategy 1: Odessa High will utilize K12 Summit to enhance the learning and language acquisition of the EL students and to build listening and speaking skills.	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement for our EL population. **Staff Responsible for Monitoring:** Administration and ESL Facilitator and teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Presentations for all EL students and parents to impact success rates on language acquisition and effect on TELPAS scores.	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement in EL student population. **Staff Responsible for Monitoring:** Administration. ESL Facilitator, and teachers. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Rosetta stone is utilized for language acquisition.	Formative			Summative
Strategy's Expected Result/Impact: More EL students would acquire the English language and transition to general studies. **Staff Responsible for Monitoring:** ESL Facilitator/Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Professional development strategies for all staff members to support ELs in the classroom academically.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will be able to support the EL student academic needs in the classrooms. **Staff Responsible for Monitoring:** Admin **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Campus teachers are provided a list of EL students at the beginning of each year to ensure that appropriate accommodations are provided to the students for their academic needs and the parents are contacted along with the failure documentation form illustrating what steps have been taken in order for the student to become successful. **Strategy's Expected Result/Impact:** Teachers know their EL students and are able to address academic needs. **Staff Responsible for Monitoring:** Admin/ESL Facilitator/Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title Three Bilingual/ ESL				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1553

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Odessa High will utilize the Panorama Survey given by the district to disaggregate the data and plan strategies around the needs of the students.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To increase engagement, the teachers will work to communicate effectively and build relationships with students using incentives and acknowledgements. **Strategy's Expected Result/Impact:** Teachers help the students with a sense of belonging. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will plan for more instructional strategies that will engage students in more interaction and academic growth and help the students to feel more capable. **Strategy's Expected Result/Impact:** Students will learn to cooperate and have more confidence in their individual learning. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

1554

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 8: For all military, homeless and students who are in foster care, resources are provided by SAS, COC, CIS and nursing staff.

Targeted or ESF High Priority

1555

Campus Funding Summary

Title Three Bilingual/ ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	6	5			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

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Addendums

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Ector County Independent School District

Pease Elementary

2021-2022 Campus Improvement Plan

1558

Mission Statement

Pease Elementary, a Pre Kindergarten through 2nd grade campus that fosters **rigorous**, **innovative teaching and learning** through a system of **building relationships**, **maintaining high expectations**, **mutual acountability for all stakeholders** while **remaining consistent** in the pursuit of excellence.

Vision

Pease Elementary, where every student is provided a high quality education with strong foundational skills to become life-long learners.

1559

Value Statement

We are the Pease Mustangs.

We are kind and polite.

We are hard workers.

We are good citizens.

We are COLLEGE BOUND.

We will succeed.

Go Mustangs!

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Comprehensive Needs Assessment

Needs Assessment Overview

Mentoring Minds

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students.

Justification

Teachers are not providing rigorous enough instruction to push students to their potential for growth. Mentoring Minds provides Depth of Knowledge questioning to push and challenge students to achieve individualized growth. 1301

Heinemann- LLI

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students.

Justification

Flex paraprofessionals and the administrative team pulled over 100 students for intervention for 25 days to achieve over 800 points in growth. The groups utilized LLI and were successful with this program. The campus currently only has one full kit per grade level. We need more kits for teachers to utilize across the campus as intervention with students

will be a campus non-negotiable.

Istation

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students.

Justification

Istation will provide progress monitoring between MAP sessions that will assist teachers in providing data driven instruction and assist in targeting and meeting personalized student needs.

1562

Parent Binders

Problem Statement

Lack of adequate parent and community member involvement.

Root Cause

Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Daily take home binders will increase communication between home and school. Teachers will communicate through student planners within the binders daily.

Laminator

Problem Statement

Lack of adequate parent and community member involvement.

Root Cause

Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

The laminator will be utilized by the campus parent VIPs to preserve items that will be used to communicate between parents and home. The laminator will also be used to preserve workstation materials created by teachers for students so that they may be used beyond this year and for years to come.

Additional Student School Supplies

Problem Statement

Lack of adequate parent and community member involvement.

Root Cause

Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Extra student school supplies will be purchased for low socio-economic students to utilize when they are in need of replacement supplies.

1563

Mobile Dry Erase Boards

Problem Statement

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students. Lack of adequate parent and community member involvement.

Root Cause

Teachers lack solid foundational skills, teaching strategies, and knowledge to provide quality instruction.Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Mobile boards will be used during PLC time to desegregate data, explore TEKS Readiness Standards, and during coaching time to improve instruction. They will also be utilized during PTA meetings and parenting classes.

Flexible Seating Options

Problem Statement

The lack of quality Tier 1 instruction is not personalized to meet student academic needs. Teachers were not providing consistent individualized intervention to struggling students. Lack of adequate parent and community member involvement.

Root Cause

Teachers lack solid foundational skills, teaching strategies, and knowledge to provide quality instruction.Restrictions were placed on campus visitors due to COVID this prevented parental involvement. The campus PTA was previously disbanded three years ago.

Justification

Flexible seating options will be utilized during PLC meetings, PTA meetings, parent nights, and community meetings.

Heggerty

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

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The district approved curriculum does not provide enough intensive phonetic practice and repetition for the early foundational academic year.

Justification

The Heggerty program will provide practice, review, and support for the phonetic foundation of our students.

Brain Pop

Problem Statement

Although we demonstrated individual student growth, the percentage of students below grade level in Reading & Math remains too high across the grade levels (K-2nd). NWEA MAP- ELAR- K-39%, 1st- 69%, 2nd- 69%. Math- K-29%, 1st- 46%, 2nd- 46%

Root Cause

Students are not assessed frequently enough between MAP tests.

Justification

As we continue to implement Blended Learning (personalized learning) across our campus, Brain Pop offers cross-curricular activities that have an embedded assessment piece. Brain Pop can be used for independent learning, as well as workstations.

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

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
- Federal Report Card Data

Student Data: Assessments

- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

1568

Goals

Revised/Approved: September 14, 2021

Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth. 52% of all students will meet or exceed individual RIT MAP growth projections in reading and math.

Performance Objective 1: 75% of all students will demonstrate growth in the areas of Reading and Math for the 2021-2022 school year using various forms of data.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Assessment. Additional data sources may include- Imagine Reading, iRead testing (HMH), campus based assessments, district short cycle assessments, teacher created assessments, fluency folder data, student data tracker, and anecdotal notes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (Istation, iRead, Imagine Math, NWEA MAP results, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** Teachers, Admin, Instructional Specialist, MCL **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				1569

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in both Reading and Math. **Staff Responsible for Monitoring:** MCL, Instructional Coach, Administration, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Pease will monitor implementation of curriculum through walk-throughs, coaching, and attendance in grade level planning conferences. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, differentiation, and quality of workstations and small group instruction. **Strategy's Expected Result/Impact:** MAP assessment, teacher created assessments, short cycle assessments, teacher observations, teacher data talks, Imagine Reading, K12 Summit, iRead, TELPAS, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter. **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Specialist, Special Education Teachers, MCL **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The leadership team will provide support by coaching teachers with feedback from walkthroughs, data analysis, and goal setting meetings. **Strategy's Expected Result/Impact:** Teachers will improve their quality of instruction resulting in student growth. **Staff Responsible for Monitoring:** MCL, Instructional Coach, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				1570

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will utilize the the district adopted ELAR curriculum with 100% fidelity. **Strategy's Expected Result/Impact:** 75% of all students showing individual student growth in the area of reading. **Staff Responsible for Monitoring:** Teachers, MCL. Instructional Coach, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Pease will align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth. 52% of all students will meet or exceed individual RIT MAP growth projections in reading and math.

Performance Objective 2: Teachers will be trained and coached to increase their knowledge and implementation of evidence-based practices to positively impact student literacy achievement.

Evaluation Data Sources: Reading Academy certification, PD Sign in sheets, walkthroughs, coaching documentation, monitoring of effective literacy teaching from MAP assessment results, Big Rock data

1571

Goal 2: Pease will work to retain, recruit, and develop highly effective individuals who are invested in tomorrow to inform their practice. Pease will retain at least 75% of their staff, that according to various forms of data are highly effective, at the conclusion of the 2022 school year.

Performance Objective 1: Pease will improve from 79% retention rate to 85% by the end of the 2022 school year.

Evaluation Data Sources: Campus leadership will implement targeted and personalized strategies to support and retain staff, particularly high performing staff. Leadership will coach struggling teachers to improve performance and student growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement ongoing and proactive recruitment strategies that include many sources for high-quality candidates. **Strategy's Expected Result/Impact:** Student performance will increase each quarter through effective, well-supported teachers resulting in all students having access to high-quality education. **Staff Responsible for Monitoring:** Teacher leaders, administrators, instructional coach, MCL **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				→

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administration will have clear selection criteria, protocols, and hiring processes that are aligned with the school's vision, mission, values, and goals. **Strategy's Expected Result/Impact:** Teachers will be able to verbalize and demonstrate the campus vision and mission through classroom instruction, team collaboration, and knowledge of campus goals. **Staff Responsible for Monitoring:** Teachers, CIT, Administration **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				1572 →

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus leadership will implement and monitor grade-level and content teams so that they are strong, supported by teacher leaders trained in adult learning facilitation and team dynamics. **Strategy's Expected Result/Impact:** There will be a low staff turn over rate, systems of team collaboration, support, high expectations, mutual accountability and consistency. **Staff Responsible for Monitoring:** Administration, CIT, teacher leaders, MCL, Instructional Coach **Problem Statements:** Student Achievement 4 - Staff Quality, Recruitment, and Retention 2 - School Context and Organization 3				→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission. Pease will establish partnerships with at least three outside agencies for the 2021-2022 school year.

Performance Objective 1: Parent communication will be provided 100% in English and Spanish in order to make parents aware of events taking place at school.

Evaluation Data Sources: Weekly/monthly notes, parent letters, communication through technology application such as SeeSaw, campus FB and campus Twitter will be in English and Spanish.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Pease will communicate activities with parents through newsletters, parent links, social media, and technology application in English and Spanish. **Strategy's Expected Result/Impact:** Correspondence with parents will reflect 100% of English language and Spanish language in artifacts of newsletters, parent link messages, and technology application in the classroom(SeeSaw). **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialists, Secretary and Clerk, Campus Instructional staff **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools				

No Progress


Accomplished

Continue/Modify

Discontinue

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Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission. Pease will establish partnerships with at least three outside agencies for the 2021-2022 school year.

Performance Objective 2: Pease Elementary will engage all parents in at least four events yearly.

Evaluation Data Sources: A collection of sign in sheets, materials presented and distributed to parents will reflect 65% of family engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Pease will organize meeting times with parents through a variety of activities- Parent Orientation, Open House, monthly home-school connection projects, Fall Festival, Academic Nights (Fall and Spring). **Strategy's Expected Result/Impact:** Sign in Sheets will reflect 50% of Parent engagement **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialist, Media Specialist, Teachers **Title I Schoolwide Elements:** 3.1, 3.2				→

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning. **Strategy's Expected Result/Impact:** Parents feel comfortable being active participants in their child's education. **Staff Responsible for Monitoring:** All campus staff **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture				→

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Pease will promote healthy home-school connections by encouraging monthly themed literacy activities students and families can complete together. **Strategy's Expected Result/Impact:** active parental involvement with student learning **Staff Responsible for Monitoring:** Media specialist, teachers, administrators **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Pease will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission. Pease will establish partnerships with at least three outside agencies for the 2021-2022 school year.

Performance Objective 3: Pease Elementary will promote parent involvement through recruiting parents to participate in our VIPs program and PTA program.

Evaluation Data Sources: Pease Elementary PTA will be established during the 2021-2022 school year and have active participation from parents at each grade level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will present information regarding VIP and PTA participation through Meet the Teacher night, Parent Orientation, Family Academic Nights, Feedback from Parent surveys, communication through face to face, telephone or technology. **Strategy's Expected Result/Impact:** The number of parents applying and engaging in campus activities will increase from 0% to 20% by the end of the year 2020. **Staff Responsible for Monitoring:** campus wide staff **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Addendums

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Ector County Independent School District

Permian High School

2021-2022 Campus Improvement Plan



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Mission Statement

The mission of Permian High School is to achieve a standard of excellence and inspire a passion for learning that affords endless opportunities.

Vision

Strategies

Strategy #1

We will ensue learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

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Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

Core Beliefs

We believe that.....

Each person has inherent worth and unique strengths.

Curiosity and learning are natural and grow without limit given stimulation and nurturing.

People are interdependent.

Each individual has a responsibility to add value to self and community.

Individuals are accountable for their choices and actions.

Education creates opportunity and opportunity creates a better world.

Progress improves and adds value to human life. 1579

Fear limits life's potential; courage inspires living.

There is a difference between right and wrong.

Values learned at home affect a lifetime.

Leadership is influence; everyone is a leader.

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- Goal 2: Invest in Talent: Permian High School will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 31
- Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society. 33

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to Permian High School's 2019-20 Texas Academic Performance Report (TAPR), Campus Student and Staff Information reflects the following demographics:

- Enrollment: 3684
- Economically Disadvantaged: 33.9%
- At-Risk: 69.2%
- English Language Learners: 10.2%
- Students Receiving Special Education Services: 7.8%
- Hispanic Students: 67% | Hispanic Teachers: 26.2%
- White Students: 24% | White Teachers: 61.8%
- African American Students: 5.8% | African American Teachers: 6.8%
- Asian Students: 1.8% | Asian Teachers: 3.4%
- American Indian Students: .4% | American Indian Teachers: .5%
- Pacific Islander Students: .2% | Pacific Islander Teachers: 0%
- Two or More Races Students: .7% | Two or More Races Teachers: 1.3%

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Five-year enrollment totals and Economically Disadvantaged trends for PHS are noted in the table below.

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
1,285	3,695	34.78%	1,158	3,789	30.56%	1,287	3,817	33.72%	1,258	3,708	33.93%	1,306	3,629	35.99%

English Learner (EL) student enrollment trends for PHS are as follows:

2016-17: 251 students, 6.79%
2017-18: 263 students, 6.94%
2018-19: 313 students, 8.20%
2019-20: 379 students, 10.22%
2020-21: 378 students, 10.42%
2021-22 Projections: 416 students

PHS Student Mobility Rates reflect the following:

Student Mobility Rate	2018 - 2019			2019 - 2020			2020 - 2021		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Permian H S	896	4,163	21.52%	843	4,055	20.79%	706	3,934	17.95%

Demographics Strengths

As noted in the previous section, the diversity of both students and staff at Permian High School provides an opportunity to provide an interconnected environment and take advantage of the diverse range of skills of individuals from different backgrounds and languages. A diverse campus allows for more ideas and processes, innovation and creativity, and cultural awareness. Diversity also brings a broader range of skills, experiences, and perspectives to support the staff and students in reaching their full potential.

According to TAPR, Permian High School has more teachers with advanced degrees than the state average. PHS teachers having Masters or Doctorate degrees is 27.2%, in comparison to the state average of 25.2%.

PHS also has a rich history of teachers with a wide range of teaching experience, as noted below.

Teacher Years of Experience for Permian H S for Multiple Years

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Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	**22.3**	**10.60%**	**19.2**	**8.60%**	**27.4**	**12.60%**	**27.7**	**12.70%**	**20.3**	**9.30%**
All Core Subjects	14.8	66.30%	13.1	67.90%	20.1	73.30%	21.1	76.10%	10.7	52.80%
Reading / ELA	3.9	17.40%	2.9	14.90%	7.2	26.30%	10	36.20%	2.9	14.20%
Mathematics	4.7	20.80%	3	15.30%	5	18.30%	6.3	22.60%	2.3	11.20%
Science	2.9	12.90%	2.1	10.80%	5.1	18.70%	2.7	9.70%	2.1	10.10%
Social Studies	3.4	15.20%	5.2	26.90%	2.7	10.00%	2.1	7.60%	3.5	17.20%
1 - 5 Years Experience	**60.7**	**28.80%**	**71.9**	**32.40%**	**69.2**	**31.80%**	**65.4**	**30.00%**	**59.9**	**27.60%**
All Core Subjects	31.1	51.20%	32	44.50%	32.4	46.90%	31.4	47.90%	30.9	51.50%
Reading / ELA	6.6	10.90%	7.8	10.90%	7.5	10.80%	7	10.70%	10.6	17.70%
Mathematics	5.3	8.60%	9.1	12.70%	7.1	10.20%	4.8	7.40%	6.4	10.70%
Science	7.8	12.80%	6.5	9.10%	5.1	7.40%	8.2	12.60%	5.7	9.50%
Social Studies	11.5	18.90%	8.6	11.90%	12.8	18.40%	11.3	17.30%	8.2	13.60%
6 - 10 Years Experience	**42**	**20.00%**	**41**	**18.50%**	**34.6**	**15.90%**	**37.7**	**17.30%**	**39.5**	**18.20%**

Teacher Years of Experience for Permian H S for Multiple Years

All Core Subjects	19.2	45.60%	24	58.60%	21	60.60%	19.6	51.90%	18.1	45.90%	
Reading / ELA	6.9	16.50%	9.8	23.80%	6.8	19.70%	6.8	18.00%	6	15.20%	
Mathematics	4.5	10.80%	2.9	7.00%	3	8.60%	3.1	8.30%	2.5	6.40%	
Science	4	9.40%	7.3	17.80%	8.6	24.90%	6.8	18.00%	5.1	12.90%	
Social Studies	3.8	8.90%	4.1	9.90%	2.5	7.30%	2.9	7.60%	4.5	11.30%	
11 - 20 Years Experience	**49.7**	**23.60%**	**52.9**	**23.80%**	**49.7**	**22.90%**	**45.9**	**21.00%**	**50.3**	**23.10%**	
All Core Subjects	26.2	52.70%	25.1	47.40%	23.1	46.40%	22.6	49.20%	25.3	50.20%	
Reading / ELA	7.2	14.40%	7.5	14.10%	6.7	13.50%	4.2	9.10%	6.8	13.40%	
Mathematics	6.2	12.50%	5.4	10.20%	4.2	8.40%	6.5	14.10%	6.4	12.60%	
Science	5.5	11.20%	5	9.50%	4.2	8.50%	3.7	8.20%	4.6	9.10%	
Social Studies	7.2	14.60%	7.2	13.50%	8	16.10%	8.2	17.90%	7.5	15.00%	
Over 20 Years Experience	**35.6**	**16.90%**	**37.2**	**16.70%**	**36.3**	**16.70%**	**41.5**	**19.00%**	**47.4**	**21.80%**	
All Core Subjects	18.6	52.10%	17.6	47.20%	17.2	47.40%	20	48.10%	27.3	57.70%	
Reading / ELA	4.9	13.80%	4.8	12.90%	3.5	9.70%	6.3	15.20%	7	14.80%	
Mathematics	6	16.90%	4.6	12.40%	6.9	19.00%	5.4	12.90%	8	16.90%	
Science	3.7	10.40%	2.9	7.80%	1.9	5.30%	2.9	7.00%	7.3	15.50%	
Social Studies	3.9	11.00%	5.2	14.00%	4.9	13.40%	5.4	12.90%	5	10.50%	
Total Teacher FTEs	**210.4**	**100.00%**	**222.2**	**100.00%**	**217.3**	**100.00%**	**218.2**	**100.00%**	**217.4**	**100.00%**	1583

Problem Statements Identifying Demographics Needs

Problem Statement 1: Panorama data collected for PHS during the pandemic reflected many students did not feel "connected" and were not involved in school activities or events. **Root Cause:** Most students were not physically on campus due to the pandemic. As the year progressed, they increasingly struggled academically, socially, and emotionally.

Problem Statement 2: Communicating with students and parents proved to be more challenging during the pandemic. **Root Cause:** A large percentage of PHS's student population are transitory and move/change addresses/phone numbers several times during the year.

Student Learning

Student Learning Summary

Overall, students struggled academically, with at-risk students' progress hindered the most. Student attendance, lack of computer knowledge and overall apathy were major concerns of teachers.

Measures of Academic Process (MAP) assessments were administered at the beginning, middle, and end of year to measure student achievement and growth for Algebra I, English I, and English II students.

End of Course (EOC) state assessment trends for Permian High School reflected the following:

Spring 2021 STAAR EOC, Algebra I

Total Students	Approaches	Meets	Masters	Domain 1
853	41.74%	13.72%	5.28%	20%

Spring 2021 STAAR EOC, Biology

Total Students	Approaches	Meets	Masters	Domain 1
899	68.74%	37.71%	13.13%	40%

Spring 2021 STAAR EOC, US History

Total Students	Approaches	Meets	Masters	Domain 1
751	80.83%	49%	23.57%	51%

Spring 2021 STAAR EOC, Eng 1 & 2

Total Students	Approaches	Meets	Masters	Domain 1
1980	49.20%	31.49%	2.52%	28%

1584

The English department will implement Opportunity Culture in 2021-22 to better support teachers through instructional coaching, as well as re-establishing academic routines and discipline, and requiring student attendance for face-to-face instruction.Measures of Academic Process (MAP) assessments are administered at the beginning, middle, and end of year to measure student achievement and growth for Algebra I, English I, and English II students.

Through the National Math and Science Initiative (NMSI), PHS proactively enrolled more students in AP classes. PHS will automatically add students to AP and Honors classes for 2021-22 if they scored "Meets" or "Masters" in STAAR/EOC exams in the spring of 2021.

PHS's will add OnRamps dual enrollment courses as an option for students in 2021-22 to align the academic and social expectations of high school students to college. This will better prepare students for postsecondary readiness and success.

Permian certified 217 students in the 2020-21 school year in MOS Word, Excel, Advanced Word, PowerPoint, Adobe Photoshop, Adobe Illustrator and Quickbooks. Students were 9^{th} – 12^{th} graders. The certifications count toward a CCMR point.

The most challenging obstacle PHS's CTE programs faced in 2020-21 was the loss of business and industry-based certifications among many students that could not physically attend school. This mostly impacted PHS students that were participating in CTE programs off campus. According to the data collected among PHS's recent 2021 graduation class, PHS had 134 seniors earn business and industry-based certifications. The percent of PHS graduates obtaining a certification was 16.98%.

Dual Credit for Permian High School reflects the following trends:

Summer	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	6	6	2	12	9
Students in 10th grade	125	40	33	32	45
Students in 11th grade	221	204	195	224	179
Students in 12th grade	244	225	232	227	227
Total Students	596	475	462	495	460
Extended	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	29	18	0	3	7
Students in 10th grade	26	12	0	20	19
Students in 11th grade	39	37	0	39	40
Total Students	94	67	0	62	66
Summer and Extended	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	35	24	2	15	16
Students in 10th grade	151	52	33	52	64
Students in 11th grade	260	241	195	263	219
Students in 12th grade	244	225	232	227	227
Total Students	690	542	462	557	526

1585

According to PHS's SAT data among recent 2021 graduates, PHS had 103 Seniors earn their CCMR point through meeting both ELAR & MATH SAT benchmarks, which was 7.6% of the graduating class. With that being said, over 200 Seniors were tested on TSIA, with 7 students earning their CCMR point through meeting both TSIA2 ELAR & MATH benchmarks. Collegeboard SAT data for PHS's 2021 graduating class reflect the following:

SAT School Day (March 2020) - 585 students tested

- Average Mean Total Score- 904
- Average ELAR Score- 462
- Average Math Score- 442

SAT School Day (October 2021) - 234 students tested

- Average Mean Total Score- 917
- Average ELAR Score- 470
- Average Math Score- 447

All sophomores and juniors are given the PSAT to identify their strengths and weaknesses necessary for college study and familiarize themselves with the content, format, and test-taking processes of the SAT.

Student Learning Strengths

Teachers utilize the ECISD lesson framework to ensure the lesson cycle is implemented with fidelity. Professional Learning Communities are embedded in the Master Schedule during the day for End of Course (EOC) subject areas of Algebra I, English I and II, and Biology. Assessment data provide context to drive improvement for teachers to plan for differentiated instruction, develop interventions for struggling students, and address what students are ready to learn next.

AVID (Advancement Via Individual Determination) is a system that changes lives by helping schools shift to a more equitable, student-centered approach. AVID educators annually train to close the opportunity gap, so they can prepare all students for college, careers, and life. Permian High School is committed to school-wide AVID strategies to support all students for college readiness.

- MOJO AVID Students consistently score higher on standardized testing (MAP, EOC), often outscoring the school/ state average.

- 96% of MOJO AVID Seniors have obtained CCMR points prior to graduation

- 99% of MOJO AVID Seniors received College Acceptance prior to graduation

- 100% of first graduating class of MOJO AVID's ESL course have obtain their bachelors degrees.

Additional 2020/2021 AVID Highlights include:

- 100% college acceptance prior to December
- 96% FAFSA/TASFA Completion
- Over 2 million in College Dollars
- Continued mentoring program (College Talks) with UTPB First Gen program
- AVID National Distinguished campus for 3rd year
- The only DELL scholar finalist in ECISD
- Nationally recognized AVID ESL program reached 100% CCMR compliance prior to deadline
- 95% of AVID Senior students met CCMR compliance
- Over 4,700 combined hours of Community Service
- All AVID teachers met AVID center training requirements
- Site of distinction for College Readiness
- Two AVID Seniors received CCFCU AVID scholarships
- One Spirit of Mojo Scholar

1586

The number of students taking the AP Literature and Culture exam increased from 6 students in 2019-20 to 17 students in 2020-21. AP Spanish Language and Culture had a passing rate of 75.7%, with 28/37 students passing the exam.

CTE offers courses in Business, Engineering, Health Science, Computer Science, Graphic Design, Animation, Work Based Learning, Family and Consumer Science and the new Teaching Program. CTE also offers Welding, Auto Tech, Agriculture, Culinary Arts, and Health Science at the satellite campuses. Online learning was difficult for students since they were unable to participate in the hands-on learning that many of CTE programs provide.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: PHS faced daily challenges during the pandemic of students not attending classes and submitting assignments, and consequently, failing classes. **Root Cause:** Many students were not engaged in remote learning platforms and fell behind.

Problem Statement 2: When students enter high school, many are at least two years behind in core-subject areas. **Root Cause:** Feeder middle schools are low performing.

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School Processes & Programs

School Processes & Programs Summary

Permian High School is committed to the aligned curriculum and data-driven instruction to enhance student learning. The campus has embedded Professional Learning Communities in the master schedule during the school day for state tested (EOC) subject areas. PHS is striving to place academics at the forefront of every decision made for students. Teachers strive to provide students with the best instructional delivery using the TEKS Resource System and other district-approved instructional resources. Teachers provide students the opportunity to receive results faster, relearn, and reassess if necessary.

Teachers receive ongoing professional development to analyze and use data to make informed decisions about instructional practices, scope and sequence, and student interventions. Lesson plans, lesson delivery, and instruction are designed to ensure the needs of all students are proactively addressed and met. The campus staff utilizes tutoring and Odyssey Ware (online credit recovery program) to provide a common curriculum and intervention process to address the needs of struggling students in all academic areas of learning.

To best support student learning, Permian High School interviews and hires highly-qualified teachers in their area of expertise. New teachers are provided a campus mentor, a year-long mentorship program/induction and ongoing professional development.

School Processes & Programs Strengths

With assistance from the district technology initiative, Permian High School has a fully integrated technology campus. Classrooms have a Smartboard, Infocus, and Elmo Document Camera. Teachers are provided with the infrastructure to integrate technology to deliver their instructional lessons. The campus is able to access the Internet in most classrooms to allow students and teachers to use WiFi. Teachers are provided with laptops and are trained on how to use them to enhance instruction. There are several 1588 technology labs available on campus that teachers utilize to help with instructional lessons. Students are allowed to use their cellphone for instructional purposes and most teachers have embedded technology as part of daily instruction.

During the pandemic, ECISD purchased laptops for each student and 30 Computers on Wheels (COWS), each housing 30 laptops. PHS also received roughly 1,200 Nspire calculators for the Math Department.

Social and Emotional Learning (SEL) for PHS's students will be a top priority for the campus as students return from the pandemic. The district has purchased an SEL program and provided professional learning opportunities to implement the new program.

PHS will utilize Naviance to assist students with post-secondary plans and better support the staff to monitor and provide feedback to students. Naviance will be the campus's primary platform to help both student and parents track educational goals and planning.

The counselors proactively schedule students' and parents' meetings to meet one on one with all seniors and as many other students as possible.

Permian has created a new counseling position to help work with our high-risk student who have failed multiple classes and/or have been retained.

PHS has a diverse group of teachers who are willing to go beyond the call of duty. The academic department teams work together to formulate the best possible strategies to help all students.

According to the TEA's 2019-20 TAPR, the average teacher's salary for Permian High School was $57,355, which was above the state average of 57,091.

Staff retention rate for PHS reflected 83.1% for 2020-21, as compared to 76.6% in 2019-20.

Professional development is offered through multiple platforms during the school year, as well throughout the summer. To build capacity and sustain district initiatives, TOT (Trainer of Trainer) models have been implemented at the campus level for digital learning and additional core subject area support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retaining teachers is an ongoing challenge in the district. **Root Cause:** Teachers new to the profession or with 1-5 years' teaching experience leave for employment opportunities in ISDs with additional amenities and opportunities, and more affordable housing options.

Problem Statement 2: Providing every teacher with their own classroom is a challenge. **Root Cause:** PHS offers a wide range of course options and there are more teachers than the campus can physically house.

Problem Statement 3: Not all classrooms have reliable Internet connectivity, which hinders instruction. **Root Cause:** There are PHS classrooms with dead spots and little/no Internet connectivity.

Problem Statement 4: Communication systems are disjointed between district/campus police department and PHS administration. **Root Cause:** Campus officers often communicate they will be unavailable due to serving other campuses that are short staffed with campus officers.. Accountability and communication is lacking.

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Perceptions

Perceptions Summary

PHS is committed to develop a shared mission, vision and goals to support College, Career, and Military Readiness.

For the 2021-22 school year, attendance clerks and registrars will also alpha split with the counselors and principals to continue streamlining processes and procedures to better support students and families.

PHS's academic counselors, College and Career Advisor, and Career and Technical Education (CTE) Coordinator work diligently to ensure every student meets College, Career, and Military Readiness (CCMR) Related Indicators, which include dual credit students, military bound seniors, and students earning a certificate through CTE.

Permian High School provides many methods to reach the parents, businesses, and community members. The following are examples of school to parent communication:

- School Website
- Parent Link
- Open House
- Showcase
- Booster Club meetings
- Athletic & Fine Art Activities
- VIP Campus Program
- Parent Conferences
- PHS Campus Business Program Pathways (CTE Programs)
- Partnerships with UTPB and OC
- Campus Improvement Team (CIT)
- Social Media Accounts

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Perceptions Strengths

MOJO means something very important to the PHS staff. The campus is committed to doing what is in the best interest of ALL students. Permian's teachers and staff want ALL students to succeed.

The Fine Arts and Athletic Programs are strong components of student participation. When students are involved in school programs and become part of the school community, they are successful and do better academically. PHS athletes consistently advance to post-district playoff competition. In the spring of 2020, both the band and the orchestra earned Sweepstakes at concert contests. In the fall of 2020, the PHS Men's Choir was named National Winner of The Mark of Excellence Prize, presented by the Foundation for Music Education. In the spring of 2021, the same group was named National Finalist in the American Prize Competition for Choral Performance - High School Division. PHS's Visual Arts department won multiple awards at their VASE competition. The theatre program won two acting awards at One Act Play.

PHS benefits from extracurricular feeder programs in ECISD middle schools that work directly with coaches and directors to help students prepare as they advance to high school.

Parent participation in Booster Clubs, Athletic and Fine Art events is strong at Permian High School. The activities are well attended and supported by parents of students

involved in school functions. In the fall of 2020, a Permian student working toward his Eagle Scout distinction collaborated with volunteers to design and build a small outdoor amphitheater at PHS. Students and staff continuously look for ways to give back to the community. Permian alumni are willing to provide the time and effort to support the school through many hours of involvement and financial support for needed capital improvements. In the spring of 2020, Permian High School received recognition as being one of the top 50 high schools in the nation that receive alumni support.

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments 1593

- 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 EL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility 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

Employee Data 1594

- 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
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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
- Action research results
- Other additional data

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Goals

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: The number of Permian High School's students that earn a minimum of six credits by the end of their 9th grade year will increase 20% from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ECISD PEIMS Report, Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will provide additional opportunities for tutorials and accelerated learning for all students throughout the school year. **Strategy's Expected Result/Impact:** Permian High School's passing rate will increase 20% for students receiving receiving tutorials/remediation. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				1596

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will replace Odysseyware with Edgenuity to offer more choices, courses, and opportunities to support students who are not successful in regular course work to retake and remain with their cohort. **Strategy's Expected Result/Impact:** Permian High School will increase the percentage of students who receive a minimum of 6 credits by the end of school year by 5%. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through the implementation of Opportunity Culture, Relay, and the National Math and Science Institute (NMSI), Permian High School's teachers will be trained and provided with on-going support to design and redesign lessons to become engaging, intentionally reflective of the times, and thought-provoking. **Strategy's Expected Result/Impact:** Permian High School's students will have higher assignment completion rates and coursework will reflect in-depth research or skills of higher-level thinking. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Advanced Placement teachers, NMSI Coordinators, Academic Associates, AP Coordinator, and teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1597

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Permian High School's post-secondary enrollment will increase 20% from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: College Board Annual Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will offer AP, dual credit, PSAT, SAT, ACT, and TSIA to provide opportunities to all students to be prepared for college. **Strategy's Expected Result/Impact:** Permian High School will increase AP, SAT, ACT, and TSI scores by 5%. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Permian High School's annual student attendance will increase 5% from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Principal, Associate and Assistant Principals, Counselors, Teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School's Attendance Clerks will follow enhanced call center protocols to contact families and students who are not coming to school. **Strategy's Expected Result/Impact:** Permian High School's attendance will improve 5%. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, Teachers, Attendance Clerks **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

1599

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Permian High School will provide an environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future

Targeted or ESF High Priority

Evaluation Data Sources: District PEIMS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will provide universal free feeding to all students. **Strategy's Expected Result/Impact:** Permian High School's students' basic needs will be met and overall academic achievement and student growth will increase. **Staff Responsible for Monitoring:** ECISD School Nutrition Department, Permian High School Cafeteria Manager, Cafeteria Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1600

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Permian High School will provide differentiated processes for priority classrooms/students.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, ongoing assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will plan and implement effective transitions for students to maintain academic learning and support the social-emotional learning of students. **Strategy's Expected Result/Impact:** During registration, all students will be introduced and familiarized with all activities, clubs, and organizations that Permian High School offers and required to join at least one club or organization. **Staff Responsible for Monitoring:** Principal, Associate principals, Assistant Principals, Counselors, Coaches, Directors, Sponsors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PHS will meet with all incoming 9th grade students and their parents for any student that failed 8th grade STAAR Reading or Math. **Strategy's Expected Result/Impact:** Sixty percent of 9th grade students will successfully pass EOC spring 2022 with "Meets" or "Masters" standards. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Math and English Teachers				



No Progress


Accomplished

Continue/Modify

Discontinue

1601

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Permian High School will embed technology for anytime, anywhere teaching and learning.

Targeted or ESF High Priority

Evaluation Data Sources: District Technology Team, Information Systems

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Technology resources will be utilized that enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology. **Strategy's Expected Result/Impact:** Permian High School will become a 1:1 technology school. All students will be provided a device, as well as access to the internet. **Staff Responsible for Monitoring:** ECISD Technology Department, Principal, Associate Principals, Assistant Principals, Technology Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1602

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Permian High School will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama data, Youth Truth Survey, SEL Survey, classroom presentation/feedback, Arlo's Counseling Corner (feedback)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School staff will implement ECISD's newly adopted SEL curriculum and engage in ongoing professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Permian High School's students will gain a better understanding and self-awareness of SEL. **Staff Responsible for Monitoring:** Principal, Associate principals, Assistant Principals, SAS Counselors, School Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School's Student Assistance Services (SAS) Counselors will coordinate with all campus personnel to identify and serve students and families needing additional SEL support. **Strategy's Expected Result/Impact:** Permian High School's enhanced SAS protocols will benefit SEL services students and families. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principal, SAS Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: Permian High School will increase TPRS students to 95% on track to graduate with their cohort.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS, TAPR, SQL Reports Manager

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will offer support services such as counseling, parenting classes (First Five, Nursing Family Practitioners, 24/7 Dad, Parents as Teachers, Mommy & Me), academic home-bound services, and tutoring (Professional Tutors of America). **Strategy's Expected Result/Impact:** Permian High School's TPRS students will graduate on target with their cohort and have foundational skills and strategies needed to enter the workforce or secondary education. **Staff Responsible for Monitoring:** Teen Parent Related Services Coordinator, Teen Parent Specialist, Teen Parent Case Worker, TPRS/504 counselor, Principals, Associate Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished Continue/Modify Discontinue				1604

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: Permian High School will have 100% of AVID students complete a CCMR plan and/or acceptance.

Targeted or ESF High Priority

Evaluation Data Sources: Campus AVID Coordinator, End-of-Year data submissions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School's AVID program will provide weekly content tutorials and college/career experiences. **Strategy's Expected Result/Impact:** 100% Graduation 100%College Readiness 100% CCMR **Staff Responsible for Monitoring:** AVID Coordinator, AVID Team, AVID Assistant Principal Monitor, Principal, Associate Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1605

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: Permian High School will provide a safe and supportive school environment.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama data, Youth Truth Survey, SEL Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for Permian High School staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on prevention programs. SAS Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout the campus. **Strategy's Expected Result/Impact:** Permian High School staff will know the symptoms of abuse, understand the necessary actions to take, and take action to eliminate the potential for child abuse and neglect. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, SAS Counselors, Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All Permian High School staff and SAS Counselors will be trained yearly in ECISD crisis response procedures. All staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** In a crisis, all Permian High School campus members will be trained in the protocols and take the appropriate actions which will prevent any unnecessary, unintended actions to take place. **Staff Responsible for Monitoring:** Assistant Superintendent - Student and School Support, SAS counselors, Principal, Associate Principals, Assistant Principals, School Counselors **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision-making, behavior, and other social-emotional topics. **Strategy's Expected Result/Impact:** Permian High School's staff will have an increasing awareness of the Guidance and Counseling curriculum. **Staff Responsible for Monitoring:** SAS Counselors, Counselors, Principal, Associate Principals, Assistant Principals, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Permian High School's Student Assistance Service (SAS) Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Panorama data will reflect Permian High School's at-risk students' social-emotional needs will be met. **Staff Responsible for Monitoring:** SAS Counselors, Principal, Associate Principals, Assistant Principals, Counselors				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Permian High School's teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** PEIMS discipline referrals for Permian High School will decrease from 20% from 2021 to 2022. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, SAS Counselors, Counselors, PEIM data clerk				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Permian High School will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. **Strategy's Expected Result/Impact:** Permian High School will decrease bullying incidents. Administrators will work closely with District Police, SAS counselors, and teachers. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, SAS Counselors, Counselors **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1607

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Campus level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. **Strategy's Expected Result/Impact:** Permian High School will implement proactive approaches to identifying inequities and finding/determining resolutions for equity. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, PEIMS Data Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Permian High School will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Permian High School's teacher retention rate will increase 5% in from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: ECISD will provide strategic staffing and compensation systems. **Strategy's Expected Result/Impact:** Teachers will have increased financial incentives through Opportunity Culture, Teacher Incentive Allotment, and National Board Certified Teachers. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1608

Goal 2: Invest in Talent: Permian High School will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Permian High School will offer a job-embedded, personalized professional learning system for teachers.

Targeted or ESF High Priority

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Permian High School teachers will enhance/improve their teaching practices through academic coaching. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will utilize Opportunity Culture to extend the reach of excellent teachers and their teams in 2021-22. **Strategy's Expected Result/Impact:** Permian High School will have an increase in teacher retention and increased student growth and achievement. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 49% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

1610

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 2: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 41% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue 1611

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 3: The percentage of students that Met Standard on all subject/grades tested will increase to 66% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1612

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase to 54% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1613

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 5: The percentage of students earning one CCMR credit will increase to 23% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: TSI
CPELA
CPMath
Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselors will work with students to identify potential CCMR credit. **Strategy's Expected Result/Impact:** PHS's CCMR-Related Indicators will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselor, Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1614

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 6: The four-year campus graduation rate will increase to 86% as measured by 2022 STAAR.

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will assure that all students are on track to graduate on time. **Strategy's Expected Result/Impact:** Students will be engaged and pass all courses. **Staff Responsible for Monitoring:** Teachers, Counselors, and Administrators				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

1615

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Permian High School will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Three and six week grading reports, TAPR, College Board Annual Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement assessment models which ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring. **Strategy's Expected Result/Impact:** Increased student achievement on state and national assessments. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Department Chairs, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PHS will implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning. **Strategy's Expected Result/Impact:** Increased student achievement on state and national assessments. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Instructional Coaches, Department Chairs, Teachers				1616

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Increased student achievement on state and national assessments **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Instructional Coaches, Department Chairs, and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 8: PHS will create systems to increase CCMR graduates from 50.6% (2018-29) to 60% in 2021-22 to support all graduating seniors to and through college, career, and military decisions.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. **Strategy's Expected Result/Impact:** Increased students achievement on state and national assessments. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Middle school through high school students, parents, counselors, and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid to guide students' decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information. **Strategy's Expected Result/Impact:** Increased graduation rates from the previous year as reported in TAPR **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors, Teachers				1617

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through Naviance implementation, students will plan for their college and career goals, prepare for ACT/SAT exams, and complete their FAFSA. **Strategy's Expected Result/Impact:** Scores for ACT/SAT exams will increase from the previous year by 5%. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 9: Permian High School students achieving the AP/IB passing standard will increase 20% from May 2021 to May 2022.

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be provided with instruction and all resources available to be successful in passing the AP Literature exam. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1618

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 10: Permian High School 11th Grade students achieving the PSAT/NMSQT benchmark will increase 15% from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: College Board Annual Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PHS Sophomore/Junior English & Math Teachers will be trained to implement the PSAT Curriculum to produce a PSAT/SAT Question of the Day. PSAT practice tests and information from the College Board will be given via Sophomore and Junior English classes. **Strategy's Expected Result/Impact:** There will be an increase in Sophomore and Juniors passing the PSAT benchmark. **Staff Responsible for Monitoring:** College and Career Advisor, Counselors, Associate Principal for Curriculum and Instruction, English and Math department Chair, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			1619
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School PSAT Boot Camp will be provided for all Juniors testing. **Strategy's Expected Result/Impact:** PSAT scores in increase 5% from 2021 to 2022. **Staff Responsible for Monitoring:** College and Career Advisor, Associate Principal for Curriculum and Instruction, Assistant Principals, Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 11: The Campus Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% each quarter. Enrollment will target McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out.) 70% of the students enrolled in the COC Graduation Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and passage of the End of Course Exams.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Federal Report Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will identify potential drop out students with timely outreach such as phone calls, parent meetings, and home visits from PHS Drop Out Liaison and Community Outreach Center. **Strategy's Expected Result/Impact:** There will be a 5% decrease in student drop outs and out of cohort placements from 2021 to 2022. **Staff Responsible for Monitoring:** Drop Out Liaison, Assistant Principals, Counselors, Associate Principals, Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				1620

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

2021-2022 Campus Improvement Team

Committee Role	Name	Position
Administrator	Johna Straw	Associate Principal (Curriculum & Instruction)
Administrator	Ysmael Lujan	Associate Principal (Operations)
Administrator	Delesa Styles	Principal
Non-classroom Professional	Carrie Beyer	SAS Counselor
Paraprofessional	Brandy Cervantes	PHS Bookkeeper/Volunteers
Classroom Teacher	Chaunte Flinn	Social Studies Teacher
Classroom Teacher	Luis Trejo Fuentes	Fine Arts Teacher
Classroom Teacher	Robin Herrington	Career & Technical Education (CTE) Teacher
Classroom Teacher	Rebecca Joy	Science Teacher
Classroom Teacher	Salvador Perez	Languages Other Than English (LOTE) Teacher
Classroom Teacher	Teri Richardson	Math Teacher
Classroom Teacher	Elizabeth Wilbanks	Special Education Teacher
Classroom Teacher	Catherine Williams	English Language Arts and Reading (ELAR) Teacher
Parent	Tara Browning	Parent
Parent	Jennifer Carrasco	Parent
Parent	Michelle Norrid	Parent
Parent	Jessika Pirtle	Parent
Business Representative	Sarah Marston	Whataburger Corporate Field Marketing Coordinator

1021

Addendums

1622

Ector County Independent School District

Reagan Academic Magnet

2021-2022 Campus Improvement Plan

1623

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

1628

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data

1629

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All Reagan students will complete 3 Digital Learning lessons before being issued an electronic device. **Strategy's Expected Result/Impact:** Students and parents will have a better understand of digital learning. **Staff Responsible for Monitoring:** Parent, teachers, students and administration **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All Reagan students will use electronic devices to enhance and increase rigor of instruction in the classroom. **Strategy's Expected Result/Impact:** Students will be able research and enhance their daily learning through technology. **Staff Responsible for Monitoring:** Teachers and administration **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Targeted Support Strategy**				1630

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All Reagan first grade through fifth grade students will track their data in a data tracker. **Strategy's Expected Result/Impact:** Students will be able set goals and track their progress on each assessment taken. **Staff Responsible for Monitoring:** Teacher, students, administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1631

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: ECISD will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan Kindergarten through Fifth grade students will set MAP goals and track growth. Low preforming students will be put in targeted tutoring times for 40 minutes weekly. **Strategy's Expected Result/Impact:** Targeted students will show growth on MAP scores after attending tutoring sessions. **Staff Responsible for Monitoring:** Teachers, IC, administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1632

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

1633

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning.

1634

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan will use ECISD Framework to planning meaningful and rigorous lessons for all students. **Strategy's Expected Result/Impact:** MAP scores will show growth. **Staff Responsible for Monitoring:** Teachers, IC and administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1635

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

1636

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults in our organization that creates systemic change where SEL can thrive.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan's counselor will plan lessons to help support students SEL after a pandemic in which many students have not attended school in 18 months. **Strategy's Expected Result/Impact:** Students will all be back in attendance to allow student and teacher support that they were not able to have in a virtual setting. **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1637

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan students and families will be welcomed back into the building by teachers, aides, counselor, support staff, IC and administration. **Strategy's Expected Result/Impact:** Students will feel well supported and safe in the building. **Staff Responsible for Monitoring:** Teachers, aides, counselor, support staff, IC and administration. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

1638

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: ECISD will provide and safe and supportive school environment

1639

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Evaluation Data Sources: Program evaluations

1640

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Superintendent's First 100 Days report to school board, staff, community; Superintendent's Getting Connected (2019-20); Staying Connected (2020-21); ECISD Live developed out of response to the COVID-19 pandemic is now an every-other-week community event with announcements and information; weekly press conference hosted by Dr. Muri was also born of the pandemic, now is a cornerstone of media relations efforts; weekly internal e-news and external e-newsletter promote strategic plan work; website is well-developed with Vision, Mission, Themes, & Projects plus related media that showcases examples of Strategic Plan work. Moving forward: printed pieces to accompany digital promotion and continuation of these efforts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan students and families will be well informed of all events at Reagan. **Strategy's Expected Result/Impact:** Kindergarten through 2nd students will have a nightly communication with parents that must be signed. Teachers will require students in grades 3rd-5th complete a daily planner that must be signed nightly. **Staff Responsible for Monitoring:** Students, teacher, parents **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1641

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 13: Grow community partnerships that promote excellence in our schools.

Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan PTA will support and invest in students learning. **Strategy's Expected Result/Impact:** PTA will help fund and support learning in Outdoor Learning Classrooms. One of the classrooms will focus on Science outdoor lessons to help support 5th grade. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				1642

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.

Evaluation Data Sources: Budget data

1643

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

1644

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2021-2022.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

1645

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2021-2022.

Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board Components submitted for Consideration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan teachers will be encouraged to apply for National Board Certification. **Strategy's Expected Result/Impact:** Teachers that apply and are accepted to National Board Certification will bring back rigors teaching to support student success. **Staff Responsible for Monitoring:** Administration and IC **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1646

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2021-2022.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

1647

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 5: Reagan teachers will target student growth in all tested areas.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP scores, SCA assessments and STAAR tests

1648

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

1649

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

1650

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: ECISD will promote SEL for all students across the district.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

1651

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

1652

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the AP/IB passing standard will increase from _37%__ to _42__% by May 2022.

Evaluation Data Sources: 2020 State Accountability

1653

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from __26_% to _31__% by May 2022.

Evaluation Data Sources: 2021 College Board Report

1654

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The Community Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out. 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

1655

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. Community Outreach Center (COC) staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

1656

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan will promote and highlight all events from 2021-2022 school year through media sources. **Strategy's Expected Result/Impact:** Parents, students and teachers will see the growth and excitement happening at Reagan and will want to become apart of our community. **Staff Responsible for Monitoring:** Teachers, support staff, and Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1657

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 88% (2020) to 95% by August 2024.
The percentage of first-year grade 9 students earning 6 or more credits will increase from 90.7% (2020) to 96% by August 2024.
The percentage of second-year high school students earning six or more credits will increase from 89.2% (Class of 2022 with 12+ Credits) to 95% by August 2024.

1658

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability ratings

1659

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Ector County Independent School District

Ross Elementary

2021-2022 Campus Improvement Plan



1661

Mission Statement

All staff and students will follow CHAMPS with fidelity in order to create a positive and safe climate. Our daily effort will produce growth in all academic and non-academic areas. Make today better than yesterday.

Vision

Through a growth mindset, distributed leadership and working together, we will create, maintain, and continually work to improve the school community and culture to raise student achievement. We will be a community of learners who believe that continuous learning in our craft, setting high expectations, growing ourselves professionally and personally, taking risks, and creating teacher leaders will create a school culture where students are afforded a personalized learning plan and positive environment to grow academically, socially, and emotionally.
At Ross, we believe that ALL students are treated with dignity and respect at ALL times.

1662

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ross Elementary was built in 1956. We serve the communities of Odessa and Ector County. Ross serves PK-5th grade monolingual students. We have two specialized units serving kindergarten through fifth grade students with special needs. All students are offered classes in music, physical education, and library skills.

Ross s a school-wide Title 1 school that served 386 students in May 2021. The enrollment is down the previous school year. Enrollment data indicates 17.09% English Language Learners, 6.97% identified gifted and talented, 12.69% served through special education, 8.96% homeless, and 67% economically disadvantaged students.

In 2019 Ross Elementary earned an F rating. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for Ross Elementary. Scores are scaled from 0 to 100 to align with letter grades. 2020 & 2021 Accountability Rating: Not Rated: Declared State of Disaster.

3rd Math 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	57%	56%	60%	/	55%	60%	56%	/
Meets	21%	15%	20%	/	25%	0%	19%	/
Masters	5%	2%	9%	/	0%	0%	5%	/

1664

3rd Math 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	52%	48%	56%	/	59%	18%	54%	/
Meets	11%	8%	10%	/	18%	0%	10%	/
Masters	2%	0%	0%	/	6%	0%	2%	/

3rd Math 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	33%	44%	50%	35%	20%	41%	20%
Meets	8%	6%	11%	0%	6%	0%	8%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%

3rd Math 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	33%	33%	39%	0%	39%	10%	0%	20%
Meets	13%	13%	16%	0%	16%	0%	0%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%

3rd READING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	51%	44%	43%	/	65%	36%	50%	/
Meets	27%	20%	29%	/	30%	0%	26%	/
Masters	16%	12%	20%	/	10%	0%	15%	/
3rd READING 2018	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	70%	60%	74%	40%	71%	36%	73%	/
Meets	17%	20%	18%	20%	18%	0%	19%	/
Masters	5%	3%	5%	0%	6%	0%	5%	/
3rd READING 2019	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	43%	37%	47%	17%	47%	30%	44%	20%
Meets	14%	9%	11%	0%	24%	20%	14%	20%
Masters	4%	4%	2%	0%	6%	0%	4%	20%
3rd READING 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	50%	53%	48%	75%	44%	20%	0%	60%
Meets	22%	25%	23%	50%	22%	0%	0%	0%
Masters	7%	10%	6%	0%	11%	0%	0%	0%

1665

4th MATH 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	53%	45%	51%	/	58%	/	52%	/
Meets	26%	16%	24%	/	26%	/	25%	/
Masters	9%	5%	7%	/	11%	/	8%	/
4th MATH 2018	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	57%	60%	59%	/	54%	50%	56%	/
Meets	14%	9%	14%	/	17%	0%	14%	/
Masters	4%	7%	8%	/	0%	0%	3%	/
4th MATH 2019	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	30%	22%	27%	33%	39%	13%	30%	/

4th MATH 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Meets	9%	8%	7%	17%	11%	13%	8%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/
4th MATH 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	35%	19%	32%	0%	44%	0%	100%	/
Meets	18%	13%	18%	0%	17%	0%	100%	/
Masters	10%	6%	9%	0%	11%	0%	100%	/

4th READING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	53%	39%	56%	/	53%	17%	52%	/
Meets	23%	18%	20%	/	26%	0%	23%	/
Masters	7%	5%	7%	/	5%	0%	7%	/
4th READING 2018	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	45%	36%	41%	/	54%	17%	42%	/
Meets	14%	13%	16%	/	17%	0%	14%	/
Masters	7%	7%	5%	/	13%	0%	6%	/
4th READING 2019	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	41%	31%	46%	40%	33%	13%	40%	/
Meets	17%	17%	20%	40%	6%	13%	18%	/
Masters	6%	4%	5%	40%	0%	0%	6%	/
4th READING 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	54%	44%	54%	0%	67%	29%	100%	/
Meets	16%	15%	8%	0%	28%	0%	0%	/
Masters	6%	6%	4%	0%	11%	0%	0%	/

1666

5th Math 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	75%	80%	81%	/	70%	50%	75%	/
Meets	30%	33%	33%	/	27%	13%	29%	/
Masters	5%	8%	6%	/	6%	0%	6%	/
5th Math 2018	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	61%	58%	61%	20%	68%	67%	61%	/
Meets	28%	23%	24%	0%	36%	0%	28%	/
Masters	11%	10%	8%	0%	14%	0%	10%	/
5th Math 2019	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	55%	51%	53%	/	57%	60%	55%	/
Meets	22%	16%	27%	/	13%	30%	22%	/
Masters	7%	3%	10%	/	4%	10%	8%	/
5th Math 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	57%	64%	60%	/	38%	25%	/	/
Meets	25%	28%	26%	/	19%	0%	/	/
Masters	7%	8%	10%	/	0%	0%	/	/

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5th READING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	62%	60%	58%	/	67%	0%	61%	/
Meets	34%	35%	33%	/	39%	0%	35%	/
Masters	14%	13%	14%	/	15%	0%	14%	/
5th READING 2018	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	53%	50%	50%	20%	64%	17%	56%	/
Meets	30%	27%	27%	0%	41%	0%	21%	/
Masters	10%	10%	4%	0%	23%	0%	8%	/
5th READING 2019	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	60%	56%	57%	/	61%	40%	59%	/
Meets	28%	24%	28%	/	30%	20%	27%	/
Masters	12%	11%	15%	/	4%	10%	11%	/

5th READING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	52%	56%	50%	/	63%	38%	/	/
Meets	17%	14%	19%	/	13%	0%	/	/
Masters	6%	6%	5%	/	6%	0%	/	/

4th WRITING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	42%	32%	41%	/	47%	/	42%	/
Meets	10%	8%	5%	/	11%	/	8%	/
Masters	0%	0%	0%	/	0%	/	0%	/

4th WRITING 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	23%	20%	27%	/	16%	0%	22%	/
Meets	9%	7%	11%	/	8%	0%	9%	/
Masters	3%	2%	3%	/	4%	0%	3%	/

4th WRITING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	30%	18%	29%	30%	28%	13%	30%	/
Meets	4%	2%	5%	0%	6%	0%	5%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/

4th WRITING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	24%	42%	/	47%	0%	/	/
Meets	8%	6%	13%	/	6%	0%	/	/
Masters	0%	0%	0%	/	0%	0%	/	/

5th SCIENCE 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	74%	73%	75%	/	79%	38%	74%	/
Meets	33%	40%	28%	/	39%	0%	32%	/
Masters	12%	18%	14%	/	12%	0%	13%	/

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5th SCIENCE 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	55%	48%	53%	40%	59%	0%	56%	/
Meets	21%	19%	19%	0%	27%	0%	21%	/
Masters	8%	10%	4%	0%	14%	0%	8%	/
5th SCIENCE 2019	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	45%	38%	38%	/	52%	43%	46%	/
Meets	13%	12%	12%	/	4%	14%	12%	/
Masters	6%	7%	7%	/	4%	14%	6%	/
5th SCIENCE 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	37%	36%	38%	/	38%	13%	/	/
Meets	8%	8%	10%	/	0%	0%	/	/
Masters	2%	3%	0%	/	0%	0%	/	/

DOMAIN 1:

3-5 All Subj Eng & Span STAAR 2021 Domain 1	Summarized Results				
	Total Students	Approaches	Meets	Masters	Domain 1
ROSS ELEMENTARY SCHOOL	175	45.14%	15.98%	4.75%	22%

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3-5 Math STAAR 2021 Eng & Span	Summarized Results				
	Total Students	Approaches	Meets	Masters	Domain 1
All Students	6750	54.76%	26.58%	12.50%	31%
ROSS ELEMENTARY SCHOOL	174	42.53%	18.97%	5.75%	22%

	Writing					Science				
	Total Students	Approaches	Meets	Masters	Domain 1	Total Students	Approaches	Meets	Masters	Domain 1
All Students	2158	40.59%	16.17%	3.38%	20%	48.15%	18.58%	7.06%	4451	148375%
ROSS ELEMENTARY SCHOOL	49	40.82%	8.16%	0%	16%	65	36.92%	7.69%	1.54%	15%

MAP Conditional Growth %	MATH	READING
Kinder	1	1
1st	5th	1
2nd	89th	29th
3rd	99th	10th
4th	97th	87th
5th	98th	98th

STUDENT MOBILITY	
2014	26%
2015	24%
2016	25%
2017	21%
2018	22%
2019	27%
2020	32%

DISCIPLINE:

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YEAR	# of Discipline Referrals
2019	546
2020	147
2021	46

2021 Discipline

068901119 - Ross EL	All Students						Hispanic Latino						White						Two or More					
	Male			Female			Male			Female			Male			Female			Male			Female		
	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS
Total	5	17	17	2	5	5	2	4	4	2	5	5	1	8	8	0	0	0	2	5	5	0	0	0
Special Education	3	11	11	0	0	0	1	1	1	0	0	0	1	8	8	0	0	0	1	2	2	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CTE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eco Dis	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	0	0	0
GT	0	0	0	1	2	2	0	0	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Section 504	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Demographics Strengths

As a campus, we have dramatically decreased discipline referrals. We have decreased from 546 referrals in 2019 to 147 in 2020 to 46 in 2021.

From 2019 to 2021, overall, most of our subpopulations have increased in the Meets category in Math, Reading and Writing. In comparison to the 2019 STAAR, the following grade level percentange points increased in each subpopulation on the 2021 STAAR:

3rd Grade Reading All Students increased 7 points in Approaches, 8 points in Meets, and 3 points in Masters;
3rd Grade Reading Economically Disadvantaged students increased 16 points Approaches, 16 points, and 6 points in Masters;
3rd Grade Reading Hispanic students increased 1 point in Approaches, 12 points in Meets, and 4 points in Masters;
3rd Grade Reading African American increased 58 points in Approaches and 50 points in Meets;
3rd Grade Reading White students increased 5 points in Masters

3rd Grade Math All Students increased 5 points in Meets;
3rd Grade Math Economically Disadvantage students increased 7 points in Meets;
3rd Grade Math Hispanic students increased 5 points in Meets;
3rd Grade Math White students increased 4 points in Approaches and 10 points in Meets

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4th Grade Reading All Students increased 13 points in Approaches;
4th Grade Reading Economically Disadvantaged students increased 13 points in Approaches and 2 points in Meets;
4th Grade Reading Hispanic students increased 8 points in Approaches;
4th Grade Reading White increased 34 points in Approaches, 22 points in Meets, and 11 points in Masters;
4th Grade Reading SPED students increased 16 points in Approaches;
4th Grade Reading ELL students increased from 60 points in Approaches

4th Grade Math All Students increased 5 points in Approaches, 9 points in Meets and 10 points in Masters;
4th Grade Math Economically Disadvantaged students increased in 5 points in Meets and 10 points in Masters;
4th Grade Math Hispanic students increased 5 points in Approaches, 11 points in Meets, and 9 points in Masters;
4th Grade Math White students increased 5 points in Approaches, 6 points in Meets, and 11 points in Masters;
4th Grade Math ELL students increased 70 points in Approaches, 92 points in Meets, and 100 points in Masters

4th Grade Writing All Students increased 11 points in Approaches and 4 points in Meets;
4th Grade Writing Economically Disadvantaged students increased 6% points Approaches, and 4 points in Meets;
4th Grade Writing Hispanic students increased 13 points in Approaches, and 8 points in Meets;
4th Grade Writing White students increased 19 points in Approaches

5th Grade Reading White student increased 2 points in Approaches and 2 points in Masters;

5th Grade Math All Students increased 2 points in Approaches and 3 points in Meets;
5th Grade Math Economically Disadvantaged increased 13 points in Approaches, 12 points in Meets, and 5 points in Masters;

5th Grade Math Hispanic increased 7 points in Approaches;
5th Grade Math White students increased 6 points in Meets;

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our special education students decreased from the 2019 to 2021 STAAR in Meets in all grade levels. **Root Cause:** Ross has had a high turn over of Special Education Self-Contained Unit teachers. Our Inclusion/Resource teacher doubled up to help serve our SCC units, causing a decrease in our overall service to our Special Education population.

Problem Statement 2: No subpopulation increased in Science on the 2021 STAAR. **Root Cause:** There was an uncertified teacher without experience.

Problem Statement 3: Only one subpopulation (white) increased in 5th Grade Reading. **Root Cause:** Although 5th grade was closing gaps quickly (98th % on MAP Conditional Growth), our individual subpopulations, except white, did not meet standard on 2021 STAAR.

Problem Statement 4: Our disciplinary referrals are higher among our male special education population. **Root Cause:** General education teachers are not equipped to handle severe disciplinary issues.

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Student Learning

Student Learning Summary

MAP Conditional Growth %	MATH	READING
Kinder	1	1
1st	5th	1
2nd	89th	29th
3rd	99th	10th
4th	97th	87th
5th	98th	98th

COMPARISON FROM 2019 to 2021 STAAR

3rd Math 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	33%	44%	50%	35%	20%	41%	20%
Meets	8%	6%	11%	0%	6%	0%	8%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%
3rd Math 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	33%	33%	39%	0%	39%	10%	0%	20%
Meets	13%	13%	16%	0%	16%	0%	0%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%

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*** Decrease in Approaches, Increase in Meets, and Same in Masters

3rd READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	43%	37%	47%	17%	47%	30%	44%	20%
Meets	14%	9%	11%	0%	24%	20%	14%	20%
Masters	4%	4%	2%	0%	6%	0%	4%	20%
3rd READING 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	50%	53%	48%	75%	44%	20%	0%	60%
Meets	22%	25%	23%	50%	22%	0%	0%	0%
Masters	7%	10%	6%	0%	11%	0%	0%	0%

***Increase in Approaches, Meets, and Masters

4th MATH 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	30%	22%	27%	33%	39%	13%	30%	/
Meets	9%	8%	7%	17%	11%	13%	8%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/
4th MATH 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	35%	19%	32%	0%	44%	0%	100%	/
Meets	18%	13%	18%	0%	17%	0%	100%	/
Masters	10%	6%	9%	0%	11%	0%	100%	/

***Increase in Approaches, Meets, Masters

4th READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	31%	46%	40%	33%	13%	40%	/
Meets	17%	17%	20%	40%	6%	13%	18%	/
Masters	6%	4%	5%	40%	0%	0%	6%	/
4th READING 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	54%	44%	54%	0%	67%	29%	100%	/
Meets	16%	15%	8%	0%	28%	0%	0%	/
Masters	6%	6%	4%	0%	11%	0%	0%	/

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*** Increase in Approaches, 1 point Decrease in Meets, and Same in Masters

4th WRITING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	30%	18%	29%	30%	28%	13%	30%	/
Meets	4%	2%	5%	0%	6%	0%	5%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/
4th WRITING 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	41%	24%	42%	/	47%	0%	/	/
Meets	8%	6%	13%	/	6%	0%	/	/

4th WRITING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Masters	0%	0%	0%	/	0%	0%	/	/

***Increase in Approaches, Meets, and Masters

5th Math 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	55%	51%	53%	/	57%	60%	55%	/
Meets	22%	16%	27%	/	13%	30%	22%	/
Masters	7%	3%	10%	/	4%	10%	8%	/
5th Math 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	57%	64%	60%	/	38%	25%	/	/
Meets	25%	28%	26%	/	19%	0%	/	/
Masters	7%	8%	10%	/	0%	0%	/	/

***Increase in Approaches, Meets, and Same in Masters

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5th READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	60%	56%	57%	/	61%	40%	59%	/
Meets	28%	24%	28%	/	30%	20%	27%	/
Masters	12%	11%	15%	/	4%	10%	11%	/
5th READING 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	52%	56%	50%	/	63%	38%	/	/
Meets	17%	14%	19%	/	13%	0%	/	/
Masters	6%	6%	5%	/	6%	0%	/	/

*** Decrease in Approaches, Meets, and Masters

5th SCIENCE 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	45%	38%	38%	/	52%	43%	46%	/
Meets	13%	12%	12%	/	4%	14%	12%	/

5th SCIENCE 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Masters	6%	7%	7%	/	4%	14%	6%	/
5th SCIENCE 2021	**All Students**	**Eco Dis**	**Hispanic**	**AA**	**White**	**SPED**	**ELL**	**2 Races**
Approaches	37%	36%	38%	/	38%	13%	/	/
Meets	8%	8%	10%	/	0%	0%	/	/
Masters	2%	3%	0%	/	0%	0%	/	/

***Decrease in Approaches, Meets, and Masters

Student Learning Strengths

In comparison to the 2019 STAAR, All Students increased in the following grade levels and areas on the 2021 STAAR:

3rd Math Meets;
3rd Reading Approaches, Meets, and Masters;
4th Math Approaches. Meets, and Masters;
4th grade Reading Approaches;
4th Grade Writing Approaches, Meets, and Masters;
5th Grade Math Approaches and Meets.

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In 2nd-5th grades, on the Math NWEA MAP, we achieved above the 89th -99th percentile nationally in growth.

In 4th and 5th grades, on the Reading NWEA MAP, we acheived above the 86th percentile nationally in growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although Ross's 3rd grade students increased in percentile points from 2019 to 2021 STAAR in Approaches, Meets and Masters, they did not meet the national standard of growth in Reading (50%) according to the results of the NWEA MAP, **Root Cause:** Teachers did not have adequate training in Guided Reading to meet individual growth needs.

Problem Statement 2: Ross's 5th grade students decreased on the Science STAAR assessment from 2019 to 2021. **Root Cause:** There was a new teacher and spiraling did not occur.

Problem Statement 3: Ross's Kindergarten students did not meet the 50% national standard of growth in Math or Reading on the NWEA MAP assessment. **Root Cause:** Ross

Kindergarten only had two teachers all year, as there wasn't another teacher to hire throughout the year. One kindergarten teacher was new and the seasoned Kindergarten teacher serviced 20 students virtually and 20 students in person. Opportunity Culture did not exist in Kindergarten during the 2020-2021 school year.

Problem Statement 4: Ross's 1st grade students did not meet the 50% national standard of growth in Math on the NWEA MAP assessment. **Root Cause:** There was one new teacher and a seasoned teacher who did not have classroom management or delivering at high levels. Opportunity Culture did not exist during the 2020-2021 school year.

Problem Statement 5: Ross's 2nd grade students did not meet the 50% national standard of growth in Reading on the NWEA MAP assessment. **Root Cause:** Teachers did not have adequate Guided Reading training to meet individual student growth needs.

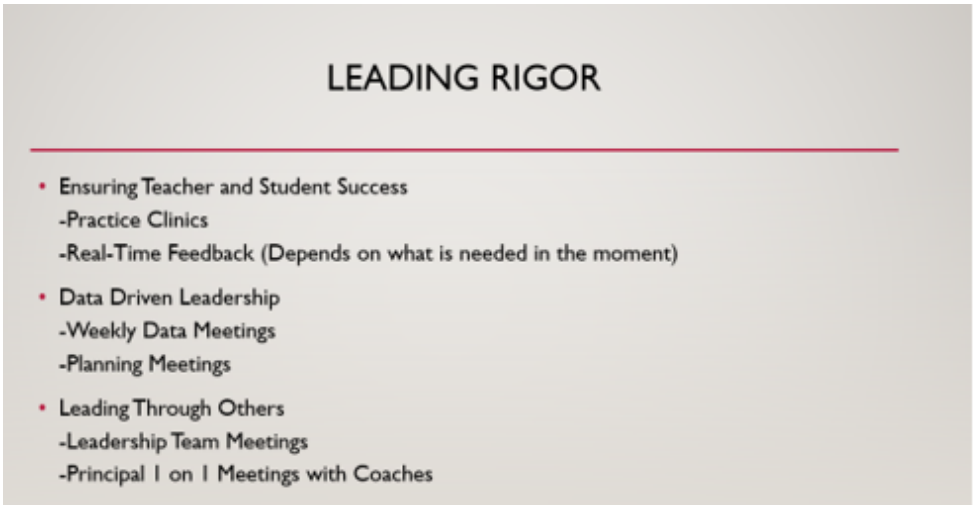
1677

School Processes & Programs

School Processes & Programs Summary

- Ross became a 2nd-5th grade Opportunity Culture campus during the 2020-2021 school year. For the 2021-2022 school year, we are extending our Opportunity Culture program to PreK - 1st grades as well as Special Education teachers. Opportunity Culture helps retain master teachers by paying them a generous stipend, and in turn, these master teachers coach and support team teachers by co-planning, co-teaching, and modeling, resulting in growing and retaining highly effective classroom teachers as well as in increaase in student achievement.

- Our Opportunity Culture focuses around the following processes:



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- During the 2021 summer, Ross teachers, staff, and administration attended a two day Leader in Me training, resulting in Ross becoming a certified Leader in Me campus. The goal of Leader in Me is to empower all teachers and students to be leaders through Steven Covey's, 7 Habits of Highly Effective People (Be Proactive; Begin with the End in Mind; Put First Things First; Think Win-Win; Seek First to Understand, Then to Be Understood; Synergize; Sharpen the Saw).

- Ross implements CHAMPS in all areas of the campus focusing this year on Hallways and Transitions.

- Our GT students will receive Depth & Complexity instruction on campus.

- District initiatives including Guided Reading, Math Framework, Number Talks, Imagine Math and LLI for intervention will be implemented with fidelity. Trainer of Trainers (TOT) for the Math Framework and Guided Reading were trained during the summer. These TOT's then delivered this same training to teachers during the beginning of the year staff development days. Having Trainer of Trainers (TOT) on campus to support our teachers with new initiatives helps retain current teachers.

  Ross uses the See It, Name It, Do It Framework from Get Better Faster to coach all teachers: The principal coaches the Assistant Principals and 5 MCL's (Multi-Classroom Leaders), the Assistant Principal and MCL's in turn coach a team of new and veteran teachers. Practice Clinics will be included into the master schedule this year so that

MCL's (Multi-Classroom Leaders) and teacher can practice their instructional delivery to ensure high quality instruction.

School Processes & Programs Strengths

We are a school-wide Opportunity Culture and Leader in Me campus. 100% of our classroom and special education teachers will be coached and supported through the Get Better Faster structures. Our campus thrives on "Together We're Better" as we strive to synergize our staff by continuously collaborating, planning, analyzing data, celebrating success and buidling upon each others strengths, and adjusting where there are opportunities.

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Perceptions

Perceptions Summary

Ross Panorama Survey showed that in the Fall 71% of our staff felt school connectedness compared to 69% in the Spring.

Ross Panorama Survey showed that 71% of our students felt school connectedness compared to 69% in the Spring.

OPPORTUNITY CULTURE

ROSS Staff Results of Opportunity Culture Survey (First Year Implementation/2nd-5th Only/100% Staff Participation)	Strongly Agree	Agree	Disagree	Strongly Disagree
Faculty & Staff Have a Shared Vision.	66%	34%	0%	0%
Teachers are held to high professional standards for delivering instructions.	66%	31%	0%	3%
Teachers receive feedback that help them improve.	41%	59%	0%	0%
Supports provided (instructional coaching, PLC's, etc.) translates to improvement in instructional practices by teachers.				
My evaluation is matched to my current role responsibilities.	45%	52%	0%	3%
My role responsibilities are clearly defined.	45%	48%	4%	3%
If I am successful as a teacher in my school, I will have the opportunity to reach more students.	48%	48%	4%	0%
Excellent teachers in my school have opportunities to lead peers.	55%	41%	4%	0%
I would like to continue Opportunity Culture in my school next year.	62%	38%	0%	0%
The Opportunity Culture staffing model has had a positive impact of staff collaboration.	52%	48%	0%	0%
My school's Opportunity Culture staffing model has improved the effectiveness of teachers.	55%	41%	3%	0%
My school provides ongoing communication regarding Opportunity Culture staffing model.	28%	66%	6%	0%
The Opportunity Culture staffing model has had a positive impact on my school's staff culture.	52%	41%	7%	0%
The Opportunity Culture staffing model has increased student achievement at my school.	83%	18%	0%	0%
Faculty and staff in this school trust each other.	41%	52%	4%	3%

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Perceptions Strengths

Overall, there is overwhelming evidence that the culture at Ross is one of trust, connectedness, and support. Opportunity Culture has truly transformed the culture at Ross Elementary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Leadership has not done an exemplary job of ongoing communication regarding Opportunity Culture at Ross. **Root Cause:** Time and the lack of ability to be together as a staff has hindered the communication of Opportunity Culture.

Problem Statement 2: 31% of our students did not feel school connectedness. **Root Cause:** COVID-19 restrictions.

Problem Statement 3: 31% of our staff did not feel school connectedness. **Root Cause:** COVID-19 restrictions.

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Priority Problem Statements

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Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Ross will develop a collective understanding and shared vision of Social Emotional Learning (SEL) among all stakeholders in our organization that creates systemic change on campus where SEL can thrive.

Evaluation Data Sources: Character Education lesson by Counselor
Leader In Me (implementation in all grade levels and special areas)
7 Mindset lessons weekly
Decreased office referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Ross staff will engage in a Leader In Me training in July and receive coaching for successful implementation throughout the school year. **Strategy's Expected Result/Impact:** Decreased office referrals Increased staff and student leadership Increased student achievement **Staff Responsible for Monitoring:** Administration Lighthouse Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1683

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will implement the district adopted SEL curriculum, 7 Mindsets each day for 15 minutes. **Strategy's Expected Result/Impact:** Students will learn strategies on each of the following 7 Mindsets and will be discussed during afternoon announcements as a reminder. **Staff Responsible for Monitoring:** Teachers Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Ross will establish and maintain strong partnerships with parents, community members, and businesses.

Evaluation Data Sources: Ross Facebook
Ross Webpage
Teacher/Grade Level Webpages
Schoology
SeeSaw
Parent and Community Surveys
Twitter
Parent Link
Volunteer Program (VOLY)
Teacher/Parent Conferences
Monthly Newsletters
Community Partnerships

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School web page will be updated regularly to reflect the most current links for resources are provided; including links to classroom portals, and school wide handbooks, notices and calendars. **Strategy's Expected Result/Impact:** All stakeholders will have an easy access resource available at all times. **Staff Responsible for Monitoring:** Media Specialist, Teachers, Campus ILT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1684

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Ross will provide and promote a safe climate that is conducive to learning for all students.

Evaluation Data Sources: CHAMPS
Playbook Progress Monitoring Checkpoints
Referral Data
Student/Teacher/Parent Surveys (Panorama and Leader In Me)
COVID-19 Safety Training Prior to School and Throughout the Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In addition to using CHAMPS procedures with fidelity, a Campus Playbook with strategies for school wide systems will be utilized by all staff and students. Within the playbook, routines for streamlined, efficient routines will be covered. **Strategy's Expected Result/Impact:** With consistent practice and daily execution, reliable routines will allow quick transitions, arrivals and departures which will protect instructional time. **Staff Responsible for Monitoring:** All staff will conduct sell-checks while campus administration monitors for feedback/coaching opportunities.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ross staff will be trained to follow TEA, CDC, and district safety guidelines for COVID. **Strategy's Expected Result/Impact:** All teachers, students, parents, and staff will feel safe. **Staff Responsible for Monitoring:** Teachers, Campus Administration, Staff, District Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

1685

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Counselors will give lessons on the above mentioned topics to help reduce bullying, substance abuse, and give techniques to students and families on how to deal with stress. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Counselors will have an understanding of how to address emotionally				

at-risk students. **Staff Responsible for Monitoring:** Counselor					

 No Progress  Accomplished  Continue/Modify  Discontinue

1686

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Ross will provide a rigorous, relevant and engaging curriculum.

Evaluation Data Sources: Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLC's (Planning and Data Drive Instruction)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with district initiatives, scope and sequence, and ECISD approved curriculum, our MCLs and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. **Strategy's Expected Result/Impact:** Students will be allowed to participate in a variety of learning experiences both face to face and virtually that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers (classroom and special area) Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps. **Staff Responsible for Monitoring:** Teachers, Campus Administration **Problem Statements:** Student Achievement 3, 4 **Funding Sources:** Tutors - Title One School-wide - $6,000				

1687

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All K-5 Ross teachers will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. Math and Reading content rooms will be created for Practice Clinics and each K-3 teacher will receive materials needed to ensure implementation of Guided Reading with fidelity. **Strategy's Expected Result/Impact:** K-5 students will be reading on grade level or above by the end of their grade as well as meet on grade level or above math MAP targets. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal MCL's **Problem Statements:** Student Achievement 4 **Funding Sources:** Materials for Make and Take/PD Room to include Poster Maker, Guided Reading Supplies, Literacy Station Supplies - Title One School-wide - $12,900				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Ross will conduct a Math and Reading Bingo Night to engage parents and students in the foundational skills of reading and math. **Strategy's Expected Result/Impact:** Parents and students will gain an excitement for learning while practicing foundational reading and math skills. **Staff Responsible for Monitoring:** Teachers **Problem Statements:** Parent and Community Engagement 2 **Funding Sources:** Reading and Math Bingo Games for Parent Engagement - Title One School-wide - $1,184				1688

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers will use Flocabulary to engage students in rigorous TEKS based activities while focusing on vocabulary in Reading, Science, and Math. **Strategy's Expected Result/Impact:** Students will be engaged in the learning process while moving through all levels of Bloom's Taxonomy. **Staff Responsible for Monitoring:** Teachers **Problem Statements:** Student Achievement 3 **Funding Sources:** Flocabulary - Title One School-wide - $2,300				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teachers will use Generation Genius as a supplement to teaching Science concepts. **Strategy's Expected Result/Impact:** Teachers will analyze the embedded exit ticket to determine the next steps of teaching. **Staff Responsible for Monitoring:** Teachers **Problem Statements:** Student Achievement 3 **Funding Sources:** Generation Genius - Title One School-wide - $995				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Ross will follow all district calendar professional development allowances and plan relevant learning based on teacher needs as well as student data. **Strategy's Expected Result/Impact:** Teachers will benefit from professional development that is tailored to their needs. **Staff Responsible for Monitoring:** Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

1689

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Annual student attendance will increase from 92.8 % in 2021 to 94.5% in 2022.

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
Strategy 1: Two part-time Parent Liaison will be hired to contact parents each morning whose student(s) is absent. The Parent Liaison will provide resources to parents if assistance is needed.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Parent needs will be met District attendance contracts will be conducted in a timely manner Parent questions in relation to absence will be answered by appropriate routed personnel **Staff Responsible for Monitoring:** Two Parent Liaison Assistant Principal/Attendance Committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** Two Parent Liaisons - Title One School-wide - $20,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan and provide engaging lessons.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Lesson Plans are engaging Students will want to come to class every day **Staff Responsible for Monitoring:** MCL's (Multi-Classroom Leaders) Administration				

Strategy 3 Details	Reviews			
Strategy 3: Ross staff are trained on district COVID guidelines to increase safety.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased hand and surface sanitizing 3-6 feet distance where feasible Encouragement of mask wearing Parents and Students will feel safe knowing that precautions are taking place **Staff Responsible for Monitoring:** All				

Strategy 4 Details	Reviews			
Strategy 4: All teachers will monitor student attendance and grades throughout the year to identify students who need support from the School Counselor.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance rate will improve from 92.8% to 94.5% by the end of the				

2021-2022 school year. **Staff Responsible for Monitoring:** Teachers Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

1691

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Ross will ensure technology safety and work with the district to provide connectivity for anytime anywhere learning.

Evaluation Data Sources: Technology safety lessons will be provided in the classroom prior to students receiving their devices.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ross will work with the Digital Learning department to establish home internet connectivity for all students. **Strategy's Expected Result/Impact:** Student access to the internet from home will allow access to digital curriculum and resources. **Staff Responsible for Monitoring:** Administration District Technology Department Teachers **Problem Statements:** Technology 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will provide district lessons on internet safety and the acceptable use of district technology prior to students being issued district technology devices. **Strategy's Expected Result/Impact:** Students will understand and follow internet safety guidelines, take care of their district device, and use technology appropriately. **Staff Responsible for Monitoring:** Teachers Assistant Principal				1692

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Invest in Talent: Ross will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Ross is an Opportunity Culture campus which offers job-embedded, personalized professional learning system for all teachers Prek- 5th grades. This will occur in the form of coaching, modeling, co-teaching, co-planning and real-time feedback given by the Multi-Classroom Leaders (MCL's).

Evaluation Data Sources: Staff Retention
Academic Growth in Domain 2 and 3 on STAAR
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multi-Classroom Leaders (MCL's) will facilitate Professional Learning Communities (PLC's) utilizing the Backward Planning process. **Strategy's Expected Result/Impact:** Through creating Know and Show charts and creating exemplars, teachers will be able to plan at high levels and receive proven exemplar strategies, by the MCL's, to implement in their classroom to increase student achievement. **Staff Responsible for Monitoring:** MCL's Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1693

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Multi-Classroom Leaders (MCL's) will facilitate Professional Learning Communities (PLC's) utilizing the DDI (Data Driven Instruction) process using the See It, Name It, Do It strategy. **Strategy's Expected Result/Impact:** Teachers will be able to use a process to analyze student work to find gaps in order to reteach that TEK for mastery. **Staff Responsible for Monitoring:** MCL's Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Multi-Classroom Leaders (MCL's) will utilize Practice Clinics bi-weekly with each team of teachers or individual teachers practicing skills that will develop their craft of highly effective teaching strategies. These skills include: engagement strategies, Guided Reading and Guided Math. **Strategy's Expected Result/Impact:** Teachers will leave Practice Clinics having a better understanding of how to use a particular method/skill to increase student achievement. Teachers will receive the support they are needing, causing them to want to stay at Ross. **Staff Responsible for Monitoring:** MCL's Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The principal will coach each Multi-Classroom Leader on the Professional Learning Community (PLC) processes (DDI and Planning Backward), as well as how to coach teachers using the See It, Name It, Do It model. **Strategy's Expected Result/Impact:** MCL's will conduct a full coaching cycle for each of their team teachers by observing, giving an action step, practicing the action step, and then observing again for mastery of the action step. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

1694

Goal 2: Invest in Talent: Ross will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Ross will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Opportunity Culture Roles
Teacher Incentive Allotment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ross will leverage Opportunity Culture to extend the reach of high-quality teachers. **Strategy's Expected Result/Impact:** At least 55% of students will meet or exceed their projected growth as assessed on MAP **Staff Responsible for Monitoring:** MCL's TRT's Administration Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1695

Goal 2: Invest in Talent: Ross will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: The campus teacher retention rate will increase from 48% in 2021 to 80% in 2022.

Evaluation Data Sources: Teacher and Paraprofessional Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCL's and the Assistant Principal will be coached by the Principal to coach teachers and special areas using the See It, Name It, Do It model from Relay. **Strategy's Expected Result/Impact:** Tracking systems will be put in place to determine campus-wide and individual teacher strengths and weaknesses in alignment between planning, instructional delivery, aggressive monitoring, and mastery. This will help build a Win/Win culture and synergize the campus as a whole. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022 in all PreK-5th grade classrooms. **Strategy's Expected Result/Impact:** Campus teachers will have the opportunity to learn from excellent teachers (Multi-Classroom Leaders) through co-planning, co-teaching, modeling, and receiving constructive feedback . **Staff Responsible for Monitoring:** MCL's Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Practice Clinics will be embedded in the master schedule for teachers so the Multi-Classroom Leaders can practice strategies with their team teachers, such as Guided Reading, Kagan, and Guided Math. **Strategy's Expected Result/Impact:** Increase in delivery of excellent teaching **Staff Responsible for Monitoring:** MCL's Administrators				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: Ross will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: 45% of kindergartners will show readiness on the kindergarten readiness benchmark and 28% of 3rd graders will meet or exceed standard in both reading and math on STAAR.

Evaluation Data Sources: Pre-K Circle Data
MAP Growth Assessment
Guided Reading/Running Records
Imagine Math Passed Lessons
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Our campus will have two aides to support our Pre-Kindergarten unit. **Strategy's Expected Result/Impact:** Our pre-kindergarten unit will prepare students for kindergarten, showing kindergarten readiness on the Circle test **Staff Responsible for Monitoring:** Pre-K Staff Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: We will have a Math and Reading Bingo Night to show parents a fun way to practice foundational skills. **Strategy's Expected Result/Impact:** Parents will continue working on these skills at home. **Staff Responsible for Monitoring:** Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd grade teachers will pull guided reading groups, guided math groups, and use LLI for intervention. **Strategy's Expected Result/Impact:** 55% of 3rd grade students will meet or exceed growth on the reading and math MAP, and 27% will meet standard in math and reading on STAAR.				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1697

Goal 3: Learning Journey: Ross will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Ross will implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson Plans
Evaluation of Differentiated Professional Development (Practice Clinics)
PLC Agendas
Walk-Through Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path **Strategy's Expected Result/Impact:** The Principal, Assistant Principal, and MCL's will use the Ross Planning and DDI Guidelines to follow when conducting PLC's. **Staff Responsible for Monitoring:** MCL's, AP, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			1698
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use Blended Learning as a strategy to increase engagement, while personalizing student learning. **Strategy's Expected Result/Impact:** Student engagement **Staff Responsible for Monitoring:** Teachers Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Ross will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd grade reading "Meets" or "Exceeds" percentages will increase from 14% (2019 STAAR) and 21% (2021 STAAR) to 28% Meets on the 2022 STAAR.

Evaluation Data Sources: STAAR 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Before, during, and after school tutoring will be conducted based on the BOY Map Assessment. **Strategy's Expected Result/Impact:** Increase in % of students meeting "Meets" on the 2021 3rd grade STAAR. **Staff Responsible for Monitoring:** Teachers, Administration **Funding Sources:** Tutors - Title One School-wide - $7,000, Ford and Ferrier - Title One School-wide - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 2nd grade Team Reach Teacher (TRT) will pull 3rd graders for small groups during the day to provide intervention. **Strategy's Expected Result/Impact:** 3rd graders will be reading on grade level by the end of the 2021 year. **Staff Responsible for Monitoring:** 3rd grade teachers, 2nd grade TRT, administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				1699

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd grade teachers will implement Literature Circles with leveled groups of students. **Strategy's Expected Result/Impact:** Create an interest in reading and reinforce critical reading skills through the use of novels. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Novels - Title One School- Improvement - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The 5 components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) will be planned for and implemented into the instructional delivery (whole group, small group, stations). Each student will have a fluency folder (using Fry words), Florida Center for Reading Research will be utilized to help build stations, AVID levels of questioning will be used for comprehension, and Flocabulary will be utilized to help build vocabulary and comprehension. **Strategy's Expected Result/Impact:** Students will read fluently and comprehend 3rd grade text by the end of 3rd grade. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Flocabulary - Title One School-wide - $2,250				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 3rd grade teachers will conduct guided reading groups and maintain guided binders to include, but not limited to, running records. **Strategy's Expected Result/Impact:** Teachers will conduct on-going running records to determine student reading levels. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1700

Goal 3: Learning Journey: Ross will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: 3rd grade math "Meets" or "Exceeds" percentages will increase from 10% (2019 STAAR) and 13% (2021 STAAR) to 28% STAAR assessment.

Evaluation Data Sources: 2022 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Before, During, and After School Tutoring **Strategy's Expected Result/Impact:** Teachers will fill in the math gaps while challenging students through the problem solving method of UPSC. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Ford and Ferrier - Title One School-wide - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd grade students will track their own Math data and have data meetings with their teachers. **Strategy's Expected Result/Impact:** Students will reflect upon their own strengths and weaknesses and will understand what skills they need to improve upon. **Staff Responsible for Monitoring:** Teachers				

No Progress Accomplished Continue/Modify Discontinue

1701

Goal 3: Learning Journey: Ross will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Ross teachers will communicate daily through the use of school-wide planners. This will include character traits being learned weekly through Leader In Me. We will focus on teaching student responsibility, as well as allowing students to take ownership of their individual and campus goals. This is a way of bridging communication between the student, parent, and teacher.

Evaluation Data Sources: Daily Communication
Parent Signatures and Comments
Leader in Me Habits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Every student, K-5, will have a student planner focusing on character traits. **Strategy's Expected Result/Impact:** Student responsibility Leader in Me character trait of the month communicated Goals shared on a daily/weekly/monthly basis with staff, parents, and students **Staff Responsible for Monitoring:** Teachers Students Parents **Problem Statements:** Student Achievement 4 - Parent and Community Engagement 2 **Funding Sources:** Student Planners - Title One School-wide - $1,184				

 No Progress  Accomplished  Continue/Modify  Discontinue

1702

Campus Funding Summary

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	3	Novels		$500.00
				Sub-Total	$500.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	Tutors		$6,000.00
1	4	3	Materials for Make and Take/PD Room to include Poster Maker, Guided Reading Supplies, Literacy Station Supplies		$12,900.00
1	4	4	Reading and Math Bingo Games for Parent Engagement		$1,184.00
1	4	5	Flocabulary		$2,300.00
1	4	6	Generation Genius		$995.00
1	5	1	Two Parent Liaisons		$20,000.00
3	3	1	Tutors		$7,000.00
3	3	1	Ford and Ferrier		$4,000.00
3	3	4	Flocabulary		$2,250.00
3	4	1	Ford and Ferrier		$4,000.00
3	5	1	Student Planners		$1,184.00
				Sub-Total	$61,813.00
				Grand Total	$62,313.00

1703

Addendums

1704

Ector County Independent School District

Sam Houston Elementary

2021-2022 Campus Improvement Plan



1705

Mission Statement

Sam Houston Mission

At Sam Houston Elementary, we strive to empower lifelong learners in a nurturing environment. We embrace an academic spirit of excellence by developing knowledge and skills and promoting determination, integrity, family, and community involvement.

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1707

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Sam Houston has a mobility rate of ____% for students.

Most k-5 classrooms meet the required students to teacher ratio, with 2 being above ratio.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student demographics contribute to the lack of parental involvement in school. **Root Cause:** Lack of resources and support towards education.

1708

Priority Problem Statements

Problem Statement 1: Student demographics contribute to the lack of parental involvement in school.
Root Cause 1: Lack of resources and support towards education.
Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus has persistently scored below the state target in the area of student achievement.
Root Cause 2: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of rigorous Tier 1 instruction resulted in lower student performance in most core areas.
Root Cause 3: Lack of highly qualified teachers with content knowledge to engage in consistent, effective lesson planning.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: A large applicant pool of teachers does not exist in ECISD.
Root Cause 4: The high cost of living and oil industry in Odessa has limited applicant pool.
Problem Statement 4 Areas: School Processes & Programs 1709

Problem Statement 5: Teacher's receive training with no follow up trainings during the year to ensure success.
Root Cause 5: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement.
Root Cause 6: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Self-efficacy is low for most students, low motivation
Root Cause 7: Families do not embrace growth mindsets, do not engage in conversations about excelling in school/career with students.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of student leadership on campus.
Root Cause 8: Lack of student leadership opportunities and training for staff to build student growth mindset and leadership abilities.

Problem Statement 8 Areas: Perceptions

1710

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Sam Houston will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults in our organization that creates systemic change where SEL can thrive.

Evaluation Data Sources: Character Education lesson by Counselor, Leader In Me implementation in all grade levels, lower office referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in Leader In Me training in July and receive coaching for successful implementation throughout the school year. **Strategy's Expected Result/Impact:** Decreased office referrals, Increased student leadership, increased student achievement **Staff Responsible for Monitoring:** Administrators, Counselor, MCLs, Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				1711

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Lack of student leadership on campus. **Root Cause**: Lack of student leadership opportunities and training for staff to build student growth mindset and leadership abilities.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Sam Houston will provide and safe and supportive school environment

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Administrators, Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building. **Strategy's Expected Result/Impact:** Solid classroom management systems, safe and support environment **Staff Responsible for Monitoring:** Administrators, Counselor, CHAMPS site team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				1712

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Administrators will create a model school-wide Relay playbook for effective routines and procedures. **Strategy's Expected Result/Impact:** Safe and Supportive Learning environment where student needs are kept at the forefront. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Sam Houston will invest in cooperative learning tables and seating to more easily allow for student groupings and varied configurations. **Strategy's Expected Result/Impact:** Safer classroom equipment that allows students to move their work areas easily. Allows for a more supportive learning environment. **Staff Responsible for Monitoring:** Classroom Teachers, Administrators **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Perceptions 1 **Funding Sources:** tables and new chairs - Title One School- Improvement				



No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Self-efficacy is low for most students, low motivation **Root Cause**: Families do not embrace growth mindsets, do not engage in conversations about excelling in school/career with students.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Sam Houston will provide differentiated processes for priority students/teachers.

Evaluation Data Sources: Observations, Student Data, Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will utilize LLI intervention kits for K-3 grade. PK-5th grade will utilize IStation Reading 60 minutes a week per program. **Strategy's Expected Result/Impact:** Increased student growth in ELAR/SLAR **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Lack of rigorous Tier 1 instruction resulted in lower student performance in most core areas. **Root Cause**: Lack of highly qualified teachers with content knowledge to engage in consistent, effective lesson planning.

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Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Student attendance will increase from 92.9% overall in 2020-2021 to 94% overall in 2021-2022.

Evaluation Data Sources: End of year attendance report for 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly celebrations will be provided to classrooms with the highest percentages and will include parents. **Strategy's Expected Result/Impact:** Improved attendance rate **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** supplies, goodies for celebrations - Local - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Perfect attendance shirts will be given each 9 weeks to students. **Strategy's Expected Result/Impact:** Improved attendance rate **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** t-shirts - Local - $200				1715

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student demographics contribute to the lack of parental involvement in school. **Root Cause**: Lack of resources and support towards education.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will tailor job embedded professional learning opportunities toward teacher needs based on student performance. **Strategy's Expected Result/Impact:** Increased student engagement and performance. **Staff Responsible for Monitoring:** Administrators, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				1716

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Lack of rigorous Tier 1 instruction resulted in lower student performance in most core areas. **Root Cause**: Lack of highly qualified teachers with content knowledge to engage in consistent, effective lesson planning.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Sam Houston will increase the teacher retention rate from 60% in 2021 to 70% in 2022.

Evaluation Data Sources: Retention rates for End of Year data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston will provide strategic staffing systems through the incorporation of Opportunity Culture model. **Strategy's Expected Result/Impact:** Opportunity Culture Survey will show successful implementation results. Improved teacher retention rates. **Staff Responsible for Monitoring:** Administrators, Multi-Classroom Leaders **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 3 **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leader In Me adult action team will facilitate the use of staff boosters to encourage the implementation of the 7 Habits and a growth mindset. **Strategy's Expected Result/Impact:** Increased morale and effective implementation of Leader In Me campuswide. **Staff Responsible for Monitoring:** Administrators, Lighthouse Coordinators **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - Title One School-wide				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.

Perceptions
Problem Statement 1: Self-efficacy is low for most students, low motivation **Root Cause**: Families do not embrace growth mindsets, do not engage in conversations about excelling in school/career with students.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Sam Houston will increase the percentage of students showing growth on EOY MAP assessments from 41% in 2021 to 52% in 2022.

Evaluation Data Sources: Reading and Math MAP Growth Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade levels will implement Leveled Literacy Intervention for students performing below grade level. **Strategy's Expected Result/Impact:** Increased Reading Performance and abilities. **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A Day-time tutor will be hired to support the implementation of Reading Intervention using LLI in order to reach more students this year. **Strategy's Expected Result/Impact:** Increased Reading performance in grades 2 - 5 according the MAP MOY and EOY **Staff Responsible for Monitoring:** Administrators, MCLs. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Day tutor - Title One School- Improvement - $15,000				1718

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: The percentage of 3 - 5 grade students that Met Standard on all subjects/grades tested on STAAR will increase from 22% in 2021 to 40% in 2022.

Evaluation Data Sources: 2022 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers will follow the district provided curriculum and framework with fidelity. **Strategy's Expected Result/Impact:** Increase in quality tier 1 instruction and student performance. **Staff Responsible for Monitoring:** Administrators, MCLs, classroom teachers. **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a consistent process to disaggregate and monitor data through effective PLCs. **Strategy's Expected Result/Impact:** PLC agendas, DDI processes **Staff Responsible for Monitoring:** Administrators, MCLs, team teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				1719

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. **Root Cause**: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.
Problem Statement 2: Lack of rigorous Tier 1 instruction resulted in lower student performance in most core areas. **Root Cause**: Lack of highly qualified teachers with content knowledge to engage in consistent, effective lesson planning.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	supplies, goodies for celebrations		$500.00
1	4	2	t-shirts		$200.00
2	2	1			$0.00
				Sub-Total	$700.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	tables and new chairs		$0.00
3	1	2	Day tutor		$15,000.00
				Sub-Total	$15,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00 1720
				Sub-Total	$0.00
				Grand Total	$15,700.00

Addendums

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Ector County Independent School District

San Jacinto Elementary

2021-2022 Campus Improvement Plan

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Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

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Goal 2: Invest in Talent: San Jacinto will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 4

Goal 3: Learning Journey: San Jacinto will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 5

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Goals

Goal 1: Foundational Excellence: San Jacinto will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices

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Goal 2: Invest in Talent: San Jacinto will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

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Goal 3: Learning Journey: San Jacinto will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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Addendums

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Ector County Independent School District

Travis Magnet Elementary

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Magnet Elementary Demographics:

3rd - 5th grade students

Travis student population is as follows:

Ethnic Distribution:

African American 5%, Hipanic 89%, White 5%, and the rest of the population is made up of American Indian, Asian, Pacific Islande , Two or More Races

Economically Disadvantaged 74%,

English Language Learners (ELL) 31%,

American Indian/Alaskan 0.73%

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89% of the campus is hispanic

11% Special Education

Community is impoverished neighborhood school. Approximately 65 studdents are magnet, bused in to area outside of district.

Staff is diverse and 38% have less than 3 years teachers experience.

74% of the campus is Eco Dis

Demographics Strengths

STaff is very diverse bringing in a variety of academic and cultural experiences.

Eco Dis for 2020-2021 74%

The current Principal has with several years of experience at IR campuses, and campuses with high numbes of economically disadvantaged students.

A new Assistant principal was hired with experience as a teacher lead and teacher coach at an economically disadvantage, IR campus at Middle School where our student will feed up.

School year 2018-2019 was the first year of the new campus reconfiguration of 3-5, while the sister campus Zavala houses the preK1-2. This 2021-2022 school year is the forth year as a 3-5 campus.

TELPAS scores last time tested 2019 and 2021 show 3-5 met Target.

no Accountability rating for 2020 and 2021 due to COVID

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR 2021 Economically Disadvantaged performed at 34.% approaches all grades all subjects (M/R), approaches. EL students performed at 28% approaches all grades, all subjects. **Root Cause:** Lack of Quality Tier 1 Instruction due to 38% of staff having less than three years of experience, during COVID pandemic.

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Student Learning

Student Learning Summary

2018-2019 Campus is rated as F as of August 15th, 2019 (Frist year campus was combined grades 3-5) Part of TEA restructuring of Zavala IR campus. Travis was 85% overall rating 2017-2018

2018-2019 school year STAAR 3rd Reading 47% Approaches,3rd Math 48% Approaches,4th Reading 61% Approaches,4th Math 53% Approaches,4th Writing 46% Approaches,5th Science 46%,5th Math combined 76%,5th Reading 63%,All Math 56%, All Reading 57%

2019-2020 Schoolyear: All student participated in Short Cycle Assessments. Ninety percent of campus showed growth on the short cycle assessments from September through February.

Spring Benchmark: full STAAR release show the following for Domain I at the meets level. 3rd Reading 11%, 3rd Math 14%, 4th Reading 11%, 4th Math 11%, 5th Reading 24%, 5th Math 23%

2021 STAAR results showed combined 3rd-5th Math reading, 35.71% Approaches, 13.07% meets, 5.78% masters

2021 STAAR 3rd-5th Math 35.71% approaches, 14.07% meets, 6.12% masters

2021 STAAR 3rd-5th Reading 36.39% approaches, 12.23% meets, 5.50% masters

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Student Learning Strengths

The 5th grade team was the strongest last year with teachers in place.

Scores were 5th Grade math 76% approaches after STAAR administration 2 for 2019

2019-2020 SCA (Short Cycle Assessments) were used throughout the year and showed 90% of students increasing in scores per SCA.

No STAAR 2020

STAAR 2021 Campus wide low scores in STAAR' however, higher Panorama survey results were noted.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) **Root Cause:** Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

School Processes & Programs

School Processes & Programs Summary

It is important to provide a curriculum that is aligned to meet the needs of all students in all core subject areas. They are supported by:

The district and campus have made a strong committment to the implentation of HMH reading and the Reading and Math 2021-2022 Framework: guided reading and guided math, both in small group, with fidelity.

Tutoring, dyslexia services, balanced literacy, guided math, ImagineMath, Istation, Brainchild and reading services are used to close the achievement gap.

Other resources used are in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. All materials must be district approved curriculum and resources.

Personnel involved are:

Teachers, Instructional Specialists, dyslexia teachers, At Risk tutors, special education personnel, bilingual teachers, bilingual specialist, and district curriculum and instructional coordinators.

COGAT, MAP, STAAR, SBAs, DBAs, unit assessments, ImagineMath, Istatopm, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Spring 2020 ESF Spring Diagnostic showed strong systems in place for PLC1 and PLC2 with need to increase the capacity in the Tier 1 classroom of teachers who have novice skill levels.

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Spring 2021 LLI kits were implemented daily in 100% of classrooms for struggling readers.

2021 Fall - campus/distrcit to implement Guided Reading and Guided Math and Lesson Frameworks and time stamps for 100% of classroom teachers.

2021 Travis has highest in distrct teacher retention 87.50% up from lowest in district 48.2% 2019-2020 schoolyear

School Processes & Programs Strengths

AVID: Students in elementary AVID are assessed yearly by the classroom teacher in the areas of: organization, binders, planners, note taking, and levels of thinking.

The curriculum department has provided training, an aligned curriculum (TEKS Resource) and resources to help meet the learning needs of students. The Scope and Sequence is available in eduphoria and accessible for instructional staff.

The district guided reading and guided math and LLI are mandatory in the 2021 - 2022 classrooms.

The new ELAR HMH textbook adoption has proved a great resource for our teachers. The district has spent much effort on rolling out a sequential and intentional planning process for teachers in efforts to have high-yield instruction.

The use of SCA (short cycle assessments) show the strenght of PLC1 and PLC2 and backward planning for the teacher to have strong and differentiated lesson plans. Per the Spring 2020 ESF Diagnostic Rubric, and campus walkthroughs by district personel, campus began focus on buidling capacity in teachers,which will improve Tier I instruction.

The Principal, Assistant Principal, Instructional Coach all coach select novice teachers on a weekly basis, and provide job-embedded professional development as well as consistent and quality feedback to teachers to enhance effective teacher growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) **Root Cause:** Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

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Perceptions

Perceptions Summary

Travis will strengthen and regain Parent VIPS programs, parent involvment and community engagement. We have gained a VIPs chair to coordinate volunteers for 2021-2022.

Travis will work to incorporate magnet hour back in Fall 2021 as we did not have in 2020-2021 school year.

Our team will plan Family Reading Night, Family Math Night, Family Science Night, Meet the teacher, parent orientation, Food2Kids, VIPS, mentors and partnership with community coaches.

All Travis students will have the opportunity to participate in Math Lab and Science Lab.

The front office has created a welcoming and iniviting area for the public. Twice a year a short climate survey will be available to parents in QR format.

Panorama staff survey shows double digit gains in culture and has 73% school connectedness rating for Spring 2021.

Travis will learn more about the Leader in Me and 7 Habits of Happy Kids for staff, students and family and community as well as implement the 7 Mindsets rollout by the district in 2021-2022.

School Climate Survey from parents show that parents are happy with the school and teachers and they feel their students are safe.

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Perceptions Strengths

A key number of teachers are invested in Travis' long-term success and work diligently toward improving moral and increasing academics.

The teachers bonded quickly with 2019-2020 principal change and began to collaborate about key issues to turn the campus around. The campus leadership team met and established key goals to implement in August: staff unity, increased communication, effective master schedule and campus-wide routines and procedures were the focus.

The prinicpal worked with the office staff to provide a friendly and positive atmospher to visitors, teachers, and those calling in to the office.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance rate for 2020-2021 was 93.6%, which is below the district and state average. (District 2022 goal 94.5%) **Root Cause:** City disturbances with shooting, and flu sickness, and later COVID.

Priority Problem Statements

Problem Statement 3: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%)

Root Cause 3: Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets)

Root Cause 4: Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

Problem Statement 4 Areas: School Processes & Programs

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

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Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

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Goals

Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 93.6% in 2021 to 94.5% in 2022.

Evaluation Data Sources: Weekly Attendance Reports from SAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School wide incentives offered to students. (Perfect attendance, classroom competitions, grade level competitions.) **Strategy's Expected Result/Impact:** Student attendance will increase to 94.5% by May 2022 **Staff Responsible for Monitoring:** Administrators, counselor and attendance clerk, classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Incentive student rewards - Local - $500				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1740

Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Campus will maintain one to one technology access for teachers and students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Striving to maintain one to one technology will enable students, teachers and leaders to implement and monitor personalized learning for all. **Strategy's Expected Result/Impact:** 100% of Travis students and staff will maintain one to one personalized access to technology for teachers and students. **Staff Responsible for Monitoring:** Central office, campus administrators and classroom teachers. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

1741

Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL).

Evaluation Data Sources: 100% of teaching staff will engage in professional learning about SEL research and practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** 100% of staff will engage in professional learning about SEL research and practice and can be noticed in hallways and in classrooms. **Staff Responsible for Monitoring:** Administrators, counselor and classroom teachers. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Leader in Me Campus Wide - 7 Habits of Happy Kids - Title One School- Improvement - $13,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1742

Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Travis Elementary will provide a safe and supportive learning environment.

Evaluation Data Sources: Referrals to Counselor and Discipline reports as well as 100% of staff being training in PD.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff and students -training provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Strategy's Expected Result/Impact:** 100% of staff will be trained. **Staff Responsible for Monitoring:** Administrators, Counselors. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** 100% of students will receive comprehensive Guidance and Counseling curriculum. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.4, 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** Teachers will implement the campus Tiered PBIS approach to discipline and SEL work. **Staff Responsible for Monitoring:** Administrators, classroom teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. **Strategy's Expected Result/Impact:** Discipline data will reflect equity. **Staff Responsible for Monitoring:** Administrators and discipline clerk. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1744

Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will remain in the 80% range (46% in 2020 to 84.5% in 2021).

Evaluation Data Sources: Campus retention data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will be proactive in maintaining high level of positive morale via teacher appreciation, staff recognition, and staff leadership opportunities in teacher leads, CIT, Campus Leadership team, encouragement for teachers to step to next level of PD and advancement. (such as masters degree, national board certified, district emerging leader academy, etc. **Strategy's Expected Result/Impact:** Teacher retention will remain high. Teacher connectedness on Panorama will remain high in 70%s (Spring 2021 73% connectedness). **Staff Responsible for Monitoring:** Administrators, campus leadership team, content leads. **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

1745

Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2021-22, Travis Elem will offer a job-embedded, observation/feedback cycle with personalized professional learning system for teachers.

Evaluation Data Sources: Walkthroughs and Student Data (MAP & STAAR) will show improvement in Tier 1 instruction and student outcome.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each of Travis' campus administrator will conduct a minimum of 5 documented walkthroughs weekly, and/or (2 face to face observation/feedback meetings per week.) **Strategy's Expected Result/Impact:** Walkthroughs will show implementation of job-embedded PD, implementation of observation and feedback cycle, resulting in improved student outcome and an increases in TTESS domain percentages. **Staff Responsible for Monitoring:** Campus Administrators, content leads **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Big Rocks Observation Feedback training and implementation - Local - $25,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

1746

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) **Root Cause**: Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Per Panorama Results, Travis will strive to increase Adult/Student School Connectedness measure from 73% to 75% (district average 2021 61%)

Evaluation Data Sources: Walkthroughs will show an increased percent of student engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement strategies learned from campus professional development such as Big Rocks (Observation/Feedback, Classroom Rigor), Relay and Fundamental Five on how to engage students. **Strategy's Expected Result/Impact:** Walkthroughs will move to showing more students engaged, and that rigor is at a higher level. **Staff Responsible for Monitoring:** Content leads, campus administrators. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

1747

Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: Travis will strive to have 95% participation rate in all areas such as Panorama survey, MAP and STAAR testing - completions by student and staff, as well as 95% Energy Management completion.

Evaluation Data Sources: Panorama and survey statistics, testing completion rates, energy management completion rates.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Travis will work to show 95% participation rate by putting in accountability checklists, calendars, clear communication, and opportunities for completion. **Strategy's Expected Result/Impact:** All participation rates will be 95% or above. **Staff Responsible for Monitoring:** Administrators and campus leadership team. **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

1748

Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students in 3rd Grade achieving the Meets Standard on state assessments (M/R combined Meets) will increase from 11. 26% to District Goal of 28% May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2021, 2022
SCAs, Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialists will work with teachers in planning and instruction	Formative			Summative
Strategy's Expected Result/Impact: The IS will work with teachers and improve outcome as evidenced by observations and student scores/growth.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administrators, IS, Lead teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** IS staffing at Campus - Title One School-wide - $55,000, IS Staffing - Title One School-wide - $6,000, IS staffing - Title One School-wide - $2,800				1749

Strategy 2 Details	Reviews			
Strategy 2: Master Schedule allowing 40 minutes daily for intervention campus-wide	Formative			Summative
Strategy's Expected Result/Impact: Teachers will have effective 40-60 minutes each daily guided reading, guided math and intervention including with LLI kits embedded	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Camps administrators, Content Leads **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** TOT Training for off contract Guided Reading/Math Aug 2,3 - Title One School-Improvement - $3,300				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Part time, day-time tutors (to be hired with Title 1 money) will pull select groups of 3rd Grade students 1 to 3 times weekly. **Strategy's Expected Result/Impact:** Student outcomes in 3rd grade will increase in MAP from BOY to EOY. **Staff Responsible for Monitoring:** Administrators, teachers. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Tutoring Funds and (may include FEV tutoring for ECO Dis and ELs) - Title One School- Improvement - $30,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) **Root Cause**: Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.
School Processes & Programs 1750
Problem Statement 1: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) **Root Cause**: Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Students in Grades 3-5 will increase Approaches from 35.71% (2021 STAAR) to 70% Approaches on state assessment May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will take BOY Imagine Learning Math and Istation Reading and will work 45 minutes each weekly in the individualized lessons. **Strategy's Expected Result/Impact:** Students will show increased reading/math scores on DBAs, interims, and SCAs. **Staff Responsible for Monitoring:** Admin, IS and classroom teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Math Lab teacher sees students 1 time weekly prioritizing gaps and readiness Math TEKS, and joins the campus Coaching team. She will additionally go in classrooms on free times and provide small group intervention with select students. (She will also be a Coach with Big Rocks if the proposal is approved.) **Strategy's Expected Result/Impact:** Students will show increased scores on SCAs, DBAs, and MAP in Math **Staff Responsible for Monitoring:** Math Lab teacher and Admin **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

1751

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Science Lab teacher continues Relay academy Leadership, coaching teachers, and attending data PLCs and Big Rocks implementation (If Big Rocks is approved). She will additionally go in classrooms on free times and provide small group intervention with select students. **Strategy's Expected Result/Impact:** Teachers will grow in TTESS areas and student SCA science and math data will improve. **Staff Responsible for Monitoring:** Science Lab teacher and Admin **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) **Root Cause**: Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

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Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students Meeting or Exceeding individual growth projections on MAP will increase from 2021 52% Math, 47% Reading to District Goal of 54% MAP by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: MAP 2021 fall and MAP 2022 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2021 EOY MAP data for data wall tracking, and update with BOY MOY EOY. Teachers will use current SCAs in the short-term for backward design for Reading and Math with Knows and Shows for successful planning , data desegregation and next steps. **Strategy's Expected Result/Impact:** Students will show growth and track their own data for move up. **Staff Responsible for Monitoring:** Campus Admin and content leads, and students tracking their own data. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** print and folders - Local - $250				

No Progress | Accomplished | Continue/Modify | Discontinue

1753

Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: SCAs (short cycle assessments), MAP, and STAAR 2019. 2021, 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring **Strategy's Expected Result/Impact:** Students will show growth on evaluation sources. SCAs, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, and classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principal will implement effective Professional Learning Communities (PLCs) where teams develop high quality lesson-planning and plan for student mastery of learning objectives through a personalized learning path. The Big Rocks proposal (if approved) along with the 2020-2021 Relay model will be a key feature to implementing, monitoring and maintaining high levels of teaching and classroom rigor. **Strategy's Expected Result/Impact:** Students will show growth on evaluation sources. SCAs, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators, IS, content leads, students keeping personalized data folders. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Big Rocks Consulting and PD for teachers Classroom Rigor - Local - $25,000, data folders and materials - Local - $250				

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0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Travis 2021 MAP Grades 3-5 EOY Met or exceeded Targeted RIT growth: Math 52%, Reading 47%. (District Goal 2022 54%) **Root Cause**: Lack of Quality Tier 1 Instruction due to 38% of staff have three or less years of teaching experience, during COVID pandemic.

School Processes & Programs

Problem Statement 1: Travis STAAR 2021 3rd Grade Reading 42.34% Approaches, 12.61% Meets, and Math 31% Approaches 9.91% Meets. Combine M/R 11.26% Meets (District 2022 Goal 28% Meets) **Root Cause**: Lack of consistency in high quality lesson-planning protocol across grade levels during the COVID pandemic.

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Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Incentive student rewards		$500.00
2	2	1	Big Rocks Observation Feedback training and implementation		$25,000.00
3	3	1	print and folders		$250.00
3	4	2	Big Rocks Consulting and PD for teachers Classroom Rigor		$25,000.00
3	4	2	data folders and materials		$250.00
				Sub-Total	$51,000.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Leader in Me Campus Wide - 7 Habits of Happy Kids		$13,000.00
3	1	2	TOT Training for off contract Guided Reading/Math Aug 2,3		$3,300.00
3	1	3	Tutoring Funds and (may include FEV tutoring for ECO Dis and ELs)		$30,000.00
				Sub-Total	$46,300.00

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Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	IS staffing at Campus		$55,000.00
3	1	1	IS Staffing		$6,000.00
3	1	1	IS staffing		$2,800.00
				Sub-Total	$63,800.00
				Grand Total	$161,100.00

Addendums

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Ector County Independent School District

Wilson & Young Middle School

2021-2022 Campus Improvement Plan

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Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Wilson & Young Medal of Honor Middle School...Home of the Rangers!

Ranger Creed

Recognizing that I am a Ranger, fully knowing the challenges of my academic career, I will always endeavor to **uphold the prestige, honor**, and pride of my Ranger Regiment.

Acknowledging the fact that a Ranger is a more elite student who arrives at Wilson and Young prepared to succeed, I accept the fact that, as a Ranger, my community expects me to **move further, be responsible, and fight harder** than any other student.

Never, shall I fail my fellow Rangers. I will always keep myself mentally alert, physically able, and morally accountable, and I will shoulder more than my share of the task, whatever it may be, **one hundred percent and then some**.

Gallantly, will I show the community that I am a specially selected and well-trained student. My courtesy to superiors, neatness of dress, and care of materials shall **set the example for others to follow.**

Energetically, will I meet the demands of my education. I shall conquer them in all areas of my education and will **fight with all my might. Surrender is not a word in which I believe.** I will never leave a Ranger to stray from the Creed and, under no circumstances, will I ever embarrass my school.

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Readily, will I display the attitude required to achieve the Ranger objective and **complete the mission**, despite any hardships.

RANGERS LEAD THE WAY!

Vision

Wilson & Young Medal of Honor Middle School will become a model campus in our district; one that our community and families of Alfred Mac Wilson and Rex Marvin Young can be proud of and know that the characteristics of the Ranger Creed will be instilled in all that we do for our students. Our campus will be aligned to the district goals and non-negotiable:

- Academic Excellence
- College & Career Readiness
- Safe & Supportive Learning Environment
- Purposeful, Timely, Two-way Communication

Core Beliefs

We believe that...

- Each person has inherent worth and unique strengths.
- Curiosity and learning are natural and grow without limit given stimulation and nurturing.
- People are interdependent.
- Each individual has a responsibility to add value to self and community.
- Individuals are accountable for their choices and actions.
- Education creates opportunity and opportunity creates a better world.
- Progress improves and adds value to human life.
- Fear limits life’s potential; courage inspires living.
- There is a difference between right and wrong.
- Values learned at home affect a lifetime.
- Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Table 1 Ethnic Distribution

School Year	At-Risk	African American	Hispanic	White	American Indian	Asian	Two/More Races	Sped	Econ Dis.	LEP
2020--21	50.9	6.4	72.8	18.4	.16	.95	.95	8.7	44.2	10.6
2019-20	64.7	4.7	61.2	32.0	.33	.90	0.6	8.7	40.3	8.2
2018-19	63.3	5.0	61.0	33.0	.26	1.04	1.0	8.3	40.0	6.5
2017-18	63.1	4.0	61.0	32.0	.28	.76	1.0	8.5	43.0	4.2
2016-17	64.2	3.8	60.9	33.3	.20	.69	0.6	7.6	42.8	4.3

Table 2 Enrollment

1762

Year	6th -8th
2021	1277
2020	1161
2019	1116
2018	961
2017	932
2016	

Table 3 Special Programs

Year	Special Ed	ELL	At-Risk	GT	CTE
2020-21	8.7	10.1	50.9	16.1	26.1
2019-20	8.7	8.2	64.7	17.7	27.5
2018-19	8.3	6.5	63.3	17.4	24.2
2017-18	8.5	4.2	63.1	15.1	17.5
2016-17	7.6	4.3	64.2	16.2	20.3

Table 4 Attendance Rates Our Special Education and At Risk student enrollment has greatly increased. Our English Language Learner population has continued to grow yet we are still below State and District averages.

Year	State	District	Campus	H	W	AA	Eco Dis	Special Ed	ELL
2020-21			92.5						
2019-20									
2018-19	95.4	93.5	94.0	94.3	93.7	91.7	92.9	91.8	95.8
2017-18	95.4	93.5	93.8	94.1	93.3	92.1	92.6	92.1	94.7
2016-17	95.7	94.6	95.1	95.2	95.0	94.3	94.2	93.9	95.9

Number of Employees

Year	Employees
2020-21	71.0
2019-20	84.1
2018-19	78.2
2017-18	79.4
2016-17	81.6

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Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16			
15/16 to 16/17			
16/17 to 17/18			
17/18 to 18/19			
18/19 to 19/20			
19/20 to 20/21			

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	> 10 Years	W/Masters Degree
2020-21	22.5%	24.3%	18.9%	53.2%	10.6%
2019-20	14.67%	28.00%	17.33%	40.00%	12.00%
2018-19	8.22%	35.62%	19.18%	36.99%	23.29%
2017-18	11.11%	26.98%	23.81%	38.10%	15.87%
2016-17	19.35%	27.42%	14.52%	38.71%	12.90%
2015-16	13.11%	22.95%	11.48%	52.46%	16.39%

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching

Demographics Strengths

Athletics and fine arts are excelling in our feeder pattern competiton/cohort groups. Athletics is our largest participation blocks. Fine Arts does a great job of bringing in students and keeping them engaged. Communication has increased stakeholder awareness in relation to campus events which has increased community engagement. 1764

Having teachers and staff members of diverse backgrounds affirms students cultural identities and enhances the learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education students are underperforming when compared to other sub pops on campus. **Root Cause:** Some of our students are reading below grade level and our students are not reading on their own outside of class. rigor in classrooms needs to be higher for all students.

Problem Statement 2 (Prioritized): Our English Language Learners are underperforming compared to other populations across campus. **Root Cause:** Lack of ESL strategies employed in classroom and assessments.

Problem Statement 3 (Prioritized): Student attendance was below goal of 95%. **Root Cause:** The campus doesn't have a specific plan how to positively affect attendance.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

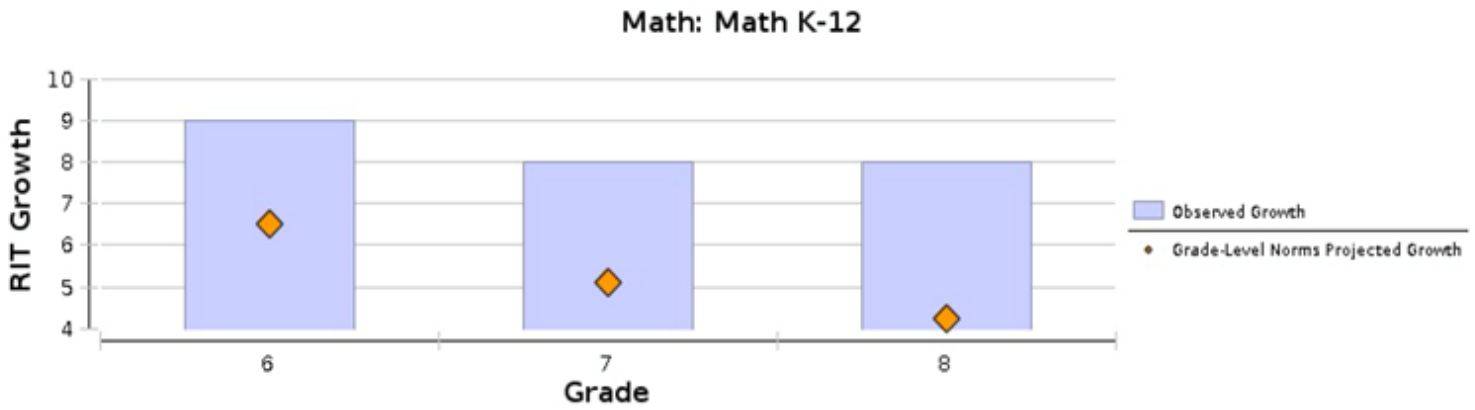
- Achievement Gaps
- SpEd students are continuing to underperform. SpED students are below district averages on STAAR results.
- All grade levels tested above district percentages in Reading while testing lower in Math on STAAR.
- Algebra 1 results on STAAR did not meet the target categories on the A-F system

2019	Approaches	Meets	Masters	2018 approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Math	69%	33%	10%	63%	27%	9%	Math	59%	24%	6%
Reading	51%	22%	9%	50%	19%	8%	Reading	36%	12%	4%
Writing	39%	14%	4%	44%	22%	6%	Writing	38%	16%	4%
Science	61%	26%	8%	66%	36%	13%	Science	48%	17%	4%
Social Studies	38%	9%	3%	28%	5%	2%	Social Studies	27%	5%	1%

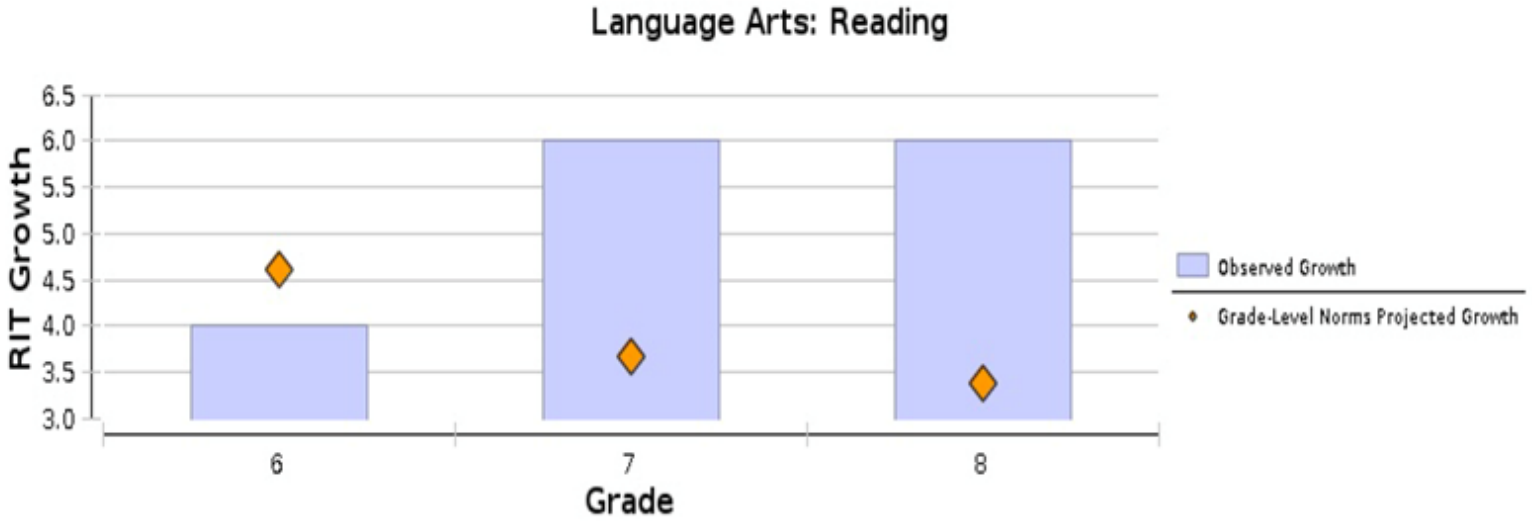
1765

2021 STAAR	Approaches	Meets	Masters		2020 Spring Benchmark	Approaches	Meets	Masters
Math	56	30	13	9%	Math	59%	24%	6%
Reading	43	18	7	8%	Reading	36%	12%	4%
Writing	41	10	1	6%	Writing	38%	16%	4%
Science	35	13	4	13%	Science	48%	17%	4%
Social Studies	23	5	1	2%	Social Studies	27%	5%	1%

Student Learning Strengths



1766



Student Academic Achievement Strengths

- 6th grade reading meets scores increased 2%
- 6th grade reading masters scores increased 1.4%
- 7th grade reading masters scores increased 2%
- 7th grade writing meets scores increased 4%
- 7th grade writing masters scores increased 1%
- MAP across all grades in Math and Reading show the school is growth in the 99th percentile compared to school across the country.
- Band, Choir and Orchestra achieved 1 rating for UIL

- Athletics won City Champions Football and Basketball

1767

Tools and Intervention Strategies

- 6th and 7th grade were TTO for math to help close achievement gaps
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education students are under performing when compared to other sub populations on campus **Root Cause:** Students are reading below grade level

Problem Statement 2: Students did not meet the target categories on the A-F system. **Root Cause:** Lack of consistency in the classroom with synchronous and asynchronous learning for students to be successful

Problem Statement 3 (Prioritized): The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause:** The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to student

Problem Statement 4 (Prioritized): The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause:** Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 5 (Prioritized): 7th grade Reading scores were low at a 43% approaches **Root Cause:** Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 6 (Prioritized): 7th grade Math scores were low at a 39% **Root Cause:** Due to COVID attendance was inconsistent and students lost instruction

Problem Statement 7: 8th Grade Social Studies fell from previous tested year **Root Cause:** The teachers did not plan with fidelity using district provided resources.

Problem Statement 8: 8th Grade science fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources. Students also missed a lot of instruction from 7th grade due to COVID shut down.

Problem Statement 9 (Prioritized): The 8th grade Reading scores did not show significant growth in STAAR.

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School Processes & Programs

School Processes & Programs Summary

Intervention and Enrechiment Programs

- Imagine Math

- AVID

- Reading intervention and growth progam through Book Taco

- Targeted Intervention through daily advisory period 6th Grade

- Teen Leadership

- Social and Emotional Learning Framework (SEL)

Ensuring the needs are prioritized and analyzed

- Weekly data meeting to drive instruction

- Reports on progress through Imagine Math and Book Taco

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- Reports on progress that drive remediation and content through Teach to One (TTO)

- Common planning periods for teachers to compare student gaps and plan RTI

- Leveled Literacy Intervention (LLI) for ELAR

Supporting Students and Teachers

- Campus Cirriculum coaches attending PLCs. conducting coaching cycles with teachers and providing PD to teachers dueing PLC and faculty meetings

- Tutorials

- Administration participating in PLCs, conducting coaching cycles with teachers and providing PD to teachers as needed

- Differentiation and ESL Training

- Professional development in RELAY strategies thoughout the year to enable teachers to improve on best practices in the classroom

- Continued PD on Get Better Faster strategies, Transcend, SEL Framework, CHAMPS/PBIS, Stemshopes PBL,

- District provides additional coaching and PD for new teachers through Odessa Pathway to Teaching (OPT)

- Teacher earn additional stipends based on student growth through the Teacher Incentive Allotment from House Bill 3 (HB 3), passed by the 86th Texas Legislature

- Opportunity Culture

- Blended learning though Transcend

School Processes & Programs Strengths

- Incorporating PLC time during the school day for teachers to co-plan and conduct Weekly Data Meetings to better identify learning gaps for students and plan reteach models to close those gaps

- Students read and conduct mini assessments for a 30 minute block using Book Taco program to help close reading gaps

- Teachers provide tutorials for students

1770

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our ELL students are underperforming compared to other populations **Root Cause:** Lack of instructional strategies used across all classrooms to support ELL students

Problem Statement 2: Our Special Education students are underperforming compared to other populations **Root Cause:** We have a large population of Special Education students that are reading below grade level

Perceptions

Perceptions Summary

In the 2020-2021 school year, Wilson and Young implemented virtual learning in response to the pandemic. As students returned to campus for face-to-face learning, we transitioned to blended learning keeping the online component to meet the needs of our students.

We continued with the Teach to One program for 6th grade Math while also implementing designated days for specific TEKS.

We continued using CHAMPS in the classrooms which became more important as students returned to campus at different times. This helped strengthen the positive interactions between teachers and students as well as reinforced the routines/transitions in the classroom as well as building expectations.

MAP testing was implemented during the 2020-2021 school year at all grade levels to identify gaps in learning and the learning level of students. Using data from MAP scores, we developed lessons to address the needs of our students. We developed small groups to work with ELAR and Math teachers to address individual needs.

As students returned to campus, events in Fine Arts and Athletics resumed. Band and Choir attended competitions and received recognition for their performances. Our boys and girls athletic teams had much sucess. Our student council held events within the school to celebrate groups and recognize individual students with Art competitions, door decorating contests, and a Talent Show.

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Priority Problem Statements

Problem Statement 3: Our English Language Learners are underperforming compared to other populations across campus.

Root Cause 3: Lack of ESL strategies employed in classroom and assessments.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Student attendance was below goal of 95%.

Root Cause 4: The campus doesn't have a specific plan how to positively affect attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The problem is the decrease in STAAR scores especially in 6th grade Reading.

Root Cause 5: The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to student

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The 8th grade Reading scores did not show significant growth in STAAR.

Root Cause 6:

1772

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The problem is 6th grade Math Scores are low at 50% approaches.

Root Cause 7: Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 7th grade Reading scores were low at a 43% approaches

Root Cause 8: Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 7th grade Math scores were low at a 39%

Root Cause 9: Due to COVID attendance was inconsistent and students lost instruction

Problem Statement 9 Areas: Student Learning

Goals

Goal 1: Foundational Excellence: Wilson & Young will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Working with TRANSEND Wilson & Young will work to provide all learners with experiences that provide high expectations along with equitable access to many opportunities. Through a blended learning model learners will have opportunities to choose their individual learning path. Over a three year period the campus redesign will provider learners with the knowledge to expand individual learning.

Targeted or ESF High Priority

Evaluation Data Sources: Short Cycle Assessments
MAP growth data
Student/Teacher survey's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson & Young will implement the instructional frameworks using blended learning for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth to 70% of our students meeting or exceeding their projected growth in math and 65% in reading as determined by the NWEA MAP Growth Assessment in reading and math **Staff Responsible for Monitoring:** Administrators, Transcend, teachers, Instructional Coach, MCL's **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 3, 4				1773

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson & Young will implement and monitor teachers instructional and classroom practices using a coaching framework. **Strategy's Expected Result/Impact:** Blended learning model **Staff Responsible for Monitoring:** Administrators, Transcend, Instructional Coach, MCL's **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3, 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our English Language Learners are underperforming compared to other populations across campus. **Root Cause**: Lack of ESL strategies employed in classroom and assessments.
Student Learning
Problem Statement 3: The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause**: The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to student
Problem Statement 4: The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause**: Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

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Goal 1: Foundational Excellence: Wilson & Young will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Annual student attendance will increase from 92.5 in 2020-2021 to 94.5 in 2021-2022

Evaluation Data Sources: iTTCS Attendance Data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance. **Strategy's Expected Result/Impact:** Increase student attendance to 94.5% **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Student attendance was below goal of 95%. **Root Cause**: The campus doesn't have a specific plan how to positively affect attendance.

Goal 1: Foundational Excellence: Wilson & Young will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Wilson & Young will develop a comprehensive communication plan focused on increasing exposure and promoting parent and community engagement.

Evaluation Data Sources: Parent engagement survey's
Parent participation in school activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Consistent and clear communication delivered to parents in a timely manner.(social media, weekly bulletins) **Strategy's Expected Result/Impact:** Parent involvement **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1776

Goal 1: Foundational Excellence: Wilson & Young will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Wilson & Young will increase the belief held by students that adults and peers in school care about their learning as well as about them as individuals.

Evaluation Data Sources: Panorama Survey
Short Cycle Assessments
MAP growth data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focus on social and emotional lessons in class. **Strategy's Expected Result/Impact:** Students emotional needs being met. **Staff Responsible for Monitoring:** Principal, teachers **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

1777

Goal 2: Invest in Talent: Wilson & Young will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Wilson & Young will recruit, develop and retain highly-effective individuals and will increase retention rate by 5% for the 21-22 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson & Young will provide support through the RELAY coaching model. Using strategies from Get Better Faster, such as modeling, scripting lesson, and coaching conversations. **Strategy's Expected Result/Impact:** To develop and retain highly-effective teacher **Staff Responsible for Monitoring:** Administration, MCL, MTRT, Instructional Coach **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

1778

Goal 3: Learning Journey: Wilson & Young will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Wilson & Young will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students scoring meets or exceeds standard on Algebra I will increase to 49% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

1779

Goal 3: Learning Journey: Wilson & Young will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Wilson & Young will equip students to be adaptable in an ever-changing society.

Performance Objective 2: The percentage of students scoring meets or exceeds standard on in 6th grade math will increase to 33% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher **Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

1780

Goal 3: Learning Journey: Wilson & Young will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Wilson & Young will equip students to be adaptable in an ever-changing society.

Performance Objective 3: The percentage of students scoring meets or exceeds standard on in 8th grade math will increase to 35% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

1781

Goal 3: Learning Journey: Wilson & Young will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Wilson & Young will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students scoring meets or exceeds standard on in 8th grade English will increase to 41% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using LLI along with short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase, on MAP and STARR **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Addendums

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Ector County Independent School District

Zavala Elementary

2021-2022 Campus Improvement Plan

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Mission Statement

Believing OUR students are THE future, the mission of ECISD and Zavala Magnet Elementary is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society

Vision

We believe that EVERY child can succeed in reaching their academic goals to become a responsible and productive citizen.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Type: Choice School

Campus Size: 499

PreK-2nd

Economically Disadvantaged: 74.35%

African American: 4.41%

Hispanic: 89.18%

White: 4.81%

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American Indian/Alaskan: 0.20%

More than 2 races: .80%

Pacific Islander: .40%

LEP: 37.27%

Demographics Strengths

The PreK-2 classrooms meet the required student/teacher ratio 22:1.

All classrooms have highly qualified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 52% Economically Disadvantaged and EL students met growth at the end of year MAP test. **Root Cause:** Lack of quality Tier 1 instruction

and small group intervention.

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Student Achievement

Student Achievement Summary

Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Ector County ISD

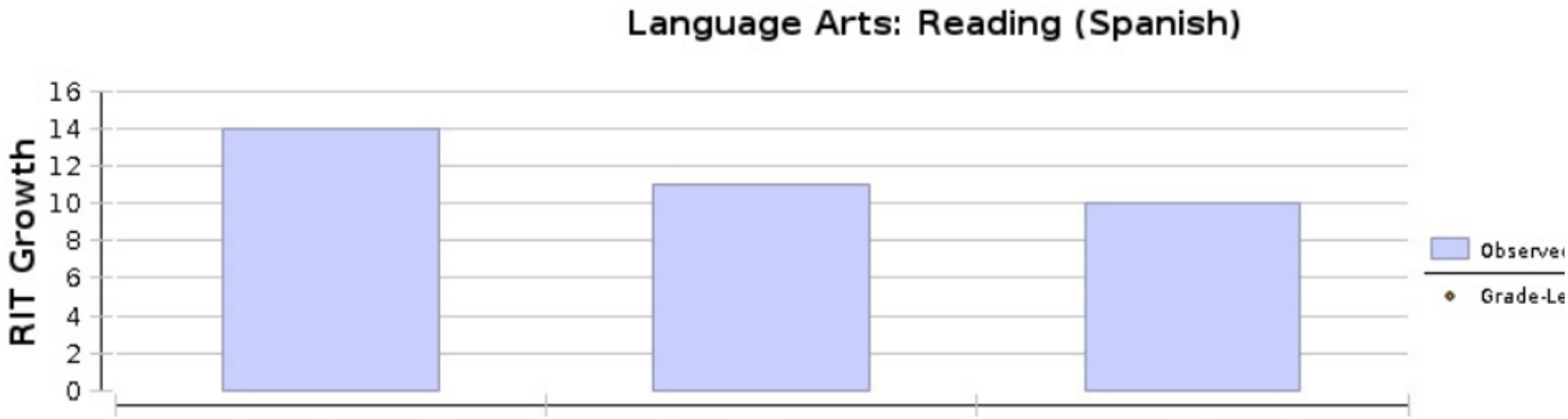
Norms Reference
Growth Comparis
Weeks of Instruct

Grouping:
Small Group Disp

ZAVALA ELEMENTARY SCHOOL

Language Arts: Reading (Spanish)

		Comparison Periods								Growth Eva			
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Co Pr
K	39	136.6	9.0		150.7	12.0		14	1.6				
01	33	146.4	13.6		157.5	15.4		11	1.7				
2	33	164.0	10.7		173.5	10.6		10	1.0				



K 01 2

Grade

Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Ector County ISD

Norms Reference
Growth Comparis
Weeks of Instruct

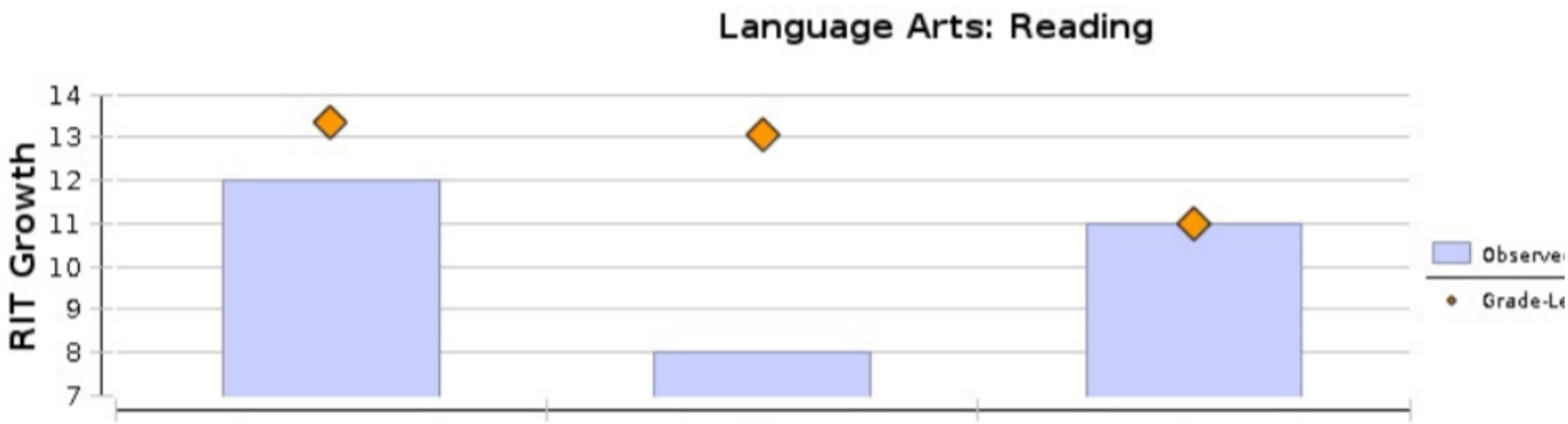
Grouping:
Small Group Disp

ZAVALA ELEMENTARY SCHOOL

Language Arts: Reading

		Comparison Periods								Growth Ev			
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Co Pr
K	78	140.2	9.4	71	152.1	9.8	59	12	0.9	13.4	-0.72	23	
01	77	156.1	12.9	46	163.6	12.9	16	8	1.2	13.0	-2.69	1	
2	80	162.2	13.5	5	173.2	13.7	6	11	0.8	11.0	-0.01	50	

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K 01 2

Grade

Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Ector County ISD

Norms Referenc
Growth Compar
Weeks of Instru

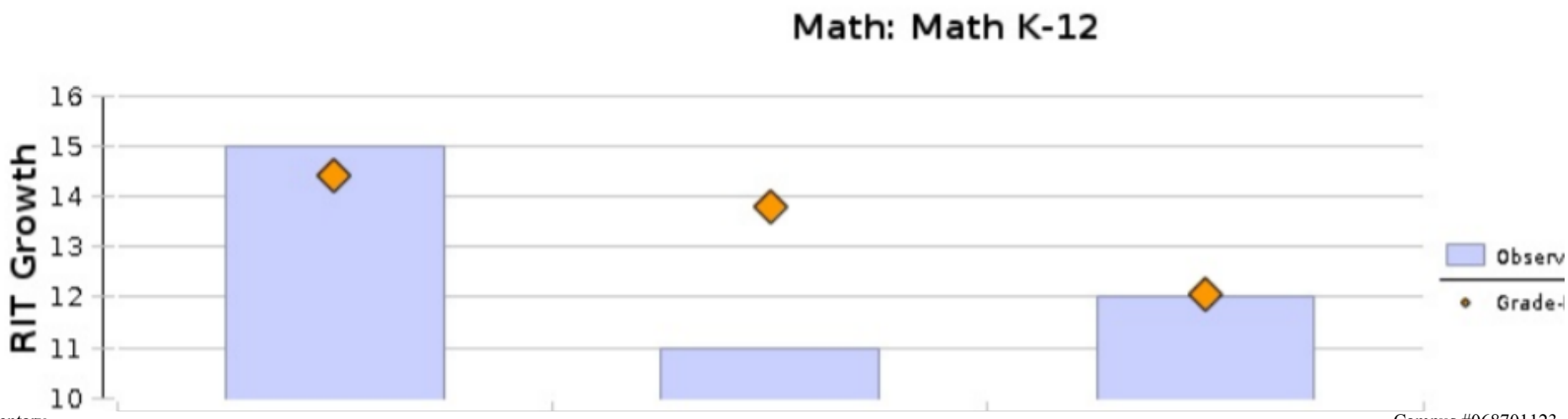
Grouping:
Small Group Dis

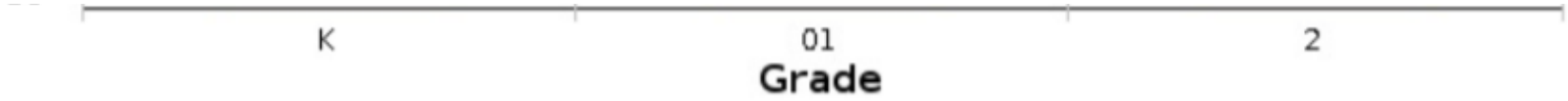
ZAVALA ELEMENTARY SCHOOL

Math: Math K-12

		Comparison Periods								Growth E			
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			
Grade (Spring 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	C
K	116	141.5	12.7	59	156.4	11.2	62	15	1.0	14.4	0.26	60	
01	108	155.5	13.8	19	166.2	15.1	9	11	1.0	13.8	-1.50	7	
2	81	171.2	13.8	22	183.1	13.5	22	12	1.1	12.1	-0.09	47	

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Student Achievement Strengths

Zavala's bilingual students showed improvement on the MAP test in September 2020 from 60% to April 2021 74%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Zavala's attendance rate will increase from 93%-94.5%. **Root Cause:** Student illness (flu, strep throat, stomach bug) and unable to contact parents. Parents feared students would be exposed to COVID.

Problem Statement 2 (Prioritized): Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

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Problem Statement 3 (Prioritized): Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.

School Culture and Climate

School Culture and Climate Summary

School culture is of great importance at Zavala. The first experience in school must be positive and one where students feel safe. The school climate is centered around Conscious Discipline and CHAMPS, building relationships and safety for all.

All staff members communicate to parents and students the importance of safety, relationships and independence. Parental involvement is important at Zavala. Zavala offers many family activities that encourage parent and student engagement.

Zavala has an average of 499 students.

23 classroom teachers

1 Fine Arts teacher

1 Physical Education teacher; 1 aide

2 Special Education teachers, 2 aides

1 Magnet teacher

1 Counselor

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1 Media specialist clerk

1 Instructional Coach

1 Dyslexia Interventionist

1 Reading Coach

1 SAS Counselor

2 flex aides

PK: 4 teachers (2 monolingual/2 bilingual); 4 aides

Kinder: 4 monolingual teachers, 2 bilingual teachers

1st: 4 monolingual teachers, 2 bilingual teachers

2nd: 4 monolingual teachers, 2 bilingual teachers

Zavala will continue working to strengthen our VIPS program, community engagement and parent involvement.

Zavala schedules PTA meetings and programs every month, we offer 9-week Magnet Showcases, Family Reading Night, Family Math Night, Family Science Night, Family Game Night, Fall Festival, Polar Express Night, Meet the Teacher, Open House, family projects (pumpkin decorating, gingerbread house decorating, egg drop)

School Culture and Climate Strengths

The staff at Zavala works diligently to ensure parents are welcomed to the school and the staff ensures they have a working relationship with all parents. Our Zavala students are excited to come to school. All students are greeted when they walk into the building as are their parents.

Zavala participates in all district parental involvement initiatives such as VIPS, PTA, Magnet Showcase, Family Math Night, Family Reading Night, and Family Game Night. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys, report cards, as well as Meet the Teacher, Open House, Parent Orientation Meetings, and Parent Conferences by all classroom teachers.

Problem Statements Identifying School Culture and Climate Needs 1794

Problem Statement 1 (Prioritized): Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. **Root Cause:** Additional Conscious Discipline and CHAMPS training are needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Zavala students will be taught by highly qualified teachers and instructional paraprofessionals. Zavala has flex aides that pull small groups throughout the day to pull for reading intervention.

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, and Odessa Pathways. Additionally, the district posts available positions on a variety of platforms. ECISD undergoes a hiring process that ensures candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirements. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Information for Comprehensive Needs Assessment for Campus 123-Zavala Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	40	8
15/16	2	42	9
16/17	2	41	9
17/18	3	42	9
18/19	3	31	7
19/20	2	30	7

1795

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	0.00%	43.59%	87.50%
15/16 to 16/17	50.00%	69.05%	66.67%
16/17 to 17/18	100.00%	53.66%	77.78%
17/18 to 18/19	0.00%	38.71%	28.57%
18/19 to 19/20	100.00%	67.74%	85.71%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	12.50%	32.50%	20.00%	35.00%	37.05%

15/16	2.38%	38.10%	19.05%	40.48%	33.33%
16/17	14.63%	36.59%	17.07%	31.71%	31.71%
17/18	14.29%	38.10%	16.67%	30.95%	19.05%
18/19	0.00%	29.03%	19.35%	51.61%	19.35%
19/20	3.33%	30.00%	13.33%	53.33%	20.00%

** Data for each school year is from the Fall PEIMS Data*

Staff Quality, Recruitment, and Retention Strengths

Zavala's teacher retention rate is 75%. 1796

Teachers with 0 years experience is 3%; 1-5 years 32%; 6-10 years 16%, more than 10 years 44% and 13% have a Masters Degree.

Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team-building events, and other activities to keep morale high on the campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided reading, guided math, Imagine Learning, Brainchild, Unique Learning, reading services, and Frog Street Press to close the achievement gap.

Additionally, resource allocations in the form of textbooks, supplemental materials, and classroom technology contribute to student performance by providing tools to utilize when educating students.

Teachers, dyslexia teachers, reading coach, tutors, special education personnel, and flex aides support the programs and intervention services that allow for the opportunity to close the achievement gap. COGAT, Naglieri, CLI, short-cycle assessments, MAP, Imagine Learning, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Team level planning, PLCs, and campus leadership teamwork to continue creating TEKS mastery and understanding. All staff members follow the scope and sequence and plan with their grade level.

Grade level meetings and PLCs discuss assessments, data, interventions needs to stay aligned with curriculum, drive instruction, plan RTI and structure small groups, guided reading, and guided math.

1797

Curriculum, Instruction, and Assessment Strengths

Zavala will focus on following the District adopted textbook, and Scope and Sequence with fidelity. We will utilize district strategies such as KNOW/SHOW, aggressive monitoring, academic laps, etc. when planning lessons. All teachers will utilize the district planning template. All Pre-K teachers will utilize Frog Street Press and the CLI to test students. Flex aides provide reading intervention to at-risk students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

Problem Statement 2 (Prioritized): Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention. **Root Cause:** Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

Problem Statement 3 (Prioritized): Teachers receive training with no follow-up training during the year to ensure success. **Root Cause:** Teachers are not able to develop skills and content due to lack of follow-up with training.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement and engagement are important to a child's success in school. Zavala offers many activities for parents, students, and staff members:

Meet the Teacher, Open House, grade level programs, math and reading nights, Pumpkin decorating with parents, muffins with mom, donuts with dad, empanadas with grandparents, Fall festival, gingerbread house decorating with parents, book fair, Christmas store, PS I Love You, Dr. Seuss Day, Egg Drop, Talent Show, Book Parade, Kite Day, Transportation Parade, Airplane Day, Bookworms for Literacy, field day

Zavala will purchase books for students and parents to read at home and work on reading skills, phonics, comprehension, story elements, and identifying parts of a book. Zavala staff and families will partner to work together to build better readers and create a family reading environment at the homes of our students.

Parent and Community Engagement Strengths

Zavala Magnet Elementary will continue to increased family and community involvement through Volunteers in Public Schools, PTA, and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement. Zavala will purchase planners and take home folders to use as a form of communication with parents. 1798

Meet the Teacher Night, Parent Orientation, Open House, Academic Family Nights, Parent meetings for special area activities, Two face-to-face meetings with parents, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, Magnet Contract, PTA Board will meet and set goals, Zavala Twitter, Zavala Facebook, VIPS Recruiting event, Magnet Showcase, and Book Fair.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parent involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

School Context and Organization

School Context and Organization Summary

The staff at Zavala work hand in hand to meet the needs of every student. The teachers are provided professional development and resources that will help close the achievement gap. All staff members are included in campus decisions during PLCs, faculty meetings, and committee meetings.

School Context and Organization Strengths

Zavala staff focus on student growth, data, expectations, and meeting the needs of each individual student.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub-populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor.

1799

Technology

Technology Summary

All classrooms have In Focus projectors, Smartboards, document cameras and computers. Each student has access to an iPad. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS, Imagine Learning, and MAP.

Students have district access to Imagine Learning, Discovery Education, Unique Learning (Special Education), Brainchild and MAP Assessment. Teachers are provided with laptops and are trained on how to use them to enhance instruction.

The district will ensure that every students will have access to a device for the 2021-2022 school year.

Technology Strengths

The instructional technology department works with campuses to replace classroom and computer lab computer systems (computers, document cameras, Infocus) and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Zavala is a one-to-one campus.

1800

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction. **Root Cause:** Lack of teacher training in technology implementation and follow-up training.

Priority Problem Statements

Problem Statement 1: Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction.

Root Cause 1: Lack of teacher training in technology implementation and follow-up training.

Problem Statement 1 Areas: Technology

Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub-populations in all core areas.

Root Cause 2: Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: Parent involvement is low due to various contributing factors.

Root Cause 3: Factors that contribute to low parent involvement include, lack of planning and implementation of parent involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Teachers receive training with no follow-up training during the year to ensure success.

Root Cause 4: Teachers are not able to develop skills and content due to lack of follow-up with training.

1801

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention.

Root Cause 5: Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels.

Root Cause 6: Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: There are limited applicants applying for positions within ECISD.

Root Cause 7: The cost of living deters applicants from accepting positions in ECISD.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members.

Root Cause 8: Additional Conscious Discipline and CHAMPS training are needed.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement.
Root Cause 9: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data.
Root Cause 10: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.
Problem Statement 10 Areas: Student Achievement

Problem Statement 11: Zavala's attendance rate will increase from 93%-94.5%.
Root Cause 11: Student illness (flu, strep throat, stomach bug) and unable to contact parents. Parents feared students would be exposed to COVID.
Problem Statement 11 Areas: Student Achievement

Problem Statement 12: 52% Economically Disadvantaged and EL students met growth at the end of year MAP test.
Root Cause 12: Lack of quality Tier 1 instruction and small group intervention.
Problem Statement 12 Areas: Demographics

1802

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 93.5% in 2020 to 94.5% in 2021.

Evaluation Data Sources: Weekly reports
Attendance final year report for 2021-2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks. **Strategy's Expected Result/Impact:** Attendance goal of 94.5% **Staff Responsible for Monitoring:** Administrators, classroom teachers, counselor, attendance clerk, parents **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1803

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Zavala's attendance rate will increase from 93%-94.5%. **Root Cause**: Student illness (flu, strep throat, stomach bug) and unable to contact parents. Parents feared students would be exposed to COVID.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Zavala will embed technology for any time, anywhere teaching and learning.

Evaluation Data Sources: Zavala will strive to have one-to-one technology access for teachers and students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Working to provide one-to-one technology will enable students, teachers, and leaders to implement and monitor personalized learning for all. **Strategy's Expected Result/Impact:** 100% of Zavala students and staff will have personalized access to one-to-one technology. **Staff Responsible for Monitoring:** Instructional Technology Department, Campus Administration, classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Technology 1 **Funding Sources:** - Title One School-wide				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

1804

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction. **Root Cause**: Lack of teacher training in technology implementation and follow-up training.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Zavala will provide differentiated processes for priority classrooms and students.

Evaluation Data Sources: Lesson plans, walk-throughs, student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective transitions will be planned and implemented for Pre-K and 2nd grades to maintain the academic learning of students. Kinder-2nd grades will implement LLI and PreK will implement CLI interventions. **Strategy's Expected Result/Impact:** Improvement in Student Growth **Staff Responsible for Monitoring:** Leadership Team, Administrators, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 **Funding Sources:** - Title One School-wide				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

1805

Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. **Root Cause**: Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.
School Context and Organization
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub-populations in all core areas. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Zavala will provide a safe and supportive learning environment.

Evaluation Data Sources: Counselor referrals, discipline reports, and 100% of staff members trained in Darkness to Light/Stewards of Child prevention program and reporting requirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on the Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS, and Sexual Harassment training. **Strategy's Expected Result/Impact:** 100% of staff will receive training. Safe and supportive environment **Staff Responsible for Monitoring:** Administrators Leadership Team Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				1806

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. **Root Cause**: Additional Conscious Discipline and CHAMPS training are needed.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. **Root Cause**: Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Character Ed Lessons by Counselor 3 times a month for PK-2; Lower Referral Numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals. **Strategy's Expected Result/Impact:** Awareness of SEL research and practice. Assistance for teachers and students with recurring behavior issues. **Staff Responsible for Monitoring:** Principals, Teachers, Counselor **Title I Schoolwide Elements:** 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1807

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-2022, Zavala will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Employee Performance Evaluations - TTESS
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Walkthroughs and observation will show the implementation of job-embedded PD. Improved learning time **Staff Responsible for Monitoring:** Leadership Team and Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2				1808

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth. Provide guided reading and guided math training and workstation training for teachers. **Strategy's Expected Result/Impact:** Improved math and reading tier 1 lessons and interventions. **Staff Responsible for Monitoring:** Principals and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title One School-wide				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: There are limited applicants applying for positions within ECISD. **Root Cause**: The cost of living deters applicants from accepting positions in ECISD.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. **Root Cause**: Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction. **Problem Statement 2**: Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention. **Root Cause**: Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

1809

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: The campus teacher retention rate will increase from 75% in 2021 to 90% in 2022.

Evaluation Data Sources: Campus retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Zavala teachers hired are certified and highly qualified. **Strategy's Expected Result/Impact:** The campus teacher retention rate will increase to 90% in 2022. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: There are limited applicants applying for positions within ECISD. **Root Cause**: The cost of living deters applicants from accepting positions in ECISD.

1810

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: EOY MAP assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will implement the district curriculum and required literacy blocks to ensure student success. **Strategy's Expected Result/Impact:** 4% increase of students reading on grade level from BOY MAP to EOY MAP assessment **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** - Title One School-wide				1811

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: The percentage of students reading on grade level in grades PK will increase 4% from the BOY CLI to EOY CLI assessment.

Evaluation Data Sources: EOY CLI Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will implement the district curriculum (Frog Street Press) and required literacy blocks during Circle time to ensure student success. **Strategy's Expected Result/Impact:** 4% increase of students reading on grade level from BOY CLI to EOY CLI assessment **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

1812

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. **Root Cause**: Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Walkthroughs, lesson plans, MAP growth assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring. **Strategy's Expected Result/Impact:** Student achievement improves as growth is monitored by both teachers and students. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				1813

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala will implement research-based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Get Your Teach On Strategies, MicroSociety lessons and strategies, Enriched Advanced Academics, and/or Project Based Learning. Teachers will use Brain Pop/Brain Pop Jr., Handwriting Without Tears, Get Your Teach On Strategies, Greg Tang math, Generation Genius Science and Math, MicroSociety lessons and strategies, math manipulatives, and balanced literacy resources/supplies will be purchased for each individual child. **Strategy's Expected Result/Impact:** Increase in student achievement on MAP assessment and guided reading level. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 **Funding Sources:** BrainPop, guided reading supplies, guided math supplies, Handwriting Without Tears materials, Greg Tang Math, - Title One School-wide - $30,217				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The principals will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path implementing Relay. **Strategy's Expected Result/Impact:** Increase in SCAs and EOY MAP assessment **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Zavala Flex aides will pull small groups to work on reading comprehension, leveled reading, and syllables using the LLI curriculum. **Strategy's Expected Result/Impact:** Increase reading comprehension and reading level of students **Staff Responsible for Monitoring:** Flex Aides Instructional Coach Administrators Reading Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** Flex Aide - Title One School-wide - $25,320				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Zavala staff will facilitate parent/student academic workshops with a focus on reading and math strategies. **Strategy's Expected Result/Impact:** Increase reading and math comprehension and strategies for students and parents. **Staff Responsible for Monitoring:** Teachers Paraprofessionals Instructional Coach Reading Coach Administrators **Problem Statements:** Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 **Funding Sources:** Reading and math make and take materials, planners - Title One School-wide - $1,446				1815

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP data. **Root Cause**: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.
Problem Statement 3: Student performance data indicates there is a need for alignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause**: Factors include lack of teacher retention, teachers needing support, and ensuring the DDI process and effective lesson planning are connected to student outcomes.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading, math, and writing from classrooms and grade levels. **Root Cause**: Lack of effective data monitoring that leads to adjustments in Tier 1 whole group, small group, and individual instruction.

Curriculum, Instruction, and Assessment

Problem Statement 2: Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress, and intervention. **Root Cause**: Lack of campus-wide data monitoring tool being implemented continually and monitored with fidelity.

Problem Statement 3: Teachers receive training with no follow-up training during the year to ensure success. **Root Cause**: Teachers are not able to develop skills and content due to lack of follow-up with training.

Parent and Community Engagement

Problem Statement 1: Parent involvement is low due to various contributing factors. **Root Cause**: Factors that contribute to low parent involvement include, lack of planning and implementation of parent involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

1816

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	3	1			$0.00
2	1	2			$0.00
3	1	1			$0.00
3	3	2	BrainPop, guided reading supplies, guided math supplies, Handwriting Without Tears materials, Greg Tang Math,		$30,217.00
3	3	4	Flex Aide		$25,320.00
3	3	5	Reading and math make and take materials, planners		$1,446.00
				Sub-Total	$56,983.00
				Grand Total	$56,983.00

1817

Addendums

1818

BOARD OF TRUSTEES

SUBJECT: Consent Agenda **PRESENTED BY:** Dr. Scott R. Muri

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.

REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

August 10, 2021 – Board Workshop Meeting
August 17, 2021 – Regular Board Meeting
August 26, 2021 – Special Board Meeting

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 10, 2021, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Carol Gregg	
Tammy Hawkins	
Nelson Minyard	
Dr. Donna Smith	
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Staci Ashley, Dr. Lilia Náñez, Jason Osborne, Deborah Ottmers, Alicia Syverson

Others: Tatiana Dennis, Lisa Wills, Aaron Hawley, Nancy Vanley, Annette Macias, Lauren Tavarez, Tracey Borchardt, Maria Harvey, Jacque Carrillo, Chelsea Reyes, Amanda Lopez, Donna Allen, Katelyn Zimmer, Cortney Smith, Ray Dominguez, Robert Cedillo, Dr. Corey Seymour, Daryton Ramsey, Ruth Campbell, Albert Anchondo, Mary Franco

25589 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25590 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting**: Board President Tammy Hawkins, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25591 **Opening Remarks by Superintendent**: In Dr. Muri's opening remarks he gave a brief recap of the first day of school. He said this was a day of realization that some of the kids returning to our school buildings had not been at school, in-person, in a year-and-a-half. Our middle schools and high schools opened with only 6th graders and 9th graders on campus, and that seemed to be well-received. He said COVID is a big concern and will continue to be, and our District will continue to take precautions to keep everyone safe while at school.

Public Comment: There was no public comment.

Report/Discussion Items

25592 **Strategic Plan Update**: Special Assistant to Superintendent Albert Anchondo opened this item for discussion.

This presentation focused on three specific projects Redesign of the Student Summer Experience, Implementation of a Learning Management Systems (LMS) and System-wide Social/Emotional Learning (SEL).

First, the Redesign of the Student Summer Experience – a bold, new strategy combining TEA approved curriculum, ECISD's own research-based resources and blending it all with coding and robotics, in small-group settings. It made for a very different summer experience. Enrollment reflected it: 2019-20 figures show about 2,100 students went to summer school versus 2020-21 seeing more than 5,400 in early June. Students also showed academic growth through the summer months – middle school students showed substantial growth in Reading on the MAP test. Associate Superintendent of Curriculum & Instruction Dr. Lilia Náñez presented this item.

Second, Implementation of Learning Management System - a digital platform for teachers to design and deliver instruction to students online. This was piloted by 77 teachers last year, and the decision was made to use SeeSaw for PreK to 2nd grade and Schoology for 3rd through 12th grades. Staff has been trained and is using these tools now. A powerful LMS is a foundational component to providing personalized learning for every student. Director of Digital Learning Lauren Tavarez presented this item.

Third, System-wide Social/Emotional Learning - Research shows happiness and success are determined by the way a person thinks, rather than based on things out of their control (socio-economic factors, where a person comes from, etc.), and using the 7 Mindsets curriculum ECISD staff members will be able to more effectively support students in this way. Coordinator of Social/Emotional Learning Amanda Lopez presented this item.

No action required.

25593 **Presentation of the Resilience School Support Program**: Associate Superintendent Dr. Lilia Náñez presented this item for discussion. ECISD received this RSSP grant a year ago and, with a technical support provider, implemented virtual learning for the 2020-21 school year. ECISD has received a second year of support through the RSSP grant. The focus of this grant for the 2021-22 school year is recovery and accelerated learning. Ector County ISD is the only school district in Region 18 to have received this RSSP grant. ECISD leaders will focus these recovery efforts on grade levels showing the lowest growth in Reading and Math, and students who are economically disadvantaged, Special Education, and English language learners. This will be a key piece of the District's efforts to help children regain the academic losses of the COVID pandemic.

No action required.

25594 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]**
Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:

There was no closed session.

25595 **Closing Remarks by Superintendent**: In Dr. Muri's closing remarks he thanked the Trustees for the good conversations in this meeting, and thanked ECISD staff for the work they did during a busy first day of school.

25596 **Adjournment**: Tammy Hawkins, Board President, adjourned the Board meeting at 7:40 p.m.

_____	_____
Board President	**Board Secretary**
Tammy Hawkins	*Carol Gregg*

AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 17, 2021, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Carol Gregg	
Tammy Hawkins	
Nelson Minyard	
Dr. Donna C. Smith	
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Staci Ashley, Dr. Lilia Náñez, Jason Osborne, Deborah Ottmers, Alicia Syverson, Dr. Kellie Wilks

Others: Mike Atkins, Robert Cedillo, Ashley Osborne, Cortney Smith, Dr. Corey Seymour, Erin Bueno, Scott Randolph, Nancy Vanley, Jaime Miller, Tracey Borchardt, Lisa Wills, Dr. Keeley Simpson, Jessie Garcia, Dr. Aaron Hawley, Dawn Miller, Amy Russell, Marlynn Lujan, Yolanda Hernandez, Ivan R. Lujan, Hailey Lujan, Maria Harvey, Jerimie Hernandez, Julio Hernandez, Katelyn Zimmer, Albert Anchondo, Mary Franco

25597 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25598 **Verification of Compliance with Open Meeting Law:** Tammy Hawkins, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25599 **Pledge of Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Nelson Minyard, ECISD Board Member.

25600 **Invocation**: The Invocation was led by Dr. Steve Brown, ECISD Board Secretary.

25601 **Special Presentations**:

Recognition of Region 18 Elementary Teacher of the Year: Travis Elementary Science Lab Teacher Sarah Hawkins was recognized as the Region 18 Elementary Teacher of the Year.

Recognition of Odessa High School Mariachi Broncho for State UIL Awards: The Odessa High School Mariachi Broncho was recognized for their Superior UIL State Performance.

25602 **Opening Remarks by Superintendent**: In his opening comments, Superintendent Dr. Scott Muri reminded Trustees and the audience that ECISD's 100th birthday is tomorrow (August 18) and we will be celebrating with a small event, noting that there will be a number of events and activities throughout the year. He also lamented the fact that COVID continues to spread rapidly through our community, and is already impacting our schools. He encouraged everyone to get vaccinated, to wear masks indoors, and said he hopes the District does not reach a point where we have to close a school due to the spread of the virus.

25603 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)* The following seven citizens participated during this portion of the meeting.

Julio Hernandez, Reagan Magnet Elementary parent spoke to agenda item 9E. Discussion of and Request for Approval of 2021-2022 Gifted and Talented Plan.
He told Trustees he did not agree with the changes being made to the Gifted/Talented program this year. He said his daughter, who is in G/T at Reagan Elementary, has enjoyed the previous structure that set aside one day to pull kids from their regular classroom to a G/T class. The new plan is based on an inclusion model that provides G/T services every day in the regular classroom setting.

No action required.

Board Policy

25604 **Discussion of and Request for Approval of Revisions to Policy CFB(LOCAL): Accounting Inventories**: Moved by Minyard, seconded by Stanley to approve the Revisions to Policy CFB(LOCAL): Accounting Inventories as presented. This revision updates the language in the policy to current terminology and standards.

Motion unanimously approved.

Action Items

25605 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Abalos, seconded by Stanley to approve the Purchases over $50,000 as presented.

Motion unanimously approved.

25606 **Discussion of and Request for Approval of 2021-2022 Budget Amendment #2**: Moved by Brown, seconded by Minyard to approve 2021-2022 Budget Amendment #2 as presented.

Motion unanimously approved.

25607 **Discussion and Possible Action to Approve Extension of the Time Period for Considering 1PointFive P1, LLC's Application for an Appraised Value Limitation on Qualified Property Pursuant to Chapter 313 of the Texas Property Tax Code**: Moved by Minyard, seconded by Brown to approve the Extension of Time Period for Considering 1PointFive P1, LLC's Application for Appraised Value Limitation on Qualified Property Pursuant to Chapter 313 of the Texas Property Tax Code as presented.

Motion unanimously approved.

25608 **Discussion of and Request for Approval of Application Optional Flexible School Day Program (OFSDP) 2021-2022**: Moved by Abalos, seconded by Stanley to approve the Application Optional Flexible School Day Program (OFSDP) 2021-2022 as presented. The goal of the OFSDP is to allow students an opportunity to have flexible hours in order to be successful and receive a high school diploma by offering courses needed for graduation while the district receives funding for students in attendance. The program has two main objectives. The first is to allow a student who has dropped out of school, or is in danger of dropping out of school, an option other than the regular classroom setting or school day. The second objective is to enable a student the opportunity to recover credits lost due to lack of attendance.

Motion unanimously approved.

25609 **Discussion of and Request for Approval of 2021-2022 Gifted and Talented Plan**: Moved by Abalos, seconded by Stanley to approve the 2021-2022 Gifted and Talented Plan as presented. In this annual report to the board, District leaders outlined a series of changes being made to the Gifted/Talented program at elementary schools. In order to grow the G/T program and provide more students in Kindergarten, 1st grade, and 2nd grade the opportunity to engage in depth and complexity, G/T services will use an inclusion model – meaning students will receive G/T instruction each day in their classroom rather than be pulled out of that class for a dedicated G/T class one day per week (as is the current model). For Buice, Hays, and Reagan elementary schools the inclusion model will be put in place for all grade levels K-5. The purpose of moving to an inclusion model, which is the generally accepted model among schools today, is to provide students with rigor and depth five days per week rather than just one.

Motion unanimously approved.

25610 **Discussion of and Request for Approval of Interlocal Agreement for Joint Task Force Committee and Possible Request for Approval of Election Law Expert and/or Demographer**: Moved by Brown, seconded by Stanley to Approve the Interlocal Agreement for a Joint Task Force Committee and Possible Request for Approval of Election Law Expert and/or Demographer as presented.

The law requires that after each census, governmental bodies shall review the census data and determine if they need to redraw boundary lines for their various election

precincts. In the past, all of the local governing entities have joined together to coordinate the process and save expenses. This Interlocal Agreement for the Joint Task Force Committee provides for the formation of the committee comprised of all of the entities to address the redistricting issues and share the costs. Each of the other entities either have considered or will be considering this same resolution.

Motion unanimously approved.

25611 **Discussion of and Request for Approval of Resolution Regarding Extended Sick Leave During COVID-19**: Moved by Abalos, seconded by Stanley to approve the Resolution Regarding Extended Sick Leave During COVID-19 as presented.

Motion unanimously approved.

25612 **Consent Agenda**: Moved by Gregg, seconded by Brown to approve the Consent Agenda as presented.

A. Request for Approval of Minutes of Meetings
B. Request for Approval of Bills for Payment
C. Request for Approval of Acceptance of Donations Over $10,000
D. Request for Approval of Board T-TESS and T-PESS Appraisers for 2021-2022
E. Request for Approval of Board T-TESS and T-PESS Appraisal Calendar for 2021-2022
F. Request for Approval of Annual Investment Report
G. Request for Approval of Permian High School Dance Student Out-of-State Travel to Orlando, Florida
H. Request for Approval of Annual Renewal of Memorandum of Understanding with UTPB for Counseling Practicum/Internships 2021-2022
I. Request for Approval of Memorandum of Understanding between Ector County ISD and Intercultural Development Research Association
J. Request for Approval of Memorandum of Understanding between ECISD and Education Foundation of Odessa, Inc.

Motion unanimously approved.

Report/Discussion Items

25613 **Opening of Schools Update**: Superintendent Dr. Scott R. Muri provided Trustees with an opening of school's update. Enrollment is currently 32,031 (in person again) which is quickly approaching our projected enrollment of 32,730. We have 70 teacher vacancies (vs. 150 a year ago at this time); 423 new teachers which represents a 95%.

He reminded the board that the first two days of school saw 6th graders only at middle schools, and 9th graders only at the high schools, giving those students a chance to smoothly transition to a new campus. Our District also welcomed three-year-old kindergartners, too. Dr. Muri said he saw lots of engaging lessons and learning taking place on those first days. In regard to safety, we have 1.5 million masks available for staff and students; 1,200 gallons of hand sanitizer; 60 electrostatic sprayers used to disinfect buses and buildings; additional sneeze guards in cafeterias; and frequent daily cleaning by our custodians. We have about 5,800 registered bus riders, and our School Nutrition staff is serving 23,190 meals per day.

25614 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]**
Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:

There was no closed session.

25615 **Information Items**: The Board of Trustees were provided with the following information items: Purchasing Report, Routine Personnel Report, and Teacher Certification Waivers.

25616 **Closing Remarks by the Superintendent**: There were no closing remarks.

25617 **Adjournment**: Board President Tammy Hawkins adjourned the Board meeting at 7:28 p.m.

Board President	**Board Secretary**
Tammy Hawkins	*Carol Gregg*

AT A SPECIAL MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 26, 2021, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	Dr. Steve Brown
Carol Gregg - Virtual	
Tammy Hawkins	
Nelson Minyard	
Dr. Donna Smith	
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Staci Ashley, Dr. Lilia Náñez, Jason Osborne, Alicia Syverson, Dr. Kellie Wilks

Others: Mike Atkins, Erin Bueno, Robert Cedillo, Dr. Corey Seymour, Dr. Keeley Simpson, Jaime Miller, Daryton Ramsey, Joshua Skinner, Ruth Campbell, Dr. Rohith Saravanan, Dr. Timothy Benton, Russell Tippin, Christin Timmons, Jessica Wright, Daniel Wright, Helen Husband, Jennifer Woodall, Delene Mahan, Katherine Pena, Abigail Reyna, Jesse Christesson, Jasmine Reyna, Danielle De La Rosa, Nia Miranda, Andrea Hess, Chris Gonzalez, Naomi Fuentes, Javier Ruiz, Bob Thayer, Brian Mallory, Adam Duran, Tammy Owen, Clinton Gill, Sarah Acosta, Dallas Kennedy, Christy Kennedy, Shawn Hogg, Amber Hogg, Shaye Lane, Lillian Camp, Judy Camp, Braxton Camp, Melissa Leal, Becky Rivera-Weiss, Dale Barnes, John Christmas, Misti Trull, Jason Richardson, Allyson Richardson, Kenneth Kindel, Nina White, Brooklynn White, Hunter White, Rusty White, Rhonda Haley, Elizabeth McNabb, Matt Stringer, Samantha Horn, Elizabeth Velasco, Eric Garcia, Mark Farquhar, Luiselda Castillo, Amanda Provence, Courtney Heap, Gayla Harkness, Eddie Harkness, Margeaux Reeves, Meghan Huber, Clayton Smith, Jana Smith, Randall Hogg, Connie Hogg, Teresa James, Cody James, Jacob Chapman, Jennie Fanous, Crystal Clarie, Matt Looney, Erin Faulk, Rena Falcon, Stacy Jackson, Chris House, Jennifer House, Dawn Weaks, Samuel Weaks, Erica Velasco, Holly Burke, Kaci Miller, John Kyle Nunnold, Kamilla Nunnold, Charisse Coffman, Marilyn South, Corey South, Cristen Timmons, Shelby Huffman, Brittney Hindson, Jeff Russell, Kristen Fraley, Nick Fraley, Megan Fraley, Ayden Fraley, Kristal Lee, Gilbert Mendoza, Natalee Irwin, Christian Sanchez, Trent Huber, Adam Smith, Albert Anchondo, Mary Franco

25618 **Meeting Called to Order**: Tammy Hawkins, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25619 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting**: Board President Tammy Hawkins, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25620 **Opening Remarks by Superintendent**: In Dr. Muri's opening remarks he expressed his appreciation of the attendance at the meeting, not only were community members seated in the board room but also three other, overflow rooms. Noting a single item on the agenda, with a number of people who requested to speak to the issue. He asked that each speaker be given the opportunity to speak, with no cheering, clapping, booing, or making other sounds as they speak. He mentioned that the news has shown several meetings from around the country that were poor examples of decorum and respect for others, and he hoped this meeting would remain respectful for all.

25621 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)* The following seven citizens participated during this portion of the meeting.

During public comment, thirty-three people addressed agenda item 5A *(Discussion and Approval of Resolution Regarding Temporary Mask Use by Staff and Students)*, most of whom asked the board not to adopt a mask requirement.

Each of the following were given two minutes to speak: Dr. Rohith Saravanan, Russell Tippin, Andrea Hess, Danielle De La Rosa, Jasmine Reyna, Jessica Wright, Daniel Wright, Abigail Reyna, Jesse Christesson, Helen Husband, Jennifer Woodall, Javier Ruiz, Brian Mallory, Adam Duran, Bob Thayer, Sarah Acosta, Shawn Hogg, Judy Camp, Dale Barnes, Misti Trull, Jason Richardson, Rhonda Haley, Samantha Horn, Elizabeth Velasco, Courtney Heap, Gayla Harkness, Meghan Huber, Margeaux Reeves, Trent Huber, Randall Hogg, Jennie Fanous, Erin Faulk, Adam Smith, and Samuel Weaks.

At the end of the public comments, Dr. Muri told the audience he was proud of the way the session had gone, the level of respect shown to each of the speakers, and the information and opinions shared. He called it an impressive experience.

25622 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]**

Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:

Board President Tammy Hawkins convened the Board of Trustees to closed session at 7:19 p.m.

Board President Tammy Hawkins reconvened the Board of Trustees to open session at 8:02 p.m.

25623 **Discussion and Approval of Resolution Regarding Temporary Mask Use by Staff and Students**: Moved by Minyard, seconded by Abalos to approve a resolution to allow the superintendent *to Implement a Temporary Mask Requirement when it is Determined to be Legally and Medically Appropriate*. If implemented in the future, it would include these four stipulations: 1) All students, staff, and visitors while indoors on ECISD property and while riding ECISD buses, must wear face masks covering the nose and mouth; 2) Masks are not require while eating, or at other times specifically deemed reasonable appropriate by the campus principal or building administrator related to health and safety; 3) Individuals with religious or medical needs/disabilities that prohibit the wearing of masks, upon acceptable verification, are excused from this requirement; 4) The superintendent shall review COVID-19 related conditions regularly and is authorized to determine the: duration of the mask requirement, cessation of the requirement based on improved conditions, and/or reinstatement of the mask requirement if lifted.

Motion unanimously approved.

25624 **Closing Remarks by Superintendent**: There were no closing remarks.

25625 **Adjournment**: Tammy Hawkins, Board President, adjourned the Board meeting at 8:31 p.m.

Board President	**Board Secretary**
Tammy Hawkins	*Carol Gregg*

REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find printouts listing disbursements from August 12, 2021 thru September 15, 2021 for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 08/12/2021 to 09/15/2021

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ $ 16,660,625.83

APPROVED:_____ **DATE:**_____

ECTOR COUNTY ISD
CHECK REGISTER
08/12/2021 - 09/15/2021

DATE	PAYEE	AMOUNT
8/18	4IMPRINT INC	$ 673.22
8/18	AMERICAN BUILDERS & CONTRACTORS SUPPLY	988.65
8/18	ABSOLUTE FIRE PROTECTION INC	1,495.00
8/18	ALL ABOUT HEARING	2,025.00
8/18	BASIN BLOCK & SUPPLY	802.50
8/18	BOUND TO STAY BOUND BOOKS, INC.	108.30
8/18	BUCK'S WHEEL & EQUIPMENT COMPANY	360.24
8/18	CENTRAL POLY-BAG CORPORATION	9,039.60
8/18	CEV MULTIMEDIA	6,290.00
8/18	CONSOLIDATED ELECTRICAL DISTRIBUTORS	124.49
8/18	CUMMINS BC329	9,458.61
8/18	DEMCO INC	19.94
8/18	DIAMOND BUSINESS SERVICES INC	4,210.64
8/18	GOPHER SPORT	3,059.13
8/18	HEINEMANN	3,623.16
8/18	J W PEPPER & SON INC	4,009.84
8/18	KELLY-MOORE PAINT	113.37
8/18	LAKESHORE LEARNING	1,741.35
8/18	LOU'S CLINICAL LAB INC	5,814.00
8/18	LOVING GUIDANCE	7,490.00
8/18	MANSON WESTERN LLC	2,737.92
8/18	MENTORING MINDS. LP	5,392.20
8/18	MIDLAND SAFETY & HEALTH SALES	2,182.50
8/18	MSC INDUSTRIAL SUPPLY CO.	1,523.50
8/18	MUSIC IN MOTION	224.06
8/18	AIM MEDIA TEXAS OPERATING LLC	829.50
8/18	ODESSA COLLEGE	300.00
8/18	ODESSA COLLEGE	500.00
8/18	ODESSA COLLEGE	500.00
8/18	ODESSA COLLEGE	500.00
8/18	O REILLY AUTO ENTERPRISES LLC	1,594.38
8/18	ORIENTAL TRADING COMPANY INC	2,082.83
8/18	PCS REVENUE CONTROL SYST INC	1,000.00
8/18	PROJECT LEAD THE WAY INC	7,550.00
8/18	REALLY GOOD STUFF LLC	552.82
8/18	RENAISSANCE LEARNING INC	22,053.09
8/18	SCHOOL DATEBOOKS INC	190.52
8/18	SECURED DOCUMENT SHREDDING INC	1,072.00
8/18	SUPER DUPER PUBLICATIONS	616.00
8/18	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	135.00
8/18	PARK PLACE PULBICATION LP	350.00
8/18	TRANE U.S. INC.	1,252.69

8/18	WESTAIR-PRAXAIR DISTRIBUTION INC	696.42
8/18	BROADWAY MOTORS INC	492.48
8/18	NAPA AUTO PARTS	22.07
8/18	ROSETTA STONE LTD.	26,250.00
8/18	OFFICE DEPOT, INC	3,764.66
8/18	SCHOOL SPECIALTY LLC	3,110.49
8/25	ANCHOR BOLT & SUPPLY	79.00
8/25	AVID CENTER	1,700.00
8/25	B-LINE FILTER & SUPPLY INC	409.99
8/25	BUCK'S WHEEL & EQUIPMENT COMPANY	281.03
8/25	CMC BUSINESS SYSTEMS INC	549.83
8/25	AUTOMATIC ICE MACHINE	140.00
8/25	DEMCO INC	1,545.72
8/25	DIAMOND BUSINESS SERVICES INC	628.77
8/25	EDUCATION ADVANCED INC.	30,439.80
8/25	FLAGHOUSE INC	169.99
8/25	FRANKLIN-COVEY CLIENT SALES, INC.	54,582.45
8/25	GANDY INK	10,542.75
8/25	GOPHER SPORT	43.08
8/25	NO TEARS LEARNING INC.	5,718.20
8/25	LAKESHORE LEARNING	137,184.28
8/25	LOVING GUIDANCE	16,477.70
8/25	MORRISON SUPPLY CO	722.91
8/25	MSC INDUSTRIAL SUPPLY CO.	1,019.60
8/25	MUSIC IN MOTION	142.15
8/25	ODESSA COLLEGE	124.30
8/25	O REILLY AUTO ENTERPRISES LLC	968.34
8/25	REGION 13 EDUCATION SERVICE CENTER	2,000.00
8/25	RENAISSANCE LEARNING INC	5,418.75
8/25	STERICYCLE	154.00
8/25	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	395.00
8/25	PARK PLACE PULBICATION LP	200.00
8/25	THE BOSWORTH LTD	48,280.68
8/25	TRANE U.S. INC.	838.57
8/25	FOLLETT SCHOOL SOLUTIONS, INC.	254.74
8/25	NAPA AUTO PARTS	472.09
8/25	UNIFIRST CORPORATION	7,889.36
8/25	KCG INC	3,379.20
8/25	OFFICE DEPOT, INC	2,453.86
8/25	SCHOOL SPECIALTY LLC	389.88
9/1	4IMPRINT INC	18,689.84
9/1	ALL ABOARD AMERICA!	7,466.90
9/1	BUCK'S WHEEL & EQUIPMENT COMPANY	401.26
9/1	CAFE VENTURE COMPANY	562.50
9/1	CARSON DELLOSA PUBLISHING LLC	74.75
9/1	CEV MULTIMEDIA	3,240.00
9/1	DIAMOND BUSINESS SERVICES INC	937.47
9/1	FLAGHOUSE INC	149.50
9/1	FLINN SCIENTIFIC INC	137.34
9/1	FRANKLIN-COVEY CLIENT SALES, INC.	4,893.41

9/1	GLOBAL EQUIP CO	3,329.78
9/1	GOPHER SPORT	447.53
9/1	NO TEARS LEARNING INC.	5,557.55
9/1	HOWELL & WINDHAM ADVERTISING	1,338.00
9/1	LAKESHORE LEARNING	180.44
9/1	LEGO BRAND RETAIL	21,355.20
9/1	MIDLAND SAFETY & HEALTH SALES	111.00
9/1	MUSIC IN MOTION	73.40
9/1	AIM MEDIA TEXAS OPERATING LLC	438.50
9/1	ODESSA COLLEGE	1,230.00
9/1	ODESSA WINLECTRIC	7,427.18
9/1	O REILLY AUTO ENTERPRISES LLC	611.04
9/1	ORIENTAL TRADING COMPANY INC	200.34
9/1	PRO-ED	176.00
9/1	RENAISSANCE LEARNING INC	3,125.00
9/1	ROCHESTER 100 INC.	1,850.00
9/1	SCHOLASTIC BOOK FAIRS	7,678.07
9/1	SCHOOL DATEBOOKS INC	20,411.99
9/1	SCHOOLHOUSE OUTFITTERS	3,195.63
9/1	SHAR PRODUCTS CO	293.60
9/1	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	405.00
9/1	PARK PLACE PULBICATION LP	350.00
9/1	THE BOSWORTH LTD	4,161.79
9/1	TRANE U.S. INC.	962.00
9/1	UNITED STATES ACADEMIC	700.00
9/1	VARSITY SPIRIT FASHION	5,973.16
9/1	WESTAIR-PRAXAIR DISTRIBUTION INC	344.09
9/1	BROADWAY MOTORS INC	2,865.08
9/1	GALLS, LLC	59.95
9/1	NAPA AUTO PARTS	3,632.08
9/1	MULTICARE PLUS	1,500.00
9/1	SCARBOROUGH SPECIALTIES, INC	1,512.25
9/1	UNIFIRST CORPORATION	2,619.98
9/1	SEIDLITZ EDUCATION, LLC	300.00
9/1	ALL PLAYERS NETWORK INC	2,000.00
9/1	SCHOOL SPECIALTY LLC	3,649.39
9/1	FIIX INC	236.88
9/8	ALL ABOUT HEARING	2,198.00
9/8	B-LINE FILTER & SUPPLY INC	1,434.84
9/8	CUTTING EDGE ADVERTISING INC.	490.00
9/8	DEMIDEC RESOURCES	1,325.00
9/8	DIAMOND BUSINESS SERVICES INC	1,921.22
9/8	GOPHER SPORT	179.09
9/8	J W PEPPER & SON INC	4,321.00
9/8	LAKESHORE LEARNING	3,879.83
9/8	MARK'S PLUMBING PARTS	2,370.00
9/8	MORRISON SUPPLY CO	10,721.32
9/8	MSC INDUSTRIAL SUPPLY CO.	270.60
9/8	ODESSA COLLEGE	107.29
9/8	ODESSA WINLECTRIC	5,020.20

9/8	O REILLY AUTO ENTERPRISES LLC	678.54
9/8	RENAISSANCE LEARNING INC	5,160.00
9/8	SECURED DOCUMENT SHREDDING INC	578.90
9/8	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	135.00
9/8	THE BOSWORTH LTD	3,188.75
9/8	TRANE U.S. INC.	31,371.00
9/8	BROADWAY MOTORS INC	457.72
9/8	BRAINPOP, LLC	2,950.00
9/8	NAPA AUTO PARTS	87.32
9/8	SIEMENS INDUSTRY, INC	42,640.00
9/8	TRANSMISSION SERVICE & SUPPLY INC	601.04
9/8	UNIFIRST CORPORATION	2,602.86
9/8	ODESSA PUMP & EQUIPMENT INC.	806.00
9/8	OFFICE DEPOT, INC	5,766.41
9/8	BREAKOUT, INC.	27,790.00
9/8	SCHOOL SPECIALTY LLC	176.26
9/15	ALL ABOARD AMERICA!	6,262.00
9/15	ALL ABOUT HEARING	1,192.00
9/15	ANCHOR BOLT & SUPPLY	2.00
9/15	BUCK'S WHEEL & EQUIPMENT COMPANY	429.20
9/15	CENTERS FOR CHILDREN & FAMILIES	2,250.00
9/15	AUTOMATIC ICE MACHINE	40.00
9/15	DAKTRONICS, INC	25,815.00
9/15	DIAMOND BUSINESS SERVICES INC	674.84
9/15	GANDY INK	2,108.50
9/15	GLOBAL EQUIP CO	45,372.11
9/15	GOPHER SPORT	724.32
9/15	HENRY SCHEIN INC	1,169.82
9/15	HOUGHTON MIFFLIN HARCOURT	93,450.00
9/15	JUNIOR LIBRARY GUILD	744.48
9/15	KELLY-MOORE PAINT	302.32
9/15	LAKESHORE LEARNING	9,127.40
9/15	LEGO BRAND RETAIL	11,276.80
9/15	MENTORING MINDS. LP	12,307.68
9/15	MUSIC IN MOTION	148.85
9/15	AIM MEDIA TEXAS OPERATING LLC	276.50
9/15	ODESSA WINLECTRIC	9,583.73
9/15	O REILLY AUTO ENTERPRISES LLC	2,028.68
9/15	POSITIVE PROMOTIONS	799.26
9/15	PROJECT LEAD THE WAY INC	950.00
9/15	SECURED DOCUMENT SHREDDING INC	1,923.68
9/15	SHAR PRODUCTS CO	743.68
9/15	SPECTRUM CORPORATION	86.50
9/15	STERICYCLE	231.00
9/15	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	135.00
9/15	THE BOSWORTH LTD	157,500.00
9/15	THE BOSWORTH LTD	43,295.88
9/15	THERMO FLUIDS INC	399.69
9/15	TRANE U.S. INC.	17,842.67
9/15	WESTAIR-PRAXAIR DISTRIBUTION INC	536.24

9/15	BROADWAY MOTORS INC	2,480.00
9/15	GALLS, LLC	272.11
9/15	NAPA AUTO PARTS	993.14
9/15	MULTICARE PLUS	375.00
9/15	UNIFIRST CORPORATION	83.14
9/15	IVS, INC.	1,567.10
9/15	OFFICE DEPOT, INC	933.53
9/15	SCHOOL SPECIALTY LLC	13,042.65
8/17	STEVE D GATLIN	2,500.00
8/18	304 HOTEL OPERATING, LLC	2,583.32
8/18	AARON ALEX MOLINA	8.23
8/18	ABILENE COOPER HIGH SCHOOL	200.00
8/18	ADAM PORTILLO	1,410.31
8/18	ALAN WILLIAMS	296.82
8/18	ALBERT J VALENCIA	14.95
8/18	AMAZON CAPITAL SERVICES	46,536.83
8/18	AMERICAN EXPRESS	18,972.93
8/18	ANDERSON TILE SALES INC	1,060.40
8/18	ANDREA MESSICK	250.00
8/18	ANNA SCHLOSSER	1,616.00
8/18	APPLE, INC	54,280.00
8/18	ARA OF ODESSA	875.00
8/18	ASHLEY MENDOZA	1,616.00
8/18	ASHLEY TSCHAUNER	1,616.00
8/18	AT&T	7,823.37
8/18	AT&T	9,861.08
8/18	AT&T LONG DISTANCE	699.97
8/18	ATHLETIC SUPPLY INC	1,634.00
8/18	ATMOS ENERGY	18,573.28
8/18	BAILEY TEMPLE	1,616.00
8/18	BALS DURHAM LP	600.00
8/18	BALS DURHAM LP	1,500.00
8/18	BALS DURHAM LP	5,400.00
8/18	BEATRIS MATA	576.64
8/18	BEST CHOICE RESTAURANTS LLC	1,191.90
8/18	BEST CHOICE COFFEE SERVICES LLC	99.54
8/18	BETHANY GRISHAM	1,616.00
8/18	BIMBO BAKERIES USA	3,219.54
8/18	BLAKE MCDONALD	24.38
8/18	DICK BLICK COMPANY	623.90
8/18	BLUE STAR BUS SALES LTD	79.10
8/18	BRAZOS DOOR & HARDWARE	1,650.00
8/18	BRIDGETTE CASAS	301.25
8/18	C H GUENTHER & SON LLC	3,212.50
8/18	SPARKLIGHT	9,955.03
8/18	CAVALLO ENERGY TEXAS LLC	131,929.11
8/18	CAROL GREGG	998.94
8/18	CASEY WERNER	293.44
8/18	CDW-G	13,127.66
8/18	CECILIA KELLAR	137.50

8/18	CHICK-FIL-A ODESSA TOWN CENTER	471.00
8/18	CITY OF ODESSA WATER DEPT	148,904.62
8/18	CLARISA ARRAS	25.98
8/18	COCA-COLA SOUTHWEST BEVERAGES LLC	902.09
8/18	CODY VALENZUELA	160.00
8/18	COMMERCIAL FOOD SERVICE	199.00
8/18	COOPER BARNETT	1,616.00
8/18	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
8/18	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
8/18	CULLIGAN WATER CONDITIONING OF WEST TEXAS	664.25
8/18	CUSTOM WHOLESALE SUPPLY INC	201.08
8/18	DANIEL BUSTAMANTE	27.16
8/18	DARCHELLE WELCH	100.00
8/18	DEBRA BYNUM	1,474.25
8/18	DELESA STYLES	269.40
8/18	DEVON VASQUEZ	1,616.00
8/18	DIAMOND MOWERS LLC	1,345.25
8/18	DIEGO CABALLERO	37.07
8/18	DS WATERS OF AMERICA INC	39.42
8/18	ECTOR COUNTY UTILITY DISTRICT	3,632.99
8/18	EDPUZZLE INC	1,235.00
8/18	EDUCATION GALAXY LLC	4,180.00
8/18	ED PRICE	56.00
8/18	ELUMA LLC	237,599.43
8/18	ENEDINA LOZANO	1,616.00
8/18	RANDAL D GLENN	47,010.00
8/18	RANDAL D GLENN	18,050.00
8/18	FORDE-FERRIER EDUCATIONAL SERVICE	5,660.00
8/18	G H DAIRY	38,156.96
8/18	GARDENDALE WATER CO	120.50
8/18	GEM-CAP INC.	68,780.20
8/18	GILLIAN HERRERA	350.00
8/18	GRAINGER	3,318.40
8/18	GRISELDA FLORES	132.00
8/18	HELLAS CONSTRUCTION INC	338,923.25
8/18	HELLAS CONSTRUCTION INC	218,977.50
8/18	HELLAS CONSTRUCTION INC	31,208.82
8/18	HELLAS CONSTRUCTION INC	332,514.00
8/18	HELLAS CONSTRUCTION INC	314,897.38
8/18	HELLAS CONSTRUCTION INC	348,836.25
8/18	HOLLY FRANKS	1,616.00
8/18	I-CAR	1,100.00
8/18	INDUSTRIAL COMMUNICATIONS	210.00
8/18	INK LION DESIGNS, LLC	2,327.31
8/18	INSOURCE INSURANCE GROUP, LLC	500.00
8/18	INTERACTIVE METRONOME INC	4,559.00
8/18	INTERNATIONAL ASSURANCE	60,592.56
8/18	ISABEL ARRAS-HUERTA	37.02
8/18	IVY HICKS	1,616.00
8/18	JANET L THOMPSON	1,616.00

8/18	JEFFERY P WOLTZ	1,616.00
8/18	JESUS MARIA GARCIA	234.00
8/18	B L JONES	790.00
8/18	JOSE L DIAZ	216.00
8/18	JULIA WILLETT-WEEKLY	6.77
8/18	KAY'S EMBLEMS INC	1,464.25
8/18	KAYLEE PAZ	1,616.00
8/18	KELSEY P CHADWICK	1,616.00
8/18	KURT CERESKE	950.00
8/18	KYLE RIPPE	72.07
8/18	LABATT FOOD SERVICE	162,942.64
8/18	LAURA PEREZ	80.76
8/18	LAZEL INC	5,890.00
8/18	LESLIE N STRANGE	1,616.00
8/18	LESSONPIX INC	180.00
8/18	LEXIA LEARNING SYSTEMS LLC	11,900.00
8/18	LILIANA AND GRACIES CORNER	9,850.00
8/18	LINDA-JO ALDAS	1,616.00
8/18	LISA ANAYA	1,616.00
8/18	LISA WILLS	2,566.40
8/18	LOCKFAST INC	2,333.20
8/18	LUNCH MONY INC	295.73
8/18	LVR COMMERICAL FLOORING	5,420.00
8/18	MACI WILLIAMS	1,616.00
8/18	MARGARET U. RODRIGUEZ	42.22
8/18	MARIBEL ARANDA	1,152.93
8/18	MARISSA DAWN KING	246.46
8/18	MARK BENNETT	3,700.00
8/18	MIA HIGNOJOS	281.50
8/18	MICHAEL TARANGO	1,616.00
8/18	MICHELLE V URIAS	1,672.00
8/18	N-TUNE MUSIC & SOUND INC	1,256.59
8/18	NATIONAL COUNCIL OF SUPERVISORS OF MATHEMATICS	415.00
8/18	NCS PEARSON INC	54,553.48
8/18	NEARPOD INC	2,250.00
8/18	NIMBUS DRINKING WATER SYSTEMS	121.00
8/18	NOTABLE INC	44,527.50
8/18	ODESSA EAST ROTARY CLUB	60.00
8/18	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	179.92
8/18	OFFICEWISE COMMERCIAL INTERIORS LLC	47,542.38
8/18	OLIVIA PORRAS	62.22
8/18	DIANE NIETO	44.20
8/18	ORLANDO VILLANUEVA	41.75
8/18	SANDY CALIBORNE	31.30
8/18	SANDY CLAIBORNE	20.60
8/18	TEXAS A&M UNIVERSITY	300.00
8/18	TEXAS TECH UNIVERSITY	300.00
8/18	OTIS ELEVATOR COMPANY INC	13,008.72
8/18	PANORAMA EDUCATION	102,500.00
8/18	PARTS TOWN, LLC	1,102.69

8/18	PAULINA CONTRERAS	1,616.00
8/18	PENSKE COMMERCIAL VEHICLES US LLC	1,360.46
8/18	PETROLEUM TRADERS CORPORATION	16,206.03
8/18	PLAYGROUNDS ETC	44,254.00
8/18	RACHEL PENA	296.50
8/18	RAY DOMINGUEZ	61.04
8/18	REGION 18 EDUCATION SERVICE CENTER	34.54
8/18	RICARDO SANTIAGO	800.00
8/18	RICARDO SANTIAGO	220.00
8/18	RICARDO SANTIAGO	280.00
8/18	RIGHT RX, LLC	16,461.00
8/18	RIVERSIDE ASSESSMENTS LLC	27,376.22
8/18	ROBERTS TRUCK CENTER OF TEXAS	1,474.32
8/18	ROSAS CAFE / BOBBY COX Co.	831.83
8/18	ROSHELL D CAUFIELD	1,350.00
8/18	ROSHELL D CAUFIELD	1,250.00
8/18	SAM'S CLUB DIRECT	374.22
8/18	SAM'S CLUB DIRECT	10,246.89
8/18	SANDRA MERCURI	1,500.00
8/18	SANDY VASQUEZ	1,431.37
8/18	SARAH D HAWKINS	1,616.00
8/18	SCOTT MURI	1,845.95
8/18	SEVERIN INTERMEDIATE HOLDING INC	30,728.02
8/18	SHAE SONTHALL	1,616.00
8/18	SHERWIN WILLIAMS	22.13
8/18	SIDNEY H NORTON	500.00
8/18	SOPHIA CROUCH	1,616.00
8/18	STAR TECH GROUP	10,000.00
8/18	STEPHEN BROOKS	155.00
8/18	STONE TOWER GRAFIX	510.30
8/18	SUL ROSS STATE UNIVERSITY	500.00
8/18	SUMMIT K12 HOLDING INC	82,765.00
8/18	SWIVL, INC.	5,035.00
8/18	SYNERGY 1 GROUP INC	4,349.70
8/18	SYSCO USA, INC	5,748.00
8/18	TALASKA DOMINGUEZ	1,616.00
8/18	TEACHER CREATED MATERIALS	5,500.00
8/18	TENESIA MELENDEZ	281.50
8/18	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	120.00
8/18	TASB, INC	1,250.00
8/18	TASB, INC	36.00
8/18	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	505.00
8/18	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	411.00
8/18	TEXAS ASSOCIATION OF SCHOOL	285.00
8/18	TEXAS STATEWIDE NETWORK OF ASSESSMENT PROFESSIONAL	120.00
8/18	TOTAL COMPENSATION GROUP INVESTMENT	1,531.79
8/18	TRANSFINDER CORPORATION	6,750.00
8/18	TYLER TECHNOLOGIES, INC.	96,842.16
8/18	UNITED PARCEL SERVICE INC	139.92
8/18	UNITED REFRIGERATION	445.85

8/18	UNIVERSAL FIDELITY LIFE INSURANCE COMPANY	115,456.00
8/18	UNIVERSITY OF NORTH TEXAS	240.00
8/18	UTPB	500.00
8/18	DUAL CREDIT/EARLY COLLEGE HIGH SCHOOL	500.00
8/18	DUAL CREDIT/EARLY COLLEGE HIGH SCHOOL	500.00
8/18	URBAN SUPERINTENDENTS ASSOCIATION OF AMERICA	400.00
8/18	VERIZON WIRELESS SERVICES LLC	3,128.54
8/18	VICTORIA SMITH	281.50
8/18	VICTORIA SMITH	300.00
8/18	VONTOURE LEARNING LLC	4,000.00
8/18	WAGNER SUPPLY COMPANY INC	8,764.28
8/18	WALSH GALLEGOS TREVINO RUSSO & KYLE P.C.	882.00
8/18	WATSON TRUCK & SUPPLY	48.24
8/18	WESTERN-BRW PAPER CO INC	375.00
8/18	WILMA RAY	1,616.00
8/25	A.D SUTTON & SONS INC	6,060.00
8/25	ACCELERATE LEARNING INC	5,980.00
8/25	AMAZON.COM LLC	100.48
8/25	AMAZON CAPITAL SERVICES	36,592.91
8/25	ANDERSON TILE SALES INC	1,196.00
8/25	ANGELA ROMANO	49.28
8/25	ANNIE ARREDONDO	22.72
8/25	ANTONIO R GONZALEZ	211.13
8/25	APPLE, INC	4,905.00
8/25	ASEL ART SUPPLY	5,565.25
8/25	ASSOCIATES OF SUMMERTREE L.P.	5,333.50
8/25	ATHLETIC SUPPLY INC	10,520.50
8/25	ATKINS HOLLMAN JONES PEACOCK	23,870.66
8/25	AUTOMOTIVE MACHINE & SUPL, INC	945.68
8/25	B E PUBLISHING	2,935.13
8/25	BEST CHOICE RESTAURANTS LLC	248.15
8/25	BIG ROCK EDUCATIONAL SERVICE LLC	184,000.00
8/25	BIMBO BAKERIES USA	4,863.20
8/25	BINFORD SUPPLY LLC	69.06
8/25	BLUE STAR BUS SALES LTD	84.85
8/25	BRAINCHILD UNLIMITED INC	125,000.00
8/25	BRAZOS DOOR & HARDWARE	520.00
8/25	BRIAN RICHARDS	550.00
8/25	CAVALLO ENERGY TEXAS LLC	142,591.79
8/25	CASHWAY WEST, INC.	21.48
8/25	CDW-G	12,361.01
8/25	CHELSEA REYES	180.00
8/25	CHICK-FIL-A ODESSA TOWN CENTER	224.00
8/25	CHICK-FIL-A UNIVERSITY BLVD ODESSA	97.15
8/25	CHRISTINE MASON	149.86
8/25	CHRISTOPHER SOTO	300.16
8/25	CIRCLE P RANCH SUPPLY, INC	221.37
8/25	CODY VALENZUELA	100.00
8/25	COMMERCIAL FOOD SERVICE	4,072.70
8/25	CONTROL TECHNOLOGIES INC	1,326.82

8/25	CUSTOM WHOLESALE SUPPLY INC	103.36
8/25	CUSTOM WHOLESALE SUPPLY INC	10.28
8/25	D.S FABELAS RESTAURANT LLC	949.25
8/25	DALE'S STORES	1,076.25
8/25	DOMINO'S PIZZA	202.74
8/25	EDUPHORIA INCORPORATED	174,146.45
8/25	ED PRICE	347.00
8/25	ESSENCE BOTTLING COMPANY OF TEXAS INC	9,320.64
8/25	RANDAL D GLENN	7,485.60
8/25	FERGUSON FACILITIES SUPPLY	643.64
8/25	FRED J MILLER INC	52,250.00
8/25	G FORCE ELECTRICAL SERVICES	32,510.00
8/25	G H DAIRY	39,511.67
8/25	GABRIEL V DOLLA	196.87
8/25	GARDENDALE WATER CO	295.00
8/25	GOODSON SERVICE COMPANY	460.37
8/25	GRAINGER	2,145.05
8/25	HURT EXTERMINATING	131,425.60
8/25	HIGH PLAINS OF ODESSA ASSOCIATES L.P.	18,213.69
8/25	HILL COUNTRY DOG CENTER LLC	2,900.00
8/25	HILLER PRINTING	998.00
8/25	ODESSA HI INC	11,812.50
8/25	HOME DEPOT USA INC - STORE #562	2,053.07
8/25	SEAN PATTY	106.50
8/25	HYDRO HOLDING NORTH AMERICA	27,706.00
8/25	IMAGERY GRAPHIC SYSTEMS	909.18
8/25	IMAGERY GRAPHIC SYSTEMS	427.57
8/25	IMAGINE LEARNING INC	450,000.00
8/25	INK LION DESIGNS, LLC	7,130.26
8/25	INSOURCE INSURANCE GROUP, LLC	200.00
8/25	INSTITUTE OF INTERNAL AUDITORS	175.00
8/25	IRMA STEEN	3.08
8/25	IRMA STEEN	59.36
8/25	ISTATION	571,322.00
8/25	JERIMIE HERNANDEZ	339.26
8/25	JWB INDUSTRIES LLC	498.00
8/25	K. B. SAFE & LOCK CO	44.00
8/25	KAY'S EMBLEMS INC	4,306.50
8/25	KEELEY RENE SIMPSON	6,000.00
8/25	KRONOS INC.	7,500.06
8/25	LABATT FOOD SERVICE	150,254.90
8/25	LARRY PITTS	324.70
8/25	LAWNMOWER SALES AND SERVICE, INC	329.83
8/25	LEAD4WARD LLC	9,750.00
8/25	LUNCH MONY, INC.	137.96
8/25	LUNCH MONY INC	572.12
8/25	MDX SAFETY TRAINING CONSULTING & SERVICE	4,200.00
8/25	N2 LEARNING LC	40,000.00
8/25	N2Y, LLC	10,695.50
8/25	NANCY VANLEY	345.00

8/25	NCS PEARSON INC	46,564.79
8/25	NEARPOD INC	103,450.00
8/25	NWEA	1,275.00
8/25	ODESSA FAIRGREEN ASSOCIATES	4,648.50
8/25	ODESSA KINGS CROSSING ASSOCIATES L.P.	5,616.07
8/25	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	14.97
8/25	OFFICEWISE COMMERCIAL INTERIORS LLC	46,394.48
8/25	BALFOUR YEARBOOKS	731.01
8/25	DENISE CARBAJAL	135.00
8/25	AMANDA LARA	75.00
8/25	AMY MILLER	49.26
8/25	AUDRA MUNOZ	49.26
8/25	BRANDIE BRINGHAM	50.00
8/25	CHRISTAL JORDAN	114.55
8/25	CHRISTIE VANDEVER	49.26
8/25	CHRISTINA VAN SYOC	49.26
8/25	JOANN LYNN	286.25
8/25	JOANN LYNN	230.00
8/25	LISA HULSEY	49.26
8/25	LYRIC TANGSRUD	200.00
8/25	SHARON ROBINSON	84.25
8/25	PARKS BELL RANCH APARTMENTS II LLC	21,450.87
8/25	PATRICK DEBOUSE	923.94
8/25	PENSKE COMMERCIAL VEHICLES US LLC	1,745.15
8/25	JIMMIE DO GAYLOR	699.50
8/25	PERMIAN MOVERS, INC.	100.00
8/25	PETROLEUM TRADERS CORPORATION	23,642.90
8/25	POST HOLDING, INC.	11,520.00
8/25	RANDY LIGHTFOOT	90.27
8/25	REGION 18 EDUCATION SERVICE CENTER	8,550.00
8/25	RICKY HICKEY	1,805.00
8/25	RIVERSIDE ASSESSMENTS LLC	7,869.80
8/25	ROBERTS TRUCK CENTER OF TEXAS	341.34
8/25	ROSAS CAFE / BOBBY COX Co.	421.03
8/25	SAM'S CLUB DIRECT	1,912.12
8/25	SARAH R AGUIRRE	43.96
8/25	SHERWIN WILLIAMS	102.98
8/25	PINNACLE PROPANE LLC	62.00
8/25	SOFT SUDS INC	372.00
8/25	SYSCO USA, INC	15,790.02
8/25	TEACHER CREATED MATERIALS	5,500.00
8/25	TERRIE CARROLL	700.00
8/25	TERRIE CARROLL	350.00
8/25	TEXAS A&M AGRILIFE EXTENSION SERVICE	1,210.00
8/25	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	2,040.00
8/25	TEXAS DEPARTMENT OF PUBLIC SAFETY	143.00
8/25	TEXAS TECH UNIVERSITY	21,837.50
8/25	THE ELMS OF MIDLAND ASSOCIATES, L.P.	1,419.75
8/25	TNTP. INC.	9,554.00
8/25	UNITED REFRIGERATION	1,241.40

8/25	THE UNIVERSITY OF TEXAS AT AUSTIN	11,050.00
8/25	W. DEAN WEIDNER	23,483.22
8/25	W. DEAN WEIDNER	7,037.19
8/25	W. DEAN WEIDNER	28,047.66
8/25	W. DEAN WEIDNER	1,609.00
8/25	WAGNER SUPPLY COMPANY INC	2,596.01
8/25	WALTER DEAN WEIDNER GENERATION SKIPPING TRUST	5,967.00
8/25	WATSON TRUCK & SUPPLY	969.87
8/25	WEIDNER & PHILLIPS LTD BY F & B OPERATORS	675.00
8/25	WILLIAM W SCHMIDT	95.00
8/25	XEROX CORPORATION	12,371.86
8/27	WEST TEXAS EDUCATORS	271,408.83
8/31	IDAHO CHILD SUPPORT RECEIPTING	278.00
8/31	KEITH A RODRIGUEZ	1,240.00
8/31	NEW MEXICO CHILD SUPPORT	300.00
8/31	NEW MEXICO CHILD SUPPORT	659.00
8/31	STATE DISBURSEMENT UNIT	120.00
8/31	UNITED STATES TREASURY	54.00
8/31	UNITED STATES TREASURY	269.94
9/1	AARON COX	221.00
9/1	AARON COX	110.00
9/1	ABECEDARIAN	598.40
9/1	ADVANCED MAILING SOLUTIONS	1,794.23
9/1	ALEXANDER RIVAS	1,915.91
9/1	AMAZON CAPITAL SERVICES	4,117.93
9/1	AMERICAN FAMILY LIFE & CANCER	274.56
9/1	AMERICAN FAMILY LIFE & CANCER	12.00
9/1	ANGELA ORR	673.03
9/1	APPLE, INC	11,664.00
9/1	ASHLEY BRYANT	11.64
9/1	ASHLEY SELLERS	66.58
9/1	AT&T	600.26
9/1	AT&T MOBILITY	52.13
9/1	AUDIO ACOUSTICS HEARING CENTERS	780.00
9/1	AUDIO ACOUSTICS HEARING CENTERS	540.00
9/1	BARRETT MATTHEWS	108.00
9/1	BARRON PAINT & EQUIPMENT	3,549.45
9/1	BECKY RAMIREZ	117.38
9/1	BEST CHOICE COFFEE SERVICES LLC	1,324.40
9/1	BIMBO BAKERIES USA	2,143.50
9/1	BLUE STAR BUS SALES LTD	205.12
9/1	BOOKBINDING & LAMINATING INC	738.32
9/1	BRECKON REED	238.00
9/1	SPARKLIGHT	1,058.98
9/1	CDW-G	363,152.07
9/1	CELESTE POTTER	90.44
9/1	CELESTE POTTER	108.64
9/1	CESAR RONQUILLO	877.45
9/1	CHARLES AND LEZIEE CHURCHFIELD	22,728.16
9/1	CITY OF ODESSA	16,254.17

9/1	CLASSLINK INC	91,745.00
9/1	CODY VALENZUELA	140.00
9/1	CODY VALENZUELA	225.00
9/1	COFIROUTE CORPORATIO	2.60
9/1	THE COLLEGE BOARD	400.00
9/1	COLLIN VALLEY	238.00
9/1	CONCORD THEATRICALS CORP	375.00
9/1	COURTNEY M HARGIS	144.00
9/1	CROSSROADS FELLOWSHIP GLOBAL, INC.	300.00
9/1	CROSSROADS FELLOWSHIP GLOBAL, INC.	600.00
9/1	CUSTOM WHOLESALE SUPPLY INC	277.67
9/1	DALE'S ALIGNMENT & BRAKE SERVICE INC	293.97
9/1	DARCHELLE WELCH	252.00
9/1	DELESA STYLES	726.40
9/1	DOMTECH ELECTRICAL AND CONTROLS LLC	21,799.87
9/1	ECISD EDUCATION FOUNDATION	2,279.70
9/1	EDGENUITY INC	344,800.00
9/1	EDUPROJECT ELL LLC	67,131.00
9/1	ELLEN SMITH	11.42
9/1	EMILEE TRAMMEL	692.23
9/1	ESSENCE BOTTLING COMPANY OF TEXAS INC	9,320.64
9/1	FERGUSON FACILITIES SUPPLY	2,012.31
9/1	FIRST FINANCIAL ADMINISTRATORS	124,420.33
9/1	FIRST FINANCIAL ADMINISTRATORS	31,478.03
9/1	FIRST FINANCIAL ADMINISTRATORS	1,083.75
9/1	FIRST FINANCIAL ADMINISTRATORS	1,613.40
9/1	FIRST FINANCIAL ADMINISTRATORS	14,574.53
9/1	FIRST FINANCIAL ADMINISTRATORS	9,941.21
9/1	FIRST FINANCIAL ADMINISTRATORS	6,589.10
9/1	FIRST FINANCIAL ADMINISTRATORS	89,219.46
9/1	FIRST FINANCIAL ADMINISTRATORS	2,728.65
9/1	FORECAST 5 ANALYTICS, INC	135,646.50
9/1	FOSTER POULTRY FARMS	47,896.56
9/1	G H DAIRY	40,531.05
9/1	GABRIEL SMALLWOOD	268.00
9/1	GARDENDALE WATER CO	676.00
9/1	GILLIAN HERRERA	456.00
9/1	GRAINGER	3,839.16
9/1	GRANDE COMMUNICATIONS NETWORK LLC	606.95
9/1	GRETCHEN BERNABEI	240.00
9/1	HEALTH SERVICES ADMINISTRATION	22,130.90
9/1	HOHENBERGER, INC	2,787.89
9/1	HOME DEPOT USA INC - STORE #562	1,370.17
9/1	HORACE MANN INS CO	48.82
9/1	INK LION DESIGNS, LLC	381.26
9/1	INTERACTIVE METRONOME INC	40.00
9/1	INVESTRUST	35,651.66
9/1	JAKE HIGGS	260.50
9/1	JAMES PHILLIPS WILLIAMS MEMORIAL FOUNDATION	14,250.00
9/1	JEFF DANIELS	335.40

9/1	JESSICA EUBANK	633.39
9/1	JIEUN PANDO	70.00
9/1	JNT RESOURCES PARTNERS, LP	263.06
9/1	JNT RESOURCES PARTNERS, LP	809.91
9/1	JOE FLORES	268.00
9/1	JOHNNY B. CARROLL	1,031.65
9/1	JUDITH CAWLEY	227.59
9/1	KATHERINE ROBERTS	341.08
9/1	KENNER PRINTING	1,729.02
9/1	LABATT FOOD SERVICE	121,218.56
9/1	LARRY SANCHEZ	1,011.60
9/1	LAWNMOWER SALES AND SERVICE, INC	852.76
9/1	LILIA NANEZ	88.16
9/1	LUZ MELENDEZ	117.15
9/1	MARIA SERRANO	457.56
9/1	MARK BENNETT	85.28
9/1	MARK BENNETT	1,263.17
9/1	MARQUEE ALLISON	268.00
9/1	MAURKESHIA COLLINS	440.74
9/1	MAXI AIDS INC	29.95
9/1	MELISSA COOPER	51.18
9/1	MICHAEL HAWLEY	50.00
9/1	MICHAEL HAWLEY	50.00
9/1	MICHELL G PENN	746.12
9/1	NASCO EDUCATION LLC	259.04
9/1	NEW TECHNOLOGY NETWORK, LLC	2,400.00
9/1	NEWSELA INC	275,000.00
9/1	NIMBUS DRINKING WATER SYSTEMS	463.50
9/1	ODESSA EAST ROTARY CLUB	180.00
9/1	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	164.27
9/1	OFFICEWISE COMMERCIAL INTERIORS LLC	1,970.13
9/1	ABILENE CHRISTIAN UNIVERSITY	500.00
9/1	AMANDA RINCON	10.05
9/1	AMANDA RINCON	12.50
9/1	CHELSEA ORTIZ	13.25
9/1	KRISTY MIRELES	15.00
9/1	KRISTY MIRELES	20.00
9/1	PARTS TOWN, LLC	1,076.68
9/1	PBK ARCHITECTS, INC	9,100.00
9/1	PENSKE COMMERCIAL VEHICLES US LLC	15.73
9/1	JIMMIE DO GAYLOR	1,599.00
9/1	PERMIAN PRINTING & OFFICE INC	4,782.93
9/1	PETROLEUM TRADERS CORPORATION	23,383.59
9/1	REGION 18 EDUCATION SERVICE CENTER	1,960.00
9/1	REGION 18 EDUCATION SERVICE CENTER	675.00
9/1	RENZULLI LEARNING LLC	11,200.00
9/1	RESPONSIVE LEARNING	33,075.60
9/1	RICARDO SANTIAGO	266.00
9/1	RICARDO SANTIAGO	225.00
9/1	ROBERT BRESCIA	595.00

9/1	ROBERTS TRUCK CENTER OF TEXAS	382.69
9/1	RODNEY CHARLES ROMAN	600.00
9/1	SAM'S CLUB DIRECT	168.68
9/1	SANTHI MANDAPATI	196.87
9/1	SARAH R AGUIRRE	26.66
9/1	SCOTT MURI	713.76
9/1	SEWELL FORD INC	23.68
9/1	SHARI RILEY	1,662.56
9/1	SHV ENERGY USA, LLC	62.00
9/1	STAN HODGES	648.80
9/1	STELLAR PHS FOUNDATION INC	7,000.00
9/1	STEPHANIE VILLAVICENCIO GARCIA	59.42
9/1	STOUT IMAGES, INC.	2,301.77
9/1	T&K HOLDINGS INC	810.00
9/1	TBP PRODUCTIONS, LLP	351.00
9/1	TEACHER CREATED MATERIALS	1,819.86
9/1	TERESA MIRANDA	206.63
9/1	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	145.00
9/1	TEXAS ASSOCIATION OF SCHOOL	258.00
9/1	TEXAS LIFE INSURANCE CO	99,133.26
9/1	TEXAS STATE TEACHERS ASSOCIATION	28,690.11
9/1	TEXAS TEACHERS	825.00
9/1	THE CINCINNATI LIFE INS. CO	311.91
9/1	THE MCCRELESS CO., INC	2,792.53
9/1	THE RON CLARK ACADEMY	6,965.00
9/1	THIS IS LANGUAGE	14,436.00
9/1	THOMAS KERR	135.00
9/1	THOMAS KERR	135.00
9/1	TIL-LOIS FIFER	108.00
9/1	TREY ENRIQEUZ	500.00
9/1	TROPHY DEN	81.70
9/1	TTCO HOLDING COMPANY INC	77,600.00
9/1	UNITED PARCEL SERVICE INC	170.63
9/1	UNITED WAY OF ODESSA	6,132.28
9/1	UNIVERSITY OF TX-PERMIAN BASIN	300.00
9/1	UTPB	500.00
9/1	VALERIE STILES	196.87
9/1	VITAL SIGNS	588.50
9/1	WAGNER SUPPLY COMPANY INC	8,207.33
9/1	WATSON TRUCK & SUPPLY	22.57
9/1	WEST TEXAS A & M	278.00
9/1	WHITLEY PENN LLP	15,000.00
9/1	WURTH USA INC	304.29
9/1	XEROX CORPORATION	206.73
9/1	XEROX CORPORATION	49,998.94
9/1	ZSPACE INC	4,400.00
9/8	ALONDRA SANDATE	700.00
9/8	AMAZON CAPITAL SERVICES	11,697.22
9/8	AUSTIN TREVINO	897.00
9/8	AUSTIN TREVINO	110.00

9/8	BEATRIS MATA	276.00
9/8	BEST CHOICE COFFEE SERVICES LLC	202.31
9/8	BIMBO BAKERIES USA	2,007.05
9/8	BLACKBOARD INC.	74,532.52
9/8	BLUE CROSS BLUE SHIELD TEXAS	158,244.75
9/8	BLUE STAR BUS SALES LTD	741.01
9/8	BRAUN BEEF & CO INC	14,431.20
9/8	BRAZOS DOOR & HARDWARE	75.00
9/8	BRIDGETTE PROFIT	854.76
9/8	CASHWAY WEST, INC.	14.98
9/8	CDW-G	12,154.35
9/8	CENGAGE LEARNING	4,692.00
9/8	CHRIS STANLEY	1,506.14
9/8	CIRCLE P RANCH SUPPLY, INC	458.67
9/8	CONTROL TECHNOLOGIES INC	7,291.20
9/8	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
9/8	COURTNEY HALLCY	400.00
9/8	COURTNEY HALLCY	175.00
9/8	CULLIGAN WATER CONDITIONING OF WEST TEXAS	50.00
9/8	CUSTOM WHOLESALE SUPPLY INC	4,692.00
9/8	DARCHELLE WELCH	252.00
9/8	DECKER INC	313.63
9/8	DELMA ABALOS	1,505.00
9/8	DOAK HUDDLESTON	175.00
9/8	DOAK HUDDLESTON	525.00
9/8	DONNA SMITH	1,503.32
9/8	EDMIS: EDUCATION MANAGEMENT INFORMATION	950.00
9/8	ESSENCE BOTTLING COMPANY OF TEXAS INC	4,660.32
9/8	EXPLORELEARNING LLC	66,300.00
9/8	RANDAL D GLENN	41,357.00
9/8	RANDAL D GLENN	48,050.00
9/8	RANDAL D GLENN	48,050.00
9/8	RANDAL D GLENN	76,180.00
9/8	FERGUSON FACILITIES SUPPLY	1,354.98
9/8	FIRST FINANCIAL ADMINISTRATORS	3,141.08
9/8	FIRST FINANCIAL CAPITAL CORP	2,750.00
9/8	FOLDSCOPE INSTRUMENTS, INC.	3,483.00
9/8	G H DAIRY	42,465.81
9/8	GABRIELA GRANADO	280.00
9/8	GARDENDALE WATER CO	166.50
9/8	GOANIMATE, INC.	299.00
9/8	GRAINGER	345.96
9/8	HURT EXTERMINATING	15,275.00
9/8	HELLAS CONSTRUCTION INC	351,582.86
9/8	HELLAS CONSTRUCTION INC	167,906.34
9/8	HELLAS CONSTRUCTION INC	69,829.26
9/8	HELLAS CONSTRUCTION INC	87,451.04
9/8	HELLAS CONSTRUCTION INC	232,144.42
9/8	HOHENBERGER, INC	21,035.00
9/8	INDUSTRIAL COMMUNICATIONS	217.90

9/8	INK LION DESIGNS, LLC	1,066.70
9/8	KEVIN D BALLARD INC	3,642.00
9/8	JSA ARCHITECTS, INC.	1,900.00
9/8	KAY'S EMBLEMS INC	743.00
9/8	KNOWLEDGEWORKS FOUNDATION	308,700.00
9/8	KRISTA BRADDOCK	42.95
9/8	LOWE'S	396.84
9/8	MARCOS CHAPA	10.00
9/8	MEASUREMENT INCORPORATED	1,350.00
9/8	MEGAN SYPOLT	100.00
9/8	MELISSA COOPER	49.95
9/8	MONICA PINSON	8.85
9/8	N J MALIN & ASSOCIATES LLC	69.00
9/8	NATIONAL TRAVEL SYSTEMS	2,907.80
9/8	NELSON MINYARD	1,498.84
9/8	NETSYNC NETWORK SOLUTIONS	55,000.00
9/8	NIMBUS DRINKING WATER SYSTEMS	609.00
9/8	NWEA	6,100.00
9/8	ODESSA FAMILY YMCA	51,289.00
9/8	OFFICEWISE COMMERCIAL INTERIORS LLC	17,224.66
9/8	OFFICEWISE COMMERCIAL INTERIORS LLC	46.77
9/8	BRITTON kOESTLER	1,201.32
9/8	SCHOLASTIC BOOK FAIR	9,339.65
9/8	OTIS ELEVATOR COMPANY INC	151,234.00
9/8	PABLO DAVILA	1,050.00
9/8	PATRICK DEBOUSE	3,041.21
9/8	PBK ARCHITECTS, INC	27,300.00
9/8	PENSKE COMMERCIAL VEHICLES US LLC	1,752.45
9/8	PETER C GORMAN	2,250.00
9/8	REMIND101 INC	1,540.00
9/8	RODNEY CHARLES ROMAN	400.00
9/8	SAM'S CLUB DIRECT	1,251.10
9/8	SEWELL FORD INC	23.68
9/8	SIDNEY H NORTON	5,500.00
9/8	SIDNEY H NORTON	40.00
9/8	SIDNEY H NORTON	60.00
9/8	SIDNEY H NORTON	40.00
9/8	STAR TECH GROUP	10,000.00
9/8	STEPHANIE VILLAVICENCIO GARCIA	8.06
9/8	STEVE BROWN	1,790.00
9/8	TAMMY HAWKINS	1,284.12
9/8	TEXAS COMPTROLLER OF PUBLIC ACCOUNTS	100.00
9/8	TEXAS EXCAVATION SAFETY SYSTEM, INC.	11.40
9/8	THIRD FUTURE SCHOOLS TEXAS	156,734.00
9/8	TRACEY BORCHARDT	88.16
9/8	UNITED REFRIGERATION	536.36
9/8	VITAL SIGNS	960.00
9/8	WALSH GALLEGOS TREVINO RUSSO & KYLE P.C.	63.00
9/8	WATSON TRUCK & SUPPLY	397.44
9/8	XEROX CORPORATION	11,258.27

9/8	YOLANDA GORDON	32.75
9/15	AARON ALEX MOLINA	57.47
9/15	ALBERT J VALENCIA	115.30
9/15	ALICIA SYVERSON	391.68
9/15	ALLIANCE RECOVERY LLC	225.00
9/15	AMANDA TIJERINA	389.34
9/15	AMAZON CAPITAL SERVICES	1,773.37
9/15	AMPLIFY EDUCATION INC	9,030.00
9/15	ANDREA ARMENDARIZ	658.33
9/15	ANITA MCKAY	389.34
9/15	APPLE, INC	2,015.00
9/15	ARA OF ODESSA	240.00
9/15	ARMADILLO CLAY & SUPPLY	183.60
9/15	AT&T	9,296.80
9/15	AT&T	274.58
9/15	ATHLETIC SUPPLY INC	18,123.00
9/15	ATMOS ENERGY	21,521.39
9/15	AUDIO ACOUSTICS HEARING CENTERS	450.00
9/15	BEST CHOICE COFFEE SERVICES LLC	207.89
9/15	BIMBO BAKERIES USA	1,879.20
9/15	BJB, INC.	41.98
9/15	BLAKE MCDONALD	26.85
9/15	DICK BLICK COMPANY	537.08
9/15	BRAUN BEEF & CO INC	16,698.96
9/15	BRIDGFORD MARKETING COMPANY	5,025.00
9/15	BYRNE BROS FOODS INC	3,386.25
9/15	SPARKLIGHT	2,735.65
9/15	SPARKLIGHT	185.48
9/15	CAVALLO ENERGY TEXAS LLC	147,034.64
9/15	CAREER AND TECHNOLOGY ASSOCIATION OF TEXAS	175.00
9/15	CDW-G	277,809.25
9/15	CECILIA KELLAR	112.00
9/15	CECILIA VENEGAS	15.90
9/15	CENGAGE LEARNING	14,405.40
9/15	CHAD CROWSON	289.36
9/15	CHANNING FREEMAN	25.20
9/15	CIRCLE P RANCH SUPPLY, INC	16.25
9/15	CITY OF ODESSA WATER DEPT	142,446.41
9/15	CLARISA ARRAS	17.53
9/15	CODY VALENZUELA	175.00
9/15	COLLEGE BOARD INSTITUTIONS	37,578.60
9/15	CONTROL TECHNOLOGIES INC	3,566.33
9/15	COOPER CONSTRUCTION CO INC	73,710.00
9/15	COOPER CONSTRUCTION CO INC	312,030.00
9/15	CORRAL ENVIRONMENTAL CONSULTING, LLC	3,800.00
9/15	CRISTABEL GONZALES	389.34
9/15	CULLIGAN WATER CONDITIONING OF WEST TEXAS	739.79
9/15	CUSTOM WHOLESALE SUPPLY INC	852.04
9/15	D.T. HOUSE MOVERS LLC	5,350.00
9/15	DANIEL BUSTAMANTE	81.54

9/15	DANIEL MUSICK	662.96
9/15	DARCHELLE WELCH	350.00
9/15	DAVID NOTARIO-BROX	800.00
9/15	DAWN L MILLER	1,553.92
9/15	DEBORAH LIEB	50.40
9/15	DECKER INC	988.84
9/15	DIEGO CABALLERO	50.91
9/15	DOMINO'S PIZZA	144.00
9/15	DORA HERNANDEZ	35.67
9/15	ECTOR COUNTY APPRAISAL DIST	541,120.25
9/15	ED PRICE	435.00
9/15	EL SABER ENTERPRISES	4,890.00
9/15	EDBLOX INC	65,000.00
9/15	ELISHA M VEGA	63.17
9/15	ELUMA LLC	50,305.57
9/15	ELVIA RAMIREZ	36.68
9/15	RANDAL D GLENN	56,182.00
9/15	FIRST FINANCIAL ADMINISTRATORS	100.00
9/15	FIRST FINANCIAL ADMINISTRATORS	15,478.02
9/15	FOCALLY LLC	14,615.00
9/15	FRANCESCA FLORANCE	12.99
9/15	FRANCISCA M QUINTELA	658.33
9/15	FREDERICKSBURG EDUCATION INITIATIVE, INC	2,625.00
9/15	G H DAIRY	32,402.43
9/15	GARDENDALE WATER CO	611.50
9/15	GOODSON SERVICE COMPANY	80.00
9/15	GRAINGER	698.26
9/15	GRAYBAR	3,955.51
9/15	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	3,492.72
9/15	HARVEST HILL BEVERAGE COMPANY	14,823.00
9/15	HEATHER DOLLOFF	33.38
9/15	HELLAS CONSTRUCTION INC	411,493.98
9/15	HELLAS CONSTRUCTION INC	163,355.22
9/15	HELLAS CONSTRUCTION INC	397,950.70
9/15	HORTENCIA DEL BOSQUE	74.36
9/15	HOUSTON ISD	68.65
9/15	HUMBERTO HERNANDEZ JR.	647.60
9/15	IMAGERY GRAPHIC SYSTEMS	5,495.00
9/15	IMAGINE LEARNING INC	1,500.00
9/15	INTERNATIONAL ASSURANCE	60,592.56
9/15	ISABEL ARRAS-HUERTA	132.89
9/15	ISTATION	3,300.00
9/15	J H CONTROLS LLC	1,120.00
9/15	JANICE CRAWFORD	750.00
9/15	JD PALATINE LLC	16.20
9/15	JEANETTE ORTIZ	389.34
9/15	JIEUN PANDO	135.00
9/15	JOHN'S SALES & SERVICE	2,125.00
9/15	JOSE BENAVIDES	450.00
9/15	JUANA HERNANDEZ	87.14

9/15	KYLE RIPPE	110.82
9/15	LABATT FOOD SERVICE	166,561.49
9/15	LAWNMOWER SALES AND SERVICE, INC	239.99
9/15	LONE STAR LEARNING	1,372.00
9/15	LVR COMMERICAL FLOORING	8,130.98
9/15	LVR COMMERICAL FLOORING	38,676.34
9/15	LVR COMMERICAL FLOORING	88,865.00
9/15	LVR COMMERICAL FLOORING	5,724.00
9/15	LVR COMMERICAL FLOORING	57,101.04
9/15	LVR COMMERICAL FLOORING	10,513.20
9/15	MARGARET U. RODRIGUEZ	50.29
9/15	MARINA BERRY	135.00
9/15	MARIVEL CORRALES	23.69
9/15	MARK BENNETT	3,700.00
9/15	MEGAN RITTER	42.11
9/15	MELISSA JOHNSON	389.34
9/15	MELISSA MOLINAR	389.34
9/15	MEREDITH CHANCE	389.34
9/15	MERGE LABS, INC	56,563.50
9/15	METLIFE	111,552.61
9/15	MIKAL CROWDER	840.60
9/15	MULTI-HEALTH SYSTEMS INC	212.50
9/15	NANCY COOK	37.80
9/15	NATIONAL FORENSIC LEAGUE	349.00
9/15	SUPERIOR VISION INSURANCE, INC.	24,673.89
9/15	SUPERIOR VISION INSURANCE, INC.	219.60
9/15	NCS PEARSON INC	2,250.00
9/15	NETSYNC NETWORK SOLUTIONS	44,000.00
9/15	NIMBUS DRINKING WATER SYSTEMS	903.00
9/15	NORTH TEXAS TOLLWAY AUTHORITY	6.77
9/15	ODESSA EAST ROTARY CLUB	600.00
9/15	SEWCO INC DBA OFFICEWISE FURNITURE & SUPPLY	31.15
9/15	OFFICEWISE COMMERCIAL INTERIORS LLC	21,542.22
9/15	OFFICEWISE COMMERCIAL INTERIORS LLC	560.98
9/15	OLIVIA PORRAS	176.07
9/15	BRANDY D GAONA	20.00
9/15	BROOKE ADRIAN	572.71
9/15	CHRISTINA RAMIREZ	20.00
9/15	ENTOOURAGE YEARBOOKS	500.00
9/15	LIZ GARCIA	32.25
9/15	LIZ GARCIA	6.00
9/15	MARIA HERMAN	20.00
9/15	MARTHA LOPEZ	40.25
9/15	MARTHA LOPEZ	22.25
9/15	ROSANNA MORALES	20.00
9/15	PARTS TOWN, LLC	510.31
9/15	PBK ARCHITECTS, INC	23,500.00
9/15	PENSKE COMMERCIAL VEHICLES US LLC	11,044.83
9/15	JIMMIE DO GAYLOR	5,375.00
9/15	PETROLEUM TRADERS CORPORATION	48,349.79

9/15	RAY DOMINGUEZ	60.09
9/15	REBECCA MILLETT	63.23
9/15	REGION 18 EDUCATION SERVICE CENTER	2,655.00
9/15	UIL DISTRICT 2-6A	9,000.00
9/15	RHONDA LONG	72.92
9/15	RODNEY CHARLES ROMAN	606.72
9/15	RODRIGUEZ DRYWALL & PAINT CO	8,500.00
9/15	RON OSBORN INC	10,900.00
9/15	ROSA HERNANDEZ	32.20
9/15	ROSAELIA CHAVEZ	63.74
9/15	ROSHELL D CAUFIELD	1,250.00
9/15	ROSHELL D CAUFIELD	1,350.00
9/15	SAM'S CLUB DIRECT	788.16
9/15	SANDRA MERCURI	2,500.00
9/15	GATEWAY EDUCATION HOLDINGS LLC	8,776.29
9/15	SEWELL FORD INC	439.73
9/15	SHELBY PRINCE	8.24
9/15	SHERWIN WILLIAMS	983.65
9/15	SIDNEY H NORTON	10.00
9/15	STEPHANIE MARIN	60.20
9/15	STICKERYOU INC	361.90
9/15	SUSAN BUTLER	1,240.00
9/15	SYSCO USA, INC	3,046.74
9/15	TANG MATH LLC	8,400.00
9/15	TEACHER CREATED MATERIALS	1,819.86
9/15	TASB, INC	3,125.00
9/15	TASB, INC	2,750.00
9/15	TASB, INC	475.00
9/15	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	237.00
9/15	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	175.00
9/15	TEYSHA TINDOL	105.00
9/15	THE LINCOLN ELECTRIC COMPANY	3,862.55
9/15	THEODORE MCDONALD	103.82
9/15	TOSHIBA AMERICA BUSINESS SOLUTIONS INC	7,810.81
9/15	TYLER BUSINESS FORMS	1,232.75
9/15	UNITED REFRIGERATION	14.68
9/15	UNIVERSE TECHNICAL TRANSLATION INC	1,321.66
9/15	UNIVERSITY MEDICAL SUPPLY	6,349.00
9/15	US FOODS, INC.	909.48
9/15	VICTORIA SMITH	57.10
9/15	VITAL SIGNS	260.96
9/15	WAYFAIR INC	385.56
9/15	WEST TEXAS ASSOCIATION FOR PUPIL	60.00
9/15	WILLIAM WEEKLY	53.00
9/15	XEROX CORPORATION	51,741.87
9/15	YVETTE ABILA	25.00
9/15	ZULEMA PALOMINO	142.30
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	1,039
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$ 16,660,625.83

REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER $10K

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than $10,000.

Amount	Fund	From	Description
$50,000	482	Prentice F & Aline F Brown Foundation	A portion of the $300,000 Opportunity Culture grant to be received over three years in 2021/22 through 2022/23.
$12,500	199	Education Foundation	A portion of the ECISD Grant Writer salary to be received over three years in 2021/22 through 2022/23.
$10,000	482	Education Foundation	Ozbot Kits for middle schools (Nimitz, Bowie, Bonham, Crockett, Wilson & Young).
$100,000	199	Grow Odessa	Funding assistance for the SpaceX Satellite Pilot Program.

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Ashley Osborne
Principal OR Director

_____ / Talent Development
School OR Department

Education Foundation of Odessa — Jay Arrick, President
Name of Donor (if organization, please include name of president)

PO Box 951 — Odessa — Texas — 79760
Mailing address — City — State — Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 2975	$ 50,000.00	Opportunity Culture
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

(✓) Approval ( ) Disapproval — Ashley Osborne 8/30/21
PRINCIPAL / DIRECTOR — Date

(✓) Approval ( ) Disapproval — Celeste Putter — 8-25-21
DIRECTOR OF DEVELOPMENT — Date

(✓) Approval ( ) Disapproval — [signature] — 8/31/21
CHIEF FINANCIAL OFFICER — Date

(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval
SUPERINTENDENT OF SCHOOLS — Date

DATE ISSUED: 01/05/20
CDC(EXHIBIT)A

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Celeste Potter
Principal OR Director

_____ / Development - 705
School OR Department

Education Foundation of Odessa — Jay Arrick, President
Name of Donor (if organization, please include name of president)

PO Box 951 — Odessa — Texas — 79760
Mailing address — City — State — Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 2981	$ 12,500	Grant Writer Salary
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: Installment 3 of 4 for 2021

( ) Approval ( ) Disapproval _____
PRINCIPAL / DIRECTOR — Date

(✓) Approval ( ) Disapproval Celeste Potter 9-7-21
DIRECTOR OF DEVELOPMENT — Date

(✓) Approval ( ) Disapproval Deborah Ott 9/10/21
CHIEF FINANCIAL OFFICER — Date

(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS — Date

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Jason Osbourne
Principal OR Director

_____ / Innovation Dept.
School OR Department

Education Foundation
Name of Donor (if organization, please include name of president)

P.O. Box 951 Odessa TX 79760
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Ozobot Kit for Nimitz,	$ 10,000.00	
Bowie, Bonham, Crockett,	$	
Wilson & young	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: Each school will receive a kit consisting of 15 Ozobots (value of $2,000.00 each)

(✓) Approval ( ) Disapproval _____ 9-13-2021
PRINCIPAL/DIRECTOR Date

(✓) Approval ( ) Disapproval Celeste Pattle 9-9-21
DIRECTOR OF DEVELOPMENT Date

( ) Approval ( ) Disapproval _____ 9/17/21
CHIEF FINANCIAL OFFICER Date

(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Kellie Wilks
Principal OR Director

_____ / Technology
School OR Department

Grow Odessa, Wesley Burnet
Name of Donor (if organization, please include name of president)
PO Box 3626 Odessa, TX 79760
Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Funding	$100,000	SpaceX Satelite Pilot Program
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

(X) Approval ( ) Disapproval Kellie Wilks 09/07/2021
PRINCIPAL / DIRECTOR Date

(X) Approval ( ) Disapproval Celeste Pattle 9-13-21
DIRECTOR OF DEVELOPMENT Date

(✓) Approval ( ) Disapproval D Otts 9/13/21
CHIEF FINANCIAL OFFICER Date

(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

199-00-5744-CN
199-53-6256-CN-864-99

REQUEST FOR APPROVAL OF INTERLOCAL AGREEMENT BETWEEN THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN, INC.

Attached you will find the request for approval of the interlocal agreement between The Ector County Independent School District and Communities in Schools of the Permian Basin, Inc (CIS). CIS and ECISD have been partners for 22 years. CIS provides 13 full-time campus coordinators at nine secondary campuses. The services they provide follow the CIS model: Supportive Guidance, Health and Human Services; Parent and Family Engagement, Enrichment Activities, College and Career Readiness; and Academic Support. The cost of the CIS services is $350,000 and is paid from State Compensatory Education Funds.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

INTERLOCAL AGREEMENT BETWEEN THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN, INC.

COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN, INC.

THIS INTERLOCAL AGREEMENT hereinafter referred to as "the Agreement" is made by and between the Ector County Independent School District (hereinafter referred to by name or as "ECISD"), and Communities in Schools of the Permian Basin, Inc. (hereinafter referred to by name or as CISPB), pursuant to Chapter 791 of the Texas Government Code.

WHEREAS, Communities In Schools of the Permian Basin, Inc. is a non-profit organization administered by the Texas Education Agency (TEA); and

WHEREAS, the Ector County Independent School District desires to contract with Communities In Schools of the Permian Basin, Inc. to render services to ECISD students participating in the CISPB model; and

WHEREAS, Communities In Schools of the Permian Basin, Inc. desires to perform said services;

NOW THEREFORE, the parties enter into the following Agreement:

ARTICLE 1 – CONTRACT TERM

This Agreement for services is effective October 1, 2021, and shall continue through June 30, 2022.

ARTICLE 2 – PURPOSE

The purpose of the Agreement is to provide assistance to ECISD students who are at risk of not obtaining a high school diploma and who meet the TEA "At-Risk" criteria according to the Texas Education Code 29.081 (d) 1 through 13 (g).

ARTICLE 3 – SCOPE OF SERVICES

CISPB will provide to ECISD during the term hereof, the following projects and services:

CASE MANAGEMENT

(1) At least one full-time Campus Coordinator, per campus, to assist and case manage 95 ECISD students who are at-risk of not obtaining a high school diploma and who meet the TEA "At-Risk" criteria according to Texas Education Code 29.081 (d) 1 through 13 (g). CISPB will case manage participating students and will coordinate referrals to and from its partnering agencies. Services provided will fall within the scope of the six (6) components of the CIS model: Supportive Guidance; Health and Human Services; Parent and Family Engagement; Enrichment Activities; College and Career Readiness; and Academic Support. Campus

Coordinators will provide services addressing Academics, Attendance, Behavior and Social Services.

(2) Prevention services will address drug and alcohol and tobacco issues via presentations and educational activities.
(3) Program offerings that address academic or social development topics and are developed by CISPB and/or partner agencies may be implemented on individual campuses with the respective campus administrator's approval.

(4) Each Campus Coordinator will be expected to meet the established goal of 90 students per campus by January 31, 2022.

MENTAL HEALTH SUPPORTS

(1) Mental health supports, including counseling by licensed counselors

(2) Consistently occurring counseling sessions and/or peer-support services for each student identified as requiring the service, according to student need.

(3) Ongoing evaluation of students' mental health risk and progress through evidence-based assessment tools and practices.

(4) Supervision and oversight of the mental health support team in accordance with CIS personnel policies and consistent with state law. Project staff members remain employees of CIS.

(5) CIS-led mental health trainings will be offered to the district at reduced or no cost.

ECISD will provide to CISPB during the term hereof, the following projects and services:

(1) A computer generated list of students meeting the TEA definition of "at-risk." This list will be supplied to CISPB as soon as possible following the last day of classes in the second semester. CISPB will focus on enrolling students from this list by contacting parents to promote the services available to their children.

(2) Additional referrals of students meeting the TEA definition of "at-risk" throughout the academic year.

(3) Ensure teachers and administrators at all participating campuses are familiar with the combined goals of ECISD and CISPB and that all ECISD campus staff work cooperatively with CISPB to ensure the goal of 90 students per campus is met by January 31, 2022.

(4) Ensure CISPB has adequate access to student data records necessary to assess the eligibility of students for the CIS program, assess student needs, monitor student progress, and to evaluate the effectiveness of service delivery. Such data will include demographics, grades, attendance records, STAAR testing, transcripts, behavior referrals, graduation plans, and any other data required to case manage students as required in the TEA Campus Handbook.

(5) Provide a single point of contact responsible for the facilitation and resolution of problems with the potential to create obstacles to CISPB in meeting expected outcomes.

(6) Provide space for all campuses served by CIS to include: janitorial services, utilities, maintenance/repair, phones, office furniture, and computer.

(7) Include CISPB staff in district trainings and seminars related to the combined goals of ECISD and CISPB of retention and graduation of "at-risk "students.

ARTICLE 4 – CAMPUS AND DISTRICT IMPROVEMENT PLANS

ECISD will ensure that CISPB is written into the campus and district improvement plans as a strategy for drop-out prevention.

ARTICLE 5 – SUPERVISION

CISPB as employer of record for the Campus Coordinators will provide day-to-day supervision of work product and behavior as required by CISPB Employee Handbook and the TEA mandated CIS Program Operations Requirements. ECISD, as campus host, will provide feedback to CISPB management on work product and behavior, both positive and negative. CISPB will communicate issues requiring significant disciplinary actions with ECISD when such action is warranted. CISPB remains the final authority on disciplinary measures related to Campus Coordinators when the problem is related to CIS policies and procedures. Campus administration will be provided monthly reports of each Campus Coordinator's activities. Should a Coordinator's job performance need improvement, CISPB will place the Coordinator on a Performance Improvement Plan designed to best serve the employee, the District, and the students. CISPB will immediately investigate and address any workplace product or behavior the District believes to be disruptive or counter-productive to the Campus educational process.

ARTICLE 6 – EVALUATION COMPONENT

CISPB will provide to ECISD a written report of the program's effectiveness by the November 2022 Board meeting covering the prior contract term. Surveys will be distributed to students, parents, as well as administrative and support staff by April 2022 for evaluation of the current year's services.

ARTICLE 7 – PROGRAM PLACEMENT

The following schools are included in this term's program contract. Number in parentheses, (#), indicates number of positions dedicated to that campus:

Odessa Senior High School (2)
Permian Senior High School (2)
Alternative Education Center (1)
Bonham Middle School (1)
Bowie Middle School (2)
Crockett Middle School (1)
Nimitz Middle School (1)

Wilson & Young Medal of Honor Middle School (1)
Murry Fly Elementary (1)
Dowling Elementary (1)
Goliad Elementary (1)

ARTICLE 8 – COMPENSATION AND METHOD OF PAYMENT

For and in consideration of the services to be performed by CISPB pursuant to this Agreement, ECISD agrees to pay to CISPB $350,000.00.

Upon receipt of invoice from CISPB, payment shall be paid in quarterly installments of $87,500.00 for services rendered for the total sum of $350,000.00.

ARTICLE 9 – USES OF ECISD INFORMATION AND RECORDS BY CISPB

Authorized representatives of CISPB may access and use information obtained from ECISD's student database systems for the sole purpose of enrolling and case managing ECISD students in the CIS program. CISPB will not release or disclose to the public or any third party such information or records without the prior written consent of the parent(s) of the minor child in question, except as required by the state or federal law. Each party shall take all steps necessary to ensure that the student information and records are viewed only by authorized representatives of CISPB for the permissible uses stated herein. Said information is considered confidential, and shall not be used by CISPB or any of its employees or agents for private purposes. CISPB acknowledges and understands that the unauthorized release of student information or records may subject the individual or entity to criminal and civil penalties. In cases as needed or requested, the Health Insurance Portability and Accountability Act (HIPAA) may be enacted to protect student personal health information. Accordingly, CISPB will educate and inform its staff regarding ECISD "Acceptable Use Guidelines for Technology", permissible uses of the student information and records obtained from ECISD databases, and the Family Educational Rights and Privacy Act (see 20 U.S.C. {1232g} and 34 C.F.R. {90}, et. Seq.). CISPB further agrees that the information or records disclosed or obtained pursuant to this Agreement will be destroyed by CISPB after the need for such information ceases to exist.

ARTICLE 10 – TERMINATION

This Agreement may be terminated by any of the following occurrences:

A. By mutual agreement and consent in writing by both parties.
B. By either party upon thirty (30) days written notice to the other party.
C. By either party upon the failure of the other party to fulfill its obligations as set forth in this Agreement.

ARTICLE 11 – AMENDMENTS

Any and all changes to this Agreement may be enacted by written amendment or addendum properly executed by the appropriate representatives of each party.

ARTICLE 12 – ASSIGNMENT

Neither party shall assign, sublet or transfer its interest in this Agreement without the prior written consent of the other party.

ARTICLE 13 – LIABILITY AND INDEMNITY

The parties hereto agree to the extent permitted by law, to forever release from liability, indemnify, and hold harmless each other for the acts and/or omissions of their respective employees. Specifically, CISPB agrees, to the extent permitted by law, to fully release, indemnify, and hold harmless, ECISD for the acts and/or omissions of any CISPB employee who may violate the terms of this Agreement, or any other state or federal law applicable to this Agreement. Further, ECISD agrees, to the extent permitted by law, to fully release, indemnify, and hold harmless CISPB for the acts and/or omissions of any ECISD employee who may violate the terms of this Agreement, or any other state or federal law applicable to this Agreement.

ARTICLE 14 – NOTICES

All notices from either party to the other required under this Agreement shall be personally delivered or mailed to such party at the following address:

For CISPB: Communities In Schools of the Permian Basin, Inc.
Eliseo Elizondo, Executive Director
PO Box 10532
Midland, TX 79702

For ECISD: Ector County Independent School District
Dr. Scott Muri, Superintendent
802 N. Sam Houston Ave.
Odessa, TX 79761

ARTICLE 15 – APPROPRIATION OF FUNDS

CISPB and ECISD agree that the performance of each is subject to the ability of the parties to provide or pay for the services required under this Agreement. CISPB and ECISD acknowledge that this Agreement is entered into in accordance with the Interlocal Cooperation Act, Chapter 791, and Texas Government Code. In accordance with said Act, the parties hereto acknowledge that any payments made pursuant to the terms of this Agreement shall be made from current revenues available to the paying party, and any future payments are subject to appropriations.

WHEREAS, Communities In Schools of the Permian Basin, Inc. and the Ector County Independent School District agree to the terms as set forth above, this Agreement shall be effective on the date described in Article 1 provided Agreement is fully executed by the proper authorities of each entity, after approval by the governing bodies of such entities.

AGREED TO BY:

COMMUNITIES IN SCHOOLS
OF THE PERMIAN BASIN, INC.

By: 

Eliseo Elizondo, Executive Director

Date: 08-09-21

ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT

By: _____

Scott Muri, Superintendent

Date: _____

REQUEST FOR APPROVAL OF HEAD START VEHICLE SERVICE CONTRACT BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN, INC.

Ector County ISD has collaborated with Greater Opportunities of the Permian Basin, Inc. The Vehicle Service Contract defines the collaborative services for both organizations.

VEHICLE SERVICE CONTRACT

This agreement is made and entered into by and between the Ector County Independent School District, hereinafter referred to as "the District", and the Greater Opportunities of the Permian Basin, Inc., hereinafter referred to as "Head Start".

WITNESSETH:

WHEREAS, Head Start has a need for certain limited services; and,

WHEREAS, the parties agree that these services are capable of being provided by the District's transportation department and can be provided pursuant to the terms and conditions expressed herein; and,

WHEREAS, the considerations to be paid or provided and the public purposes to be accomplished are considered by the parties to be reasonable and fair considerations;

NOW, THEREFORE, KNOW ALL MEN BY THESE PRESENTS:

1. SERVICES

   The District's transportation department shall provide maintenance and repair services for Head Start's vehicles, as needed, for labor costs of $40.00 per hour plus the actual cost of any and all parts and supplies used.

2. FUELING

   Fueling of Head Start vehicles will be provided Head Start employees. Head Start vehicles shall be fueled between 5:00 a.m. and 6:00 pm Monday through Friday.

3. PARKING

   Parking for all Head Start vehicles will be provided by the District in such area as may be designated from time to time by the District. The fee to be paid for parking spaces shall be $10.00 per month per vehicle.

4. TOWING

   Towing of Head Start vehicles, if needed, will be provided within a 15-mile radius, on a per trip basis at the rate of $75.00 per trip. Towing in excess of the 15-mile radius will be provided at the rate of $75.00 per trip + $2.02 per mile for each mile in excess of the 15-mile radius.

5. BILLING & PAYMENT

The District will calculate the cost of provisions stated herein on a monthly basis and will bill Head Start accordingly. The District shall add a surcharge of 5% of all sums due as an overhead charge. Payment shall be due fifteen (15) days from the date of said bill.

6. INDEPENDENT CONTRACTOR

In performing services under this contract, the relationship between the District and Head Start is that of an independent contractor, and the District and Head Start, by execution of this contract, do not change the independent status of the District. No term or provision of this contract or act of the District in the performance of this contract shall be construed as making the District or its employees the agents, servants or employees of Head Start, nor shall any agent, servant or employee of Head Start be considered an employee, agent or servant of the District.

7. LIABILITY

Head Start agrees to hold harmless and indemnify the District, its Board members, agents, representatives, and other employees from and against any claims or causes of action for death or injury to persons or loss or damage to property arising out of this contract.

8. LIABILITY INSURANCE

Head Start agrees to provide the District with proof of liability insurance in a form and an amount satisfactory to the District with said insurance showing the District to be an additional named insured.

9. TERM/CANCELLATION

This agreement shall be for the period of September 1, 2021 to August 31, 2022. This contract may be canceled at any time by either party by the giving of a written 30-day notice to the other party.

10. PERFORMANCE OF CONTRACT

This contract and all of its terms and conditions are performable in Ector County, Texas, and should any disagreement arise to same all parties agree that venue for enforcement of any right of either party shall be in Ector County, Texas.

EXECUTED this the _____ day of _____, 2020 by District, signing by and through its Chief Operations Officer, duly authorized to execute same and by Head Start, acting through its duly authorized officials.

"DISTRICT"

Ector County Independent School District

By: _____

President of the BOARD OF TRUSTEES

"HEAD START"

Greater Opportunities of the Permian Basin, Inc.

By: _____

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – PARENT POWER PROGRAM

The purpose of this Memorandum of Understanding is to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them.

This agreement will be in effect from September 2021 to May 2022 and will be reviewed on an annual basis.

Greater Opportunities of The Permian Basin Inc.
Head Start School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
(432) 337-1352

COMMUNITY PARTNERSHIP

BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND GOPB, INC. HEAD START SCHOOL READINESS ACADEMY

Head Start Revised Performance Standards 1302.53 - Community Partnerships

We believe (1) a child benefits most from a comprehensive, interdisciplinary program designed to meet the needs of the whole child, and (2) the child's entire family, and the community must be involved in meeting these needs if the program is to have a lasting impact upon the child's total development.

This letter is to confirm the Partnership between G.O.P.B., Inc. Head Start School Readiness Academy and the Ector County Independent School District to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them. As addressed in our Community Assessment, teen pregnancy is a growing concern in our communities and by forming this partnership, we can assist young parents in obtaining some of the necessary skills to become involved, nurturing parents of their children.

The 13-week curriculum-based workshop known as "Parent Power" will be formatted into an eight-month program designed to provide support, guidance and resources for young fathers and mothers facing the challenges of being young parents. This 8-month program is designed for the high school-age fathers and mothers in the ECISD program. The goal of the program is to assist fathers gain the skills and confidence to be responsible for their own futures, with an emphasis on developing strong, nurturing relationships with their children and families. The goal of the facilitator is to encourage the fathers and mothers to join the Parent Power program as part of the ECISD's Teen Fatherhood Initiative program. The Parent Power program provides meals, child care, workbooks and a graduation recognition ceremony for those who complete the program. The facilitator will present the 13-week session program on campus at Chaffin Head Start School Readiness Academy on Tuesday evenings from 5:30 – 7:30 p.m. The Foundations of Fatherhood curriculum used in the program will cover the following topics:

Fatherhood Self-Assessment	Character of a Man	Influence of Character
My Anger- Friend or Foe	Dealing with Guilt & Shame	My Child's Life-Part I
My Child's Life - Part II	Improving Communication	Healthy Relationships
Traditions, Culture & Identity	Developing Your Support System	
Fatherhood, The Next Level		

The Graduation/Recognition Ceremony for all Parent Power program graduates takes place in early March at GOPB. Inc.' s Staff Training/Recognition Conference held annually in Odessa. This partnership will be reviewed and renewed on a yearly basis by both parties involved.

This partnership will be reviewed and renewed on a yearly basis by both parties involved.

Catriva Webbs, Executive Director
GOPB, Inc.
Head Start School Readiness Academy

7/31/21
Date

ECISD Representative

Date

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – CHILDREN WITH DISABILITIES

The purpose of this Memorandum of Understanding is to define the framework and provide guidance for effective collaboration of services to benefit young children from the ages of three to five years of age with disabilities and their families.

This agreement will be in effect from September 2021 to May 2022 and will be reviewed on an annual basis.

MEMORANDUM OF UNDERSTANDING
BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND GOPB, Inc. HEAD START/EHS SCHOOL READINESS ACADEMY

Parties to the Agreement

This Agreement is between Ector County Independent School District and GOPB, Inc. Head Start/EHS School Readiness Academy. GOPB, Inc. Head Start/EHS School Readiness Academy and Ector County ISD agree to develop collaboration and cooperation with one another to maximize benefits of services to children with disabilities and their families through utilization of consultation and ongoing process of new ways to share resources, eliminate duplication and barriers. This Agreement documents the plans for shared working procedure.

Purpose of Agreement

A. The intent of this Agreement is to define the framework and provide guidance for effective collaboration of services to benefit young children with disabilities and their families. It is the commitment of these agencies to work together to assure coordination and continuum of services to children with disabilities from the ages of three to five years. All services will be provided in compliance with Federal mandates.

B. To improve availability and the quality of services for Ector County children age three through age five, and their families.

C. To promote further collaboration of services in a shared plan to efficiently identify, evaluate, and assist children and families with disabilities.

D. To define the roles and responsibilities of the named parties toward coordination and greater collaboration.

E. To ensure that all services are provided in accordance with the Federal mandates.

RECRUITMENT AND IDENTIFICATION

Objective: Identify potential children with disabilities to assure early intervention.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Recruit, enroll and serve eligible children ages 3-5 years.
- Provide 10% enrollment opportunities for children with disabilities.
- Provide the community and community agencies with information (flyers, brochures) describing the program.
- Actively recruit via public displays and presentations at community functions and seek referrals from the community and its agencies serving families and children with disabilities.

Ector County ISD Responsibilities

- Identify potential children with disabilities ages 3 to 5 in compliance with the Individuals with Disabilities Education Act (IDEA).
- Provide information to parents of children with disabilities regarding specific services for their children and family.
- Provide referrals to GOPB Head Start for children with suspected or verified disabilities.

SCREENING AND REFERRAL

Objective: Provide all children with comprehensive screenings in all areas of functioning to determine if further assessment is warranted.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Coordinate screening of all Head Start children according to Performance Standards and Program Policy and Procedures.

- Provide screening of all enrolled children addressing visual/motor; body awareness; hearing and dental, by use of Health, (ASQ 3, ASQ-SE, Articulation Screener, and TS Gold Checkpoint).

- Share with parent/guardian the screening information and screening results.

- Based on the Head Start Speech and Language Screening instrument, Head Start will consult with EC ISD SLP to provide classroom strategies to be implemented by the teacher for 4-6 weeks until re-screening takes place.

- Notify the parents of any screenings that suggest a need for further re-screening.

- Make referrals to Ector County ISD in a timely manner to comply with Child find.

Ector County ISD Responsibilities:

- Review all screening information when receiving referrals from Head Start.

- Follow up on failed screenings by consulting with Head Start Disabilities/Mental Health Manager and begin the referral process and follow up on students receiving intensive classroom interventions (4-6 weeks) to determine the need for re-screening.

EVALUATION

GOPB, Inc Head Start/EHS School Readiness Academy Responsibilities:

- Once the referral is accepted and under the direction of EC ISD staff the Disabilities/Mental Health Manager will schedule a parent conference to obtain parental consent and explain parental rights.

- Ensure that follow-through of referral packet is completed and submitted to the Ector County ISD Special Services Department.

- Participate in the evaluation process by providing supporting information from home visit, teacher information and teacher observation reports.

Ector County ISD Responsibilities:

- Notify Head Start staff on the status and outcome of the evaluation and results of testing and assessments provided by Ector County ISD within 45 days

- Ensure that the evaluation personnel prepare a written report of the results of the evaluation and verifies that the child's disability meets all the requirements of the Individuals with Disabilities Education Act. (IDEA).

INDIVIDUAL EDUCATION PLAN

Objective: Determine the most appropriate Individual Education Program (IEP).

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Participate in the IEP process for children enrolled in the Head Start Program.
- Implement IEP goals and objectives into the Head Start Lesson Plan.
- Disabilities/Mental Health Manager will communicate with parents and appropriate Head Start staff regarding ARD meeting dates and participation.
- All IEP's are kept confidential and locked.

Ector County ISD Responsibilities:

- Facilitate the development and review of IEP.
- Notify Disabilities Manager of ARD meeting for each enrolled child with verified disabilities.
- Provide a copy of the IEP and evaluation report to Head Start staff.
- ARD committee will meet at least once a year to review the child's IEP.
- Provide services according to date on IEP.

SERVICES

Objective: Provide appropriate services in the least restrictive environment.

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Assure that teaching staff have appropriate training.
- Access and share resources of other community agencies for children with disabilities as determined in the IEP.
- Accommodations will be made at each Head Start site for virtual therapy.

Ector County ISD Responsibilities:

- Provide special education and related services based on the IEP in the least restrictive environment.
- Provide services as outlined in the Individuals with Disabilities Education Act (IDEA).
- Services will be provided by virtual therapy.

TRANSITION

Objective: Ensure a system exists between GOPB, Inc. Head Start School Readiness Academy and Ector County ISD to transfer information about children who will transition from Head Start to Ector County ISD.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Arrange meeting between Head Start staff and Ector County ISD staff.
- The Disabilities/Mental Health Manager will notify the public school of child's planned enrollment prior to date of enrollment so that services will continue as soon as possible.
- Transfer transition packets with any pertinent records that would facilitate the transition.

Ector County ISD Responsibilities:

- Collaborate with the Head Start staff for a transition into public school.
- Provide transition information to parents and Head Start staff at the annual ARD meeting prior to enrollment in the kindergarten program.

TRAINING AND RESOURCE

Objective: Ensure maximum benefits for services to children and families are reached through utilization of existing resources and training.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Invite Ector County ISD staff to participate in agency in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Ector County ISD for visits to Head Start Program Sites.

Ector County ISD Responsibilities:

- Invite Head Start staff to participate in Ector County ISD in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Head Start staff to visit future kindergarten sites.

CONFIDENTIALITY

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release of information, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, mainlined, and used by the public agencies. It is the intent of this Agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Both agencies will adhere to the Family Educational Rights and Privacy Act (FERPA) and will ensure that agency policies and procedures are followed to safeguard the confidentiality of parents and children. In addition, both agencies will obtain written consent from parents before releasing any information.

PROGRAM CONTACTS

GOPB, Inc. Head Start/EHS School
Readiness Academy

Executive Head Start Director:

Mrs. Catriva Webbs
206 W. 5th
Odessa, Texas 79760
(432)337-1352

Contact Person:

Ms. Melba Dominguez
Disabilities/Mental Health Manager
(432)337-1352 Ext 219

Ector County ISD
Executive Director
Special Services :

Mrs. Leslie Wilson
P.O. Box 3912
Odessa, Texas 79760
(432)456-8719

Contact Persons:

Ms. Tisa Hawkins
SPED Supervisor
(432)456-5129

TERMS OF AGREEMENT

The Agreement will become effective immediately after being signed and dated by all parties. By signing the Agreement each agency agrees to the terms.

SUPERINTENDENT
Ector County ISD Date

Leslie Wilson 8-18-21
SPECIAL SERVICES EXECUTIVE DIRECTOR
Ector County ISD Date

EXECUTIVE DIRECTOR Date
GOPB, Inc. Head Start/EHS School
Readiness Academy

DISABILITY/ MENTAL HEALTH MANAGER
GOPB, Inc. Head Start/EHS School
Readiness Academy

Mrs. Tonya Pyles
Center Manager/Education Specialist
432-335-0539

Booth Head Start School Readiness Academy

Center Manager/Education Specialist
432-381-0108

Chaffin Head Start School Readiness Academy
Mrs. Debra Collins
Center Manager/Education Specialist
432-337-4414

Eleventh Street Head Start School Readiness Academy
Mrs. Robin Reeves
Center Manager/Education Specialist
432-332-8786

Hollingsworth Head Start School Readiness Academy
Mrs. Glenda Smith
Center Manager/Education Specialist
432-332-9021

Whitiker Head Start School Readiness Academy
Ms. Cindy Calhoun
Center Manager/Education Specialist
432-335-9335

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY - TRANSITION

The purpose of this Memorandum of Understanding is to establish a partnership to ensure a smooth transition between the Head Start setting and the public school setting.

This agreement will be in effect from September 2021 to May 2022 and will be reviewed on an annual basis.

Greater Opportunities of the Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

MEMORANDUM OF UNDERSTANDING BETWEEN

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND GOPB, INC. HEAD START SCHOOL READINESS ACADEMY

This agreement is between Ector County Independent School District and the Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy. This agreement will be in effect from September 2021to May 2022 and will be reviewed on an annual basis.

I. **PURPOSE OF INTERAGENCY AGREEMENT:**

The purpose of this agreement is to establish a partnership between Ector County Independent School District and GOPB, Inc. Head Start School Readiness Academy regarding children transitioning from GOPB to the public school.

It is the intent of this agreement to:

A. Define services to be provided by each agency.
B. To ensure a smooth transition between the Head Start setting and the public school setting.
C. Ensure that each agency assumes the responsibilities and by doing so, ensure available resources are utilized in the most effective manner.
D. Ensure that the cooperative arrangements between Ector County ISD and Head Start are developed, implemented and reviewed at least annually.

II. ITEMS OF COLLABORATION:

Ector County Independent School District will:

A. Provide necessary information to enhance a smooth transition.
B. Provide available data to GOPB, Inc. Head Start Transition Manager tracking Head Start children.
C. Participate in the transition activities.
D. Abide by the confidentiality rules of the state and federal government.

GOPB, Inc. Head Start School Readiness Academy will:

A. Follow procedures for transferring student records to Ector County Independent School District procedures are as follows:

1. Parent signs consent form.
2. Forms and letters are completed and placed in folder.
3. Teachers prepare student's folders; the parent takes it to the next school setting.

B. Abide by the confidentiality rules of the state and federal government.

III. TRANSITION ACTIVITIES:

Ector County Independent School District will:

A. Provide parents the opportunity to attend trainings and speakers.
B. Invite parents and children to local schools and introduce children to the teachers.

GOPB, Inc. Head Start School Readiness Academy will:

A. Prepare children and their parents for transitioning into public school system.
B. Schedule a transition training for Head Start parents.
C. Invite personnel of the Ector County Independent School District to visit Head Start Sites.

This Memorandum of Understanding will be reviewed on an annually basis or as needed.

Greater Opportunities of the Permian Basin, Inc.
Head Start School Readiness Academy
Mrs. Catriva Webbs, Executive Director

Ector County Independent School District
Dr. Scott Muri, Ector County ISD Superintendent

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN UTPB FIRST 5 PERMIAN BASIN AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Attached is the Memorandum of Understanding between UTPB First 5 Permian Basin and Ector County ISD to administer the home visiting programs as a service to the District, which includes female students of Ector County ISD who are pregnant or parenting and male students who are about to become or who are already fathers.

This program is no cost to the District.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between:

The University of Texas Permian Basin (UTPB), which is the fiscal agent and administrator of First 5 Permian Basin and Ector County Independent School District (ECISD), which is part of the Texas public school system.

First 5 Permian Basin administers three evidence-based home visiting programs for Ector County residents: Nurse Family Partnership, Parents as Teachers, and Home Instruction for Parents of Preschool Youngsters. All programs are offered free of charge. Participation is voluntary and eligibility is based on program requirements. First 5 Permian Basin also creates a comprehensive early childhood system that promotes maternal, infant, and early childhood health, safety, and development, and strong parent-child relationships in our community. This MOU helps both ECISD and UTPB further their missions, which involves enriching our community through education.

A. Purpose.

This MOU is an agreement that UTPB's First 5 Permian Basin will administer the home visiting programs as a service to Ector County, which includes students of ECISD who are pregnant or parenting.

B. Roles and Responsibilities.

ECISD agrees to refer students enrolled in the Teen Parenting Resources and Services (TPRS) program to First 5 Permian Basin in a timely manner.

UTPB shall provide evidence-based parenting education to ECISD students enrolled in its programs both on ECISD property, in the homes of students, or via interactive video conferencing. UTPB shall also provide occasional group education sessions on pregnancy and parenting as mutually scheduled at the beginning of each school year.

E. Timeframe.

This MOU will commence on September 1, 2021 and shall remain in effect until either party requests a new MOU.

F. Confidentiality.

ECISD and UTPB personnel agree to adhere to the confidentiality expectations as outlined in ECISD and UTPB policies. If there is disagreement between these policies, the more stringent requirements will be met.

This Memorandum of Understanding is the complete agreement between ECISD and UTPB and may be amended only by written agreement signed by each of the parties involved.

The University of Texas of the Permian Basin

Authorized Official: _____ _____
Cesario Valenzuela, VP for Business Affairs Date

The University of Texas Permian Basin
4901 E. University Blvd., Odessa, TX 79762
432-552-2700

Ector County Independent School District

Authorized Official: _____ _____
Dr. Scott Muri, Superintendent of Schools - ECISD Date

Ector County Independent School District
P.O. Box 3912, Odessa, TX 79760
Telephone(s): 432-456-0001

REQUEST FOR APPROVAL OF EXTRACURRICULAR STATUS OF 4-H ORGANIZATION RESOLUTION

The State Board of Education passed an amendment that allows public school students to be considered “in attendance” when participating in approved off-campus activities with an adjunct staff member of the school district.

This amendment provides local school boards the opportunity to recognize County Extension Agents as adjunct staff members and to count students participating in 4-H/Extension educational activities in attendance for Foundation School Program purposes.

It is recommended that the board approve the request by the 4-H organization to be sanctioned as an extracurricular activity.

ECTOR COUNTY EXTENSION SERVICE

TEXAS A&M AGRILIFE EXTENSION

Tuesday, August 31, 2021

Dr. Scott R. Muri
Ector County Independent School
District
802 N. Sam Houston Ave.
Odessa, Texas, 79761

Dear Dr. Muri:

On behalf of the 4-H members of Ector County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the Ector County Independent School District. I further request that questions regarding this RESOLUTION be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me for my files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector County Extension Office
1010 East 8th Street| Ector, Texas 79761
https://Ector.agrilife.org/| Tel. 432-498-4071

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Ector County Independent School District

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Ector

County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension
will request academic eligibility for all 4-H competitive activities,
regardless if a school absence is or is not required, and
for non-competitive purposes when an absence is required.

Approved this 21st day of September, 2021.

Board of Trustee

Superintendent

ECTOR COUNTY EXTENSION SERVICE

TEXAS A&M AGRILIFE EXTENSION

Tuesday, August 31, 2021

Dr. Scott R. Muri
Ector County Independent School District
802 N. Sam Houston Ave.
Odessa, Texas, 79761

Dear Dr. Muri:

On behalf of the Ector County Extension Staff, I hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Ector Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 (j). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

(A) has a minimum of a bachelor's degree; and

(B) is eligible for participation in the Teacher Retirement System of Texas.

Ector County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Ector County Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector County Extension Office
1010 East 8th Street | Odessa, Texas 79706
https://Ector.agrilife.org/| Tel. 432-498-4071

THE STATE OF TEXAS
COUNTY OF ECTOR

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Ector Independent School District, hereinafter referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Ector Independent School District.

Upon consideration and vote of_____in favor, Ector County 4-H is hereby named as adjunct faculty member(s) of the Ector Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the 21st day of September, 20 21 and remain in effect until the 27th day of May, 20 22.

2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Steven Paz	CEA – 4-H	B.S./M.S. Agriculture Economics	Texas Tech	1990/1991
Abigail Pritchard	CEA – Family & Community Health	B.S. Home Economics	Texas Women's University	1976
Jeanette Castanon	CEA – Horticulture	B.S. Agricultural Biology / M.S. Ag. Science	New Mexico State University/ Texas A&M Kingsville	2019/2021
Christy Curren	CEA – Better Living for Texans	B.S./M.S. Wellness & Nutrition	University of Kentucky	2012
Lexi Ruch	CEA – Agriculture & Natural Resources	B.S. Agribusiness Plant & Soil Science	Southeast Missouri State University	2020

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Ector County Independent School District.

4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.

5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 6 or Rebel Royall, County Extension Director.

6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct, or control the activities and/or participation of such County Extension Agent(s) who have been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Ector County Extension Agent(s), (See List) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Ector County Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this 21st day of September, 2021.

Ector County Independent School District

By: _____

REQUEST FOR APPROVAL OF PUBLIC SCHOOL DISTRICT AND OPEN-ENROLLMENT CHARTER SCHOOL AGREEMENT 2021-2022 BETWEEN ECTOR COUNTY ISD AND TEXAS VIRTUAL SCHOOL NETWORK

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses for students across the state that have been approved by the Texas Education Agency (TEA). The purpose of this agreement is to provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires annual signatures from the public school district superintendent and the designated TXVSN District Administrator.

It is recommended that the Board of Trustees approve the Public School District and Open-Enrollment Charter School Agreement 2021-2022 between Ector County ISD and Texas Virtual School Network as presented.

Statewide Course Catalog
Public School District and Open-Enrollment Charter School Agreement 2021-2022

Note: The following agreement contains language reflective of current Texas Virtual School Network (TXVSN) processes and operations. The Texas Education Agency (TEA) will notify receiver districts of any changes to processes, operations, and related functions as needed and will invite receiver district feedback.

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses that have been approved by the Texas Education Agency (TEA) to Texas students and schools. The following terms of agreement provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires an annual signature from the public school district or charter school superintendent and designation by the superintendent of a TXVSN District Administrator. The parties to this agreement are TXVSN central operations and the TXVSN receiver district whose official representative's name and authorized signature appear below. Please read the agreement in its entirety before signing.

Definitions

1. State virtual school network, Texas Virtual School Network, network, and TXVSN mean the state-led online learning initiative established under Texas Education Code (TEC) Chapter 30A. The TXVSN is comprised of two components, the supplemental statewide course catalog and the full-time virtual online schools program. Authorized by the TEC Chapter 30A, the TXVSN is a partnership network administered by the TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, non-profit entities, private entities, corporations, and institutions of higher education as defined by 20 U.S.C. §1001.
2. TXVSN course provider (or course provider) is an entity that meets eligibility requirements and provides an electronic course through the TXVSN.
3. An electronic (online) course is an educational course in which instruction and content are delivered primarily over the Internet, a student and teacher are in different locations for a majority of the student's instructional period, most instructional activities take place in an online environment, the online instructional activities are integral to the academic program, extensive communication between a student and a teacher and among students is emphasized, and a student is not required to be located on the physical premises of a school district or charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.
4. TXVSN central operations refers to TEA and other designated staff charged with carrying out the day-to-day operations of the TXVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions.
5. TXVSN course review refers to the submission and review process that ensures courses provided through the TXVSN meet requirements adopted by the State Board of Education and the commissioner of education per TEC, Chapter 30A.
6. The TXVSN statewide course catalog is a supplemental online high school instructional program available through approved TXVSN course providers.
7. TXVSN receiver district (or receiver district) is a Texas public school district or charter school that has one or more students enrolled in the district or charter school who take one or more online courses provided through the TXVSN statewide course catalog.
8. Course and enrollment types:
    a. Accelerated courses are scheduled for less than 10 weeks in duration.
    b. Semester-paced courses follow a traditional semester schedule of 10 or more weeks in duration.

c. Continuous enrollment courses have a flexible instructional start and end date.

d. Non-continuous enrollment courses have a fixed instructional start and end date.

9. Successful course completion is the term that applies when a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.
10. A responsible adult is the person designated by the school district or open-enrollment charter school who is 21 or older and is not a relative of a student. An examination proctor must be a responsible adult.
11. A course examination is an assessment that measures students' mastery of 50% or more of the entire course knowledge, skills, and student expectations.
12. School days, for the purposes of calculating the TXVSN course drop period, follow the schedule determined by TXVSN central operations.
13. Course cost is the per student fee that TXVSN course providers charge to deliver an instructor-led online course provided through the TXVSN statewide course catalog to students. Each TXVSN course provider must publish its course cost in the TXVSN catalog. Per TEC, §30A.155, course cost may not exceed $400 dollars per semester course. Many TXVSN course providers charge a lesser fee.
14. Normal course load for a student is defined by the Texas Attorney General as seven credit hours per school year (i.e., seven courses per semester).

TXVSN Receiver District Responsibilities

TXVSN receiver district shall implement legal requirements by:

1. notifying students and parents of the option to enroll in an electronic course offered through the TXVSN at the time and in the manner that the school district or open-enrollment charter school informs students and parents about courses offered in the district's or school's traditional classroom setting;
2. adopting and sending, at least once per school year, to a parent of each district or school student enrolled at the middle and high school level a copy of the written policy adopted under TEC, §30A.007 that provides students with the opportunity to enroll in electronic courses provided through the TXVSN, consistent with TEC §26.0031. This policy must:
    a. specify how parents and students are to be notified of the option to enroll in courses offered through the TXVSN;
    b. not deny the request of a parent to enroll a student in a course offered through the TXVSN, other than as allowed by exceptions specified in TEC §26.0031; and
    c. ensure that the Admission, Review, and Dismissal committee of a student with a disability determines if enrollment in a TXVSN course(s) meets the student's needs.
3. following attendance accounting procedures for TXVSN courses based on criteria established by TEC, Chapter30A and described in the most current version of the TEA's annual Student Attendance Accounting Handbook, including withdrawing a student from a TXVSN course when the student is no longer actively participating in the course.
4. confirming student eligibility to enroll in a course provided through the TXVSN based on the following criteria:
    a. the student, on September 1 of the school year;
        i. is younger than 21 years of age; or
        ii. is younger than 26 years of age and entitled to the benefits of the Foundation School Program (FSP) under the TEC, §42.003;

b. the student has not graduated from high school; and

c. the student

i. is otherwise eligible to enroll in a public school in this state; or

ii. meets the following requirements:

1. is a dependent of a member of the United States military;
2. was previously enrolled in high school in this state; and
3. no longer resides in this state as a result of a military deployment or transfer.

5. understanding that if an eligible student participates in a course offered through the TXVSN, meets the requirements for enrollment, and is enrolled in the Texas school district or charter school, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom. A student is eligible to generate FSP funding for participation in a TXVSN course or program regardless of whether the student is physically present at school while participating in the course or program.
6. recognizing that for a TXVSN course for grades 9-12 to count toward Average Daily Attendance (ADA) eligibility status, the student must successfully complete the course.
7. understanding that a total of no more than three semester courses taken through the TXVSN statewide course catalog during any one semester may be used in determining a student's ADA eligibility, except for a student who lacks eight or fewer credits to meet his or her graduation plan, per the specifications in TEA's current annual Student Attendance Accounting Handbook.
8. recognizing that it may decline to pay the cost for a student of more than three courses during any semester during the regular school year or a course taken during the summer semester, although this does not limit the ability of the student to enroll in additional electronic courses at the student's expense.
9. recognizing that full-time enrollment in the TXVSN means enrollment in four or more TXVSN courses for grades 9-12 and confirming the eligibility of the student to enroll full-time in courses offered through the TXVSN. A student enrolled in a TXVSN receiver district is eligible to enroll full time in courses offered through the TXVSN statewide course catalog only if the student meets the eligibility requirements in 4(a) – (c)(i) and meets one of the following three criteria:

a. was enrolled in a public school in this state in the preceding school year;

b. is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year;

c. has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; or

d. is a dependent of a member of the United States military; and

i. was previously enrolled in high school in this state; and

ii. no longer resides in this state as a result of a military deployment or transfer.

10. establishing local procedures for students who reside within the district or open-enrollment charter school's attendance zone and are eligible to enroll but are not enrolled in a school district or charter school ("un-enrolled students") to register for up to two electronic courses per semester offered through the TXVSN statewide course catalog. The un-enrolled student (e.g., private school or home school student) is not eligible to generate FSP. The district or charter school shall charge the course cost published in the TXVSN course catalog for enrollment in an electronic course provided through the TXVSN statewide course catalog to the student. Un-enrolled students will be assigned to the receiver district's campus in the TXVSN system for purposes of TXVSN reporting and invoicing only. Procedures must:

a. address collection of the course cost from the student by the district or charter school and timely payment

for the course per the invoicing process identified by TXVSN central operations;

b. address award of the appropriate unit of credit to the student for completing the course;

c. note that the un-enrolled student is not considered to be a public school student and is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course;

d. communicate whether a nominal administrative fee, not to exceed $50, will be assessed to the un-enrolled student by the district or charter school (TEC §30A.155); and

e. ensure that the semester course cost does not exceed $400.

The TXVSN receiver district shall plan and implement participation in the TXVSN statewide course catalog by

11. designating staff to fulfill the following TXVSN roles:
    a. the District Administrator is the primary contact with TXVSN central operations for all compliance and financial communications as well as for access to TXVSN systems for district-wide student records and reporting;
    b. the TXVSN Site Coordinator(s) enrolls students in TXVSN courses; receives grade reports from course instructors; proctors or arranges examination proctors; mentors, monitors, and supports students taking courses or supervises persons assigned to mentor, monitor, and support students; and, serves as a primary contact for the online course instructor; and
    c. a mentor is a responsible adult who is assigned to mentor, monitor, and support all students to ensure satisfactory progress is made in the course.
12. abiding by the enrollment schedule and any published priorities, enrollment and drop dates, and processes established by TXVSN central operations.
13. supplying TXVSN central operations with a current listing of campus principals and notifying the principals that they are required to confirm the registration of TXVSN Site Coordinator(s) on their campus.

The TXVSN receiver district shall use TXVSN systems to:

14. select the course that best meets students' needs by reviewing the course catalog descriptions and TXVSN course provider data published in the TXVSN course catalog.
15. notify TXVSN central operations of all course drops by the deadlines established by TXVSN central operations using the MyTXVSN secure workspace.
16. monitor key dates for students to drop high school courses according to the following drop periods:
    a. For a non-continuous enrollment course, a 14-school-day drop period after instructional start date;
    b. For a continuous enrollment course, a 14-school-day drop period after instructional start date or after student's enrollment date if student joins the course after the instructional start date; and
    c. For an accelerated course, a four-school-day drop period after the instructional start date.
17. follow appropriate **dual enrollment** procedures for a dual credit course, including:
    a. registering the student in TXVSN using the MyTXVSN system;
    b. enrolling the student into the TXVSN course;
    c. applying to and also enrolling the student in the selected institution of higher education offering the dual credit course through the TXVSN;
    d. adhering to the selected higher education institution's enrollment and drop schedule; and

e. implementing dual credit rules as established by the TEA and the Texas Higher Education Coordinating Board. The Texas Administrative Code (TAC), §4.84 and §9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions. The agreement between the secondary school and a public college must comply with the TXVSN agreement for courses provided through the TXVSN. This TXVSN agreement does not replace the agreement between the institution of higher education and the secondary school.

The receiver district shall support students enrolled in TXVSN statewide catalog courses by:

18. ensuring that the TXVSN Site Coordinator(s) and mentor(s) communicate regularly with course instructors and with students to monitor students' progress throughout the course and support their successful course completion.
19. accepting the final grade awarded by the TXVSN course provider for students still enrolled in a TXVSN course after the drop period has passed and applying local grading policy and weights as appropriate.
20. retaining responsibility for providing student services, including bilingual/ESL education, special education, hospital/homebound services, migrant education, §504, or other support services. It is the responsibility of the receiver district to communicate a student's need for modifications or accommodations well in advance of the course start date.
21. providing technical support to students when the school's software and hardware are used to access courses.
22. providing students with required materials such as textbooks, calculators, or lab materials for the selected course if not included by the course provider. Required materials are noted in the course detail description of each course.
23. ensuring that an adult who is 21 or older monitors the student during laboratory and field investigations and physical activity in physical education courses.

The receiver district shall apply the most current attendance accounting rules established by the TEA.

Important PEIMS Reporting Information: The receiver district shall ensure that student enrollment in each TXVSN catalog course is reported per PEIMS Code Table C182 using the Non-Campus Based Instructional Code "05".

The following examples of attendance accounting rules for students who are enrolled in the receiver district are taken from the Student Attendance Accounting Handbook:

24. Enrollment in courses for grades 9-12 taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course for grades 9-12 to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course.
25. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades 9-12 (i.e., for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily instructional time for purposes of the 2- through 4-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)
26. A total of no more than three semester courses taken through the TXVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year. (An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. (See 12.2.2.1 for more information.)
27. For purposes of recording a student's daily attendance, a student enrolled full time in TXVSN courses for grades 9-12 (enrolled in a minimum of four TXVSN courses) is considered to have been present (in attendance) for each day of

instruction in the reporting period.

28. The daily attendance of a student who is not enrolled full time in TXVSN courses for grades 9-12 is determined by whether that student was present or absent at the official attendance-taking time, or, if the student is not scheduled to be on campus at the official attendance-taking time, whether the student was present or absent at the alternate attendance-taking time set for that student.
29. The TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed each TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, the TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.

The receiver district shall agree and adhere to the following financial procedures:

30. TEA is not a vendor. TEA does not manage the internal purchase orders of a district or charter school. The district or charter school is responsible for management of their purchase orders.
31. A school district or open-enrollment charter school may charge a fee for enrollment in an electronic course provided through the TXVSN statewide course catalog to a student who resides in this state and: (1) is enrolled in a school district or open-enrollment charter school as a full-time student with a course load greater than that normally taken* by students in the equivalent grade level in other school districts or open-enrollment charter schools; elects to enroll in an electronic course provided through the network for which the school district or open-enrollment charter school in which the student is enrolled as a full-time student declines to pay the cost, as authorized by TEC §26.0031(c-1); or enrolls in a TXVSN course during the summer. (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
32. A school district or open-enrollment charter school that is not the course provider may charge a student enrolled in the district or school a nominal fee, not to exceed $50, if the student enrolls in an electronic course provided through the TXVSN that exceeds the course load normally taken* by students in the equivalent grade level as authorized by TEC §30A.155 (c-1). (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
33. The receiver district is responsible for making timely payment of 100% percent of the course cost for each student remaining in the course after the designated drop period and successfully completing coursework. It is responsible for timely payment of 70% of course cost for each student remaining in the course after the designated drop period, including students who were withdrawn after the designated drop period or did not successfully complete the coursework.
34. The receiver district will receive an invoice at the end of each semester based on the conditions noted above for each course provider in which the district had one or more student enrollment(s), including a student who transfers from the receiver district to another educational setting after beginning enrollment in a TXVSN course.
35. Payment of the course cost is due from the receiver district to the TEA in the amount and by the deadline indicated on the invoice regardless of the receiver district's internal policy regarding timing of a student's payment to the district, in cases where a student may be legally required to pay the course cost.
36. The receiver district will address any fee or invoice disputes directly with the course provider through the process identified by TXVSN central operations.

TXVSN Course Provider Responsibilities

A TXVSN course provider shall:

1. implement the TXVSN Course Provider Agreement.
2. provide access to courses as articulated in the TXVSN course catalog.
3. provide high school instructors who are Texas-certified in the course subject area and grade level (TEC Chapter 21, Subchapter B). Higher education institution instructors are subject to credentialing requirements of the higher education institution and may or may not have K-12 certifications.
4. provide online instructors who have successfully completed TXVSN-approved professional development (TEC §30A.112) or otherwise meet the requirements of the TXVSN Professional Development Policy.
5. retain records of background checks and fingerprinting for contract, substitute, or online instructors as articulated in TEC,§22.0834(a) and §22.0836(h).
6. provide student progress reports and award a final grade in numeric format in accordance with the guidelines established by TXVSN central operations.
7. supply the district, school, and students with access to its acceptable use policy, course schedule, and other policies and procedures.
8. not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the state virtual school network (TEC §30A.1052).

TXVSN Central Operations Responsibilities

The TXVSN central operations shall:

1. ensure that all courses included in the TXVSN statewide course catalog are reviewed to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and other quality standards, per the requirements established in TEC, Chapter 30A.
2. publish the TXVSN course catalog, including courses, sections, and seats.
3. provide security for all TXVSN online data, information, and transactions.
4. provide the MyTXVSN secure workspace for reconciliation of student registration/enrollment data and use as the TXVSN communication center.
5. act as liaison between the receiver district and TXVSN course provider as appropriate.
6. make informed choice data on courses and TXVSN course providers available on https://catalog.mytxvsn.org.
7. collect and publish student and parent satisfaction data (TEC §30A.1021, as well as TXVSN course provider success data) on a routine basis.
8. staff a TXVSN Help Desk.
9. provide equal access to and support for each TXVSN course provider's courses.
10. facilitate TXVSN invoices sent to receiver districts and payments to be paid to TEA by receiver districts

Responsibilities of All Parties

All parties agree to the following:

1. No party assumes liability for systems under the control of the other party or for actions of the employees of the other party.
2. No party has agreed to waive defense, right, immunity, or other protection under the law.
3. Except as otherwise provided in the Preamble above and in the Term of Agreement below, this agreement may not be amended or modified except by written agreement signed by both parties. This agreement supersedes all prior written or verbal representations or agreements concerning the subject matter of this agreement. TXVSN central operations may add additional requirements in order to provide economical, efficient and quality services to Texas students. Any such requirements shall be an amendment to this agreement and notice thereof shall be given by TEA to each receiver district on a timely basis.
4. No person(s) shall, on the basis of race, color, national origin, sex, religion, age or disability, be excluded from participating in the TXVSN, be denied the benefits of the TXVSN, or be otherwise subjected to discrimination.
5. No otherwise eligible student shall, solely by reason of disability, be excluded from participation in courses offered through the TXVSN.
6. All notices required in this agreement shall be in writing unless otherwise specified.
7. TEA may exercise all or any remedies available to it under law to enforce the provisions of this agreement.
8. This agreement shall be interpreted according to the laws of the State of Texas. Exclusive venue for any disputes concerning the agreement shall be Travis County, Texas.
9. The persons signing this agreement are authorized by their respective entities to bind the entities to this agreement.

Terms of Agreement

1. The term of this agreement is one year, beginning on the date both parties have signed same below. The agreement may be automatically renewed from year to year for additional one-year terms unless either party gives notice to the other party at least 30 days before the end of the term that such party intends to terminate the agreement at the end of the term or TXVSN makes updates to the agreement. The obligations of the receiver district shall continue and termination shall not be effective until all students enrolled in any courses at the time notice of termination is given have completed the course and all final course grades have been received. No students may be enrolled in any new courses through TXVSN once notice of intent to terminate has been given.
2. TEA may end this agreement without penalty if legislative authorization to offer an online course through the TXVSN is revoked.

District Roles

Each district must establish a TXVSN Administrator and provide TXVSN invoice recipient contacts. Details are provided below.

1. TXVSN Administrator (Required)

The TXVSN District Administrator will have access to district-wide confidential student data, TXVSN reports and financial data and will serve as a primary contact for the district. The TXVSN District Administrator will also manage students in the MyTXVSN system and assist with student course enrollments. Please identify a TXVSN District Administrator and provide the contact information below. (All fields are required.) The TXVSN Administrator will also receive a copy of the TXVSN invoices that are emailed to the district's business office.

Name : Lisa Wills | Title: Executive Director of Instruction and Professional Learning

Email: lisa.wills@ectorcountyisd.org | Phone: 432-456-8491

2. TXVSN Invoice Recipients - District Business Office (Required)

The Texas Education Agency will email the receiver district's district-level business office an invoice at the end of each semester for each course provider in which the district had one or more student enrollment(s).

Please provide a) the email address of the district-level business office group mailbox (preferred) or b) provide the contact information for **two** district level business office employees who should receive invoicing information.

A. District-level business office group mailbox and phone number (e.g., accountspayable@greatisd.org, 555-555-5555)

Email : deborah.ottmers@ectorcountyisd.org | Phone : 432-456-9491

OR

B. Two district business office employees. (Complete all fields.)

1. Name : Deborah Ottmers | Title : Chief Financial Officers

   Email : deborah.ottmers@ectorcountyisd.org | Phone : 432-456-9491

2. Name : Albessa Chavez | Title: Director of Finance

   Email: albessa.chavez@ectorcountyisd.org | Phone 432-456-9701

3. Additional TXVSN Invoice Recipients (Optional)

If there are additional district personnel who should receive a copy of the TXVSN invoice, please list their names and contact information below.

1. Name _____ | Title _____

   Email _____ | Phone _____

2. Name _____ | Title _____

   Email _____ | Phone _____

Authorized Signature

Persons authorized to enter into this agreement are as follows:

- Texas Public District: Superintendent
- Texas Open-enrollment Charter School: Chief Executive Officer

Complete all fields below. Use Adobe Acrobat (or similar software) to digitally sign this form or provide a hand-written signature.

Name of Superintendent/CEO: DR Scott Muri | Title: Superintendent

District: Ector County ISD | CDN: 068901

Email: scott.muri@ectorcountyisd.org | Phone: 432-456-8552

Authorized Official's Signature _____ | Date _____

____ I understand, by my signature above, the district or charter school is obligated to comply with all requirements contained in this agreement.

Texas Education Agency
TXVSN
Texas Virtual School Network

Receiver District or Open Enrollment Charter School

TXVSN Campus Activation Form

Return with the Course Catalog School Agreement

1. List the campuses serving grades 8-12 that are included in the district or open enrollment charter school's implementation of the Texas Virtual School Network.
    a. Omit campuses not serving grades 8-12 or not participating in the current school year.
    b. The principal listed for each campus will be responsible for approving the registration of TXVSN Site Coordinators for his/her campus via email.
2. Incomplete listings will not be accepted.
3. After completing the form, return the PDF with the Course Catalog School Agreement to TXVSNCentral@tea.texas.gov.

√ If New	District Name	Campus ID (9 digit)	Campus Name/Address	Principal First Name	Principal Last Name	Principal Phone	Principal Email
	ECTOR COUNTY ISD	068901003	Permian High School	Delesa	Styles	432-456-0039	delesa.styles@ectorcountyisd.org
	ECOTR COUNTY ISD	068901002	Odessa High School	Mauricio	Marquez	432-456-0029	mauricio.marquez@ectorcountyisd.org
	ECTOR COUNTY ISD	068901698	Advanced Technical Center	Carla	Byrne	432-456-4989	carla.byrne@ectorcountyisd.org
	ECTOR COUNTY ISD	068901011	George H. W. Bush New Tech Odessa	Gerardo	Ramirez	432-456-6989	gerardo.ramirez@ectorcountyisd.org
	ECTOR COUNTY ISD	068901015	Odessa Collegiate Academy	James	Ramage	432-456-6429	james.ramage@ectorcountyisd.org
	ECTOR COUNTY ISD	068901014	OC Techs	Karl	Miller	432-456-6409	karl.miller@ectorcountyisd.org
	ECTOR COUNTY ISD	068901004	Alternative Center	Adam	Portillo	432-456-0049	adam.portillo@ectorcountyisd.org
	ECOTR COUNTY ISD	068901042	Bonham Middle School	Mareka	Austin	432-456-0429	mareka.austin@ectorcountyisd.org
	ECTOR COUNTY ISD	068901043	Bowie Middle School	Paul	Fulce	432-456-0439	paul.fulce@ectorcountyisd.org
	ECTOR COUNTY ISD	068901043	Crockett Middle School	Maribel	Aranda	432-456-0449	maribel.aranda@ectorcountyisd.org

Receiver District or Open Enrollment Charter School

TXVSN Campus Activation Form

Return with the Course Catalog School Agreement

1. List the campuses serving grades 8-12 that are included in the district or open enrollment charter school's implementation of the Texas Virtual School Network.
    a. Omit campuses not serving grades 8-12 or not participating in the current school year.
    b. The principal listed for each campus will be responsible for approving the registration of TXVSN Site Coordinators for his/her campus via email.
2. Incomplete listings will not be accepted.
3. After completing the form, return the PDF with the Course Catalog School Agreement to TXVSNCentral@tea.texas.gov.

√ If New	District Name	Campus ID (9 digit)	Campus Name/Address	Principal First Name	Principal Last Name	Principal Phone	Principal Email
	ECTOR COUNTY ISD	068901047	ECPSA	Cynthia	Rodriguez	432-456-0479	cynthia.rodriguez@ectorcountyisd.org
	ECTOR COUNTY ISD	068901046	Nimitz Middle School	Teresa	Willison	432-456-0469	teresa.willison@ectorcountyisd.org
	ECTOR COUNTY ISD	068901045	Wilson & Young Middle School	Anthony	Garcia	432-456-0459	anthonygarcia@ectorcountyisd.org

Submitted by (printed name): Rose Valderaz

Date: 8-23-2021

08/13/2019

REQUEST FOR APPROVAL OF ADDITIONAL 2021-2022 T-TESS APPRAISERS

Additional 2021-2022 T-TESS Appraisers will be presented for your consideration at the September 21, 2021 Board Meeting.

T-TESS Certification

Last Name	First Name	Certification Status	Role	Certification Year
Ashley	Staci	District Administrator	Certified	2021-2022
Carter	Brandon	School Administrator	Certified	2021-2022
Cruz	Rosa	Assistant School Administrator	Certified	2021-2022
Dannheim	Paul	School Administrator	Certified	2021-2022
Eaton	Gina	Assistant School Administrator	Certified	2021-2022
Fuentes	Jose	Assistant School Administrator	Certified	2021-2022
Fulton	Mary	Observer	Certified	2021-2022
Galindo	Tanya	School Administrator	Certified	2021-2022
Gerig	Rachel	Assistant School Administrator	Certified	2021-2022
Hagler	Jennifer	Assistant School Administrator	Certified	2021-2022
Hawley	Michael	Observer	Certified	2021-2022
Houston	Tanya	Assistant School Administrator	Certified	2021-2022
Lee	Regina	School Administrator	Certified	2021-2022
Magness	James	Assistant School Administrator	Certified	2021-2022
Marquez	Mauricio	School Administrator	Certified	2021-2022
Martinez	Beatrice	School Administrator	Certified	2021-2022
Mata	Beatrice	Observer	Certified	2021-2022
Miller	Jaime	Observer	Certified	2021-2022
Musa	Rakia	Observer	Certified	2021-2022
Norman	Jana	Assistant School Administrator	Certified	2021-2022
Parra-Solano	Norma	Assistant School Administrator	Certified	2021-2022
Ramage	James	School Administrator	Certified	2021-2022
Reddell	Erin	Assistant School Administrator	Certified	2021-2022
Redman	Jessica	School Administrator	Certified	2021-2022
Reece	Terrace	Assistant School Administrator	Certified	2021-2022
Riley	Shari	Observer	Certified	2021-2022
Rodriguez	Raquel	Assistant School Administrator	Certified	2021-2022
Salazar	Alexandria	Observer	Certified	2021-2022
Salcido	Betsabe	Observer	Certified	2021-2022
Sierra	Amanda	Assistant School Administrator	Certified	2021-2022
Smith	Elaine	Observer	Certified	2021-2022
Vega	Elisha	Observer	Certified	2021-2022
Vesely	Kristen	Observer	Certified	2021-2022
Williams	Tyra	Assistant School Administrator	Certified	2021-2022
Wills	Lisa	Observer	Certified	2021-2022

REQUEST FOR APPROVAL OF MODIFIED SCHEDULE STATE ASSESSMENT WAIVERS

Modified Schedule State Assessment Waivers

This waiver allows the district or charter school to modify the schedule of classes for students who are not being tested to report to school after the state assessment testing period has ended; therefore, reducing the interruptions during testing period. This waiver request may be approved for up to three years.

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Administrative Recommendation:

Approval of the Modified Schedule State Assessment Waiver for school years 2021-22, 2022-23 and 2023-24

REQUEST FOR APPROVAL OF STAFF DEVELOPMENT MINUTES WAIVER

The purpose of this waiver is to allow our district to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year. The early release days will engage students in instruction for 4 hours as required by the Texas Education Agency. The total waiver minutes for staff development may not exceed 2,100 minutes per school year. Ector County ISD has 5 early release days on the 2021-2022 calendar for a total of 900 minutes.

REQUEST FOR APPROVAL OF PERMIAN HIGH SCHOOL CHOIR STUDENT OUT-OF-STATE TRAVEL TO ORLANDO, FLORIDA

The Permian High School Choir is requesting to travel to Orlando, Florida, from March 24-29, 2022. The purpose of the trip is to compete in the Festival Disney Competition. The group will consist of approximately 80 students and chaperones. Preliminary cost projections are $1,721 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover all transportation, competition entry, activities, and housing expenses. Trip insurance is required for all participants, in the event that the trip needs to be cancelled due to COVID.

Ector County ISD
068901

STUDENT ACTIVITIES
TRAVEL

FMG
(EXHIBIT)21

EXTRA-CURRICULAR
STUDENT TRAVEL APPROVAL FORM

Student travel must be approved based on the direct benefits for the students. The trip must have approval of Superintendent or designee before any travel arrangements and reservations are made or students and parents become involved with any facet of the trip. Out-of-state travel must have Board approval.

Name of Group: Permian High School Choir Campus / Department: Permian HS / Fine Arts

Location: Orlando, Florida Grades Involved: 9-12 Number of Students: 80-100

Departure Date: March 24, 2022 Time: 4:30 PM AM/PM Return Date: March 29, 2022 Time: 11:30 PM AM/PM

Number of Instructional Days: 3

The sponsor has checked the number of accrued days for each participant? x Yes ___ No

(Please attach a complete trip description, proposed itinerary, and justification)

Funding source: ___District Budget ___Campus Budget ___Department Budget ___Activity Fund x Personal

Trip function: ___Curricular x Extracurricular x Competition

Trip profile: ___In-state x Out -of-state ___International

Transportation mode: ___School Bus ___School Suburban ___Activity Bus x Charter Bus x Plane

Does the trip require fund-raisers? x Yes ___No

Are deadlines established to guide the sponsor if the trip has to be canceled due to lack of funding? x Yes ___No

What is the ratio of sponsors to students? Sponsors 1 / Students 10

Student orientation - Date: August 23, 2021 Time: _____ Location: _____

Parent orientation - Date: August 23, 2021 Time: _____ Location: _____

Sponsor orientation - Date: August 23, 2021 Time: _____ Location: _____

Sponsor criminal background check - Date: _____

Will any kind of insurance be required? x Yes ___No

Will room and baggage searches be required? x Yes ___No

Coach/Sponsor: Ken Sieloff (Signature) 8/12/2021 (Date)

Principal Approval: [signature] (Signature) 8-12-21 (Date)

Superintendent or Designee Approval: Michael Aaron Hawley (Signature) 8/20/2021 (Date)

Board Approval: _____ (Signature – Required for Out-of-State Travel) _____ (Date)

DATE ISSUED: 06/24/2019
FMG(EXHIBIT)21






FLORIDA

Permian High School Choir

Thursday, March 24th
- 4:20pm Arrive at the Midland/Odessa Airport
- Dinner in the airport*
- 6:20pm Depart on American flight #2026
- 7:44pm Arrive Dallas
- 8:25pm Depart on American flight #1336
- 11:54pm Arrive in Orlando, FL!
- Meet your Green Light tour manager
- 12:30am Load buses
- 1:30am Check into two-bedroom condos at the Floridays Resort

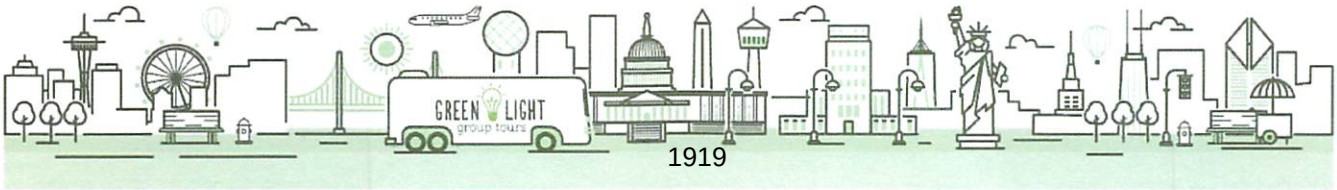
Friday, March 25th
- 9:00am Breakfast at the hotel
- 10:00am Load buses
- 11:00am Enjoy *Disney's Magic Kingdom®*
- Lunch within the park*
- Dinner within the park*
- See *Happily Ever After™* Firework Spectacular
- Pit stop at the grocery store to purchase food for your condos*

Saturday, March 26th
- 7:00am Breakfast in your condo*
- 8:00am Load buses
- 9:00am Compete in the adjudicated Festival Disney
- Return to resort to change
- 12:00pm Enjoy *Disney's Epcot®*
- Lunch within the park*
- Dinner within the park*
- 5:30pm Load buses
- Enjoy the Festival Disney Awards Ceremony
- 9:00pm Load buses and return to resort

Sunday, March 27th
- 7:00am Breakfast in your condo*
- 8:00am Load buses
- 9:00am Enjoy Universal Studios and Islands of Adventure (home to Harry Potter!)
- Lunch within the park*
- Dinner within the park*
- 9:00pm Load buses and return to resort

Monday, March 28th
- 8:00am Breakfast in your condo*
- 9:00am Load buses
- 10:00am Enjoy *Disney's Hollywood Studios®*
- Lunch within the park*
- Dinner within the park*
- See *Fantasmic™* light, fire and water show
- Enjoy *Star Wars: A Galactic Spectacular™*
- 9:00pm Load buses and return to resort

Tuesday, March 29th
- 7:00am Breakfast in your condo*
- 8:00am Pack and load buses
- 9:00am Enjoy *Disney's Animal Kingdom®*
- Lunch within the park*
- 3:00pm Load buses and depart for the airport
- Dinner in the airport*



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FLORIDA

Group One
- 6:10pm Depart on American flight #398
- 7:55pm Arrive Dallas
- 8:35pm Depart on American flight #5944
- 9:40pm Arrive back in MIdland/Odessa

Group Two
- 8:00pm Depart on American flight #2490
- 9:45pm Arrive Dallas
- 10:25pm Depart on American flight #5771
- 11:27pm Arrive back in MIdland/Odessa

*Indicates a meal not included in the package price

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FLORIDA

Ground package Includes

- Round trip flight (does not include luggage fees)
- Motor coach transfers in Orlando
- Dedicated tour manager
- Five nights lodging
- Four-day Disney basic pass
- One-day Universal park-to-park ticket
- Festival Disney (two ensembles)
- One breakfast at the hotel
- Two million dollar liability insurance policy
- Name badge with emergency phone numbers and mini itinerary
- Nighttime hotel security guard
- Basic traveler's insurance- purchased on behalf of the traveler - to cover medical expenses and trip delays
- Five complimentary director's packages; three at triple and two at double occupancy (private bedrooms in a shared condo)
- Online registration and billing

Minimum Number of Paying Travelers	60	70	**80**	90	100
8 per condo	$1,819	$1,763	**$1,721**	$1,688	$1,662
7 per condo	$1,836	$1,780	**$1,738**	$1,705	$1,679
6 per condo	$1,859	$1,803	**$1,761**	$1,728	$1,702
5 per condo	$1,891	$1,835	**$1,792**	$1,760	$1,733
4 per condo	$1,939	$1,882	**$1,840**	$1,807	$1,781
3 per condo	$2,018	$1,962	**$1,920**	$1,887	$1,861
2 per condo	$2,178	$2,121	**$2,079**	$2,047	$2,020
1 per condo	$2,656	$2,600	**$2,557**	$2,525	$2,498

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REQUEST FOR APPROVAL OF WAIVER OF 19 TAC §129.12 AND APPROVAL OF VGO AUDIO-VIDEO COMMUNICATION SYSTEM FOR INSTRUCTIONAL TIME FOR FOUNDATION SCHOOL PROGRAM FUNDING PURPOSES

19 Texas Administrative Code §129.21 requires a student be on campus during official attendance taking time and records must be maintained to reflect the average daily attendance for allocation for FSP funds. ECISD would like to request the waiver of TAC § 129.21 and utilize remote learning with the VGo Audio-Video communication device.

VGo is utilized for students who cannot physically go to school due to an illness, accident or medical condition. ECISD has six devices that could be used with any student whose 504 Committee determine is appropriate. VGo allows the student to get back to the traditional schooling environment by providing a physical device, which allows them to attend class from home or the hospital. It operates in real-time by the student (not the teacher or an aide) so they feel empowered with their independence and education. VGo enables students to:

- Receive the same instruction as their peers
- Move around/between classrooms independently
- Participate in a full school day with their classmates

School's Now in Session – For Everyone



How VGo Enables Your Students With Special Health Needs To Attend School

VGo removes the barriers of distance by enabling home and hospital bound students to:

- Develop strong teacher and peer relationships
- Participate in class discussions and school assemblies
- Stay socially connected
- Boost their morale, providing tangible health benefits

"A kid going to school on a robot? That's crazy talk!"

Yes, we hear that all the time. VGo is new, and we're all still learning about its applications. In time, academic papers will be published. Until then, this paper is a collection of our experience that will attempt to provide you with most of the information necessary to grasp the reality of a home or hospital bound student going to school on a robot. (Every photo is of VGo's in use by homebound students – thanks everyone!)

We'll address issues such as:

- *Why should a school and parents consider VGo*
- *How is VGo different from other alternatives such as Skype*
- *How does it work*
- *What's it like for a kid going to school on VGo*
- *How do educators first react to the concept*
- *How do other students react to "the robot kid"*
- *How does the homebound student use VGo and what do they need*
- *How must a school prepare for a student using VGo*
- *Who pays for it*
- *What are the steps to get VGo-ing*



Why people consider VGo – The Benefits

"VGo is absolutely amazing. I would have never thought when I was sick that I would ever have any interaction, much less this kind. It is just like I am there in the classroom."
-Lyndon Baty, highschooler, Knox City, Texas



For some students, attending school just isn't possible. Injuries, extended illnesses, immune deficiencies and other physical challenges prevent a student from physically being able to attend school. School districts try to accommodate these special needs by providing on-line courses, in-home tutors, special busing, videoconferencing and more. But these are expensive and very limiting since students – particularly in middle school and high school – miss out on the classroom experience and social life that comes with attending school.

Now with VGo, they can participate in interactive classroom discussions and share in the social aspects of locker-side chats, lunch period and moving from class to class. Even attending school assemblies and after school activities – all from a laptop at home.

VGo is at the forefront of a new category of remote learning modalities that integrates videoconferencing, wireless networking and robotics enabling students with physical limitations to experience the full interactivity associated with attending school. VGo itself is a 4-foot high robotic appliance with integrated camera, screen and audio system that can be driven and operated from any Internet-connected computer.

Unlike with a fixed videoconferencing system or Skype and webcam, with VGo students can move around school autonomously throughout the school day, seeing, hearing and speaking with teachers and classmates as they go – just as if they were there in person.

Parents tell us that by removing the barrier of being unable to go to school, VGo has opened up academic and social environments that were previously closed off to their children. They've seen their kids flourish, both mentally and physically.



While some wish to be private, we also see that many schools and parents take advantage of the benefits of publicity that come with implementing such amazing technology. Schools demonstrate to the community (and sometimes the nation) that they are delivering the best education possible for all. Parents have used the publicity to raise awareness of particular health conditions or their personal situations.

Using Virtual Technology to Deliver Remote Instructional Services.



ESC 20 Serving the Educational Community



1. ***Can a district deliver instructional services through a robot or other virtual means?***

Yes: With approval of a waiver request.
Here is what the SAAH says about remote instruction:

12.3 Remote Instruction That Is Not Delivered Through the TxVSN

This subsection (12.3) addresses remote instruction other than virtual instruction provided through the TxVSN. For requirements related to the TxVSN, see **12.2 Texas Virtual School Network (TxVSN)**.

Under current agency rules and policies, remote instruction that is not delivered through the TxVSN is **not** eligible for state funding and generation of ADA, except for classes taken through distance learning while a student is in attendance at a regular school campus. However, this subsection describes procedures for submitting requests for waivers of those rules and policies and information on how the agency will evaluate those requests. **Please be advised that in addition to submitting a waiver request, any charter school wishing to provide remote instruction for students (other than distance learning while a student is in attendance at a regular school campus) must submit a non-expansion amendment request to the commissioner of education and receive commissioner approval before submitting the waiver request for possible implementation of remote instruction. Changing the instructional program would be a substantive amendment request in accordance with 19 TAC §100.1033(c).**

For the purposes of this subsection (12.3), "remote instruction" means instruction provided through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology might be interactive video conferencing or a robot that allows for virtual interaction between student and teacher. The technology must allow for both two-way audio and two-way video interaction.

2. ***How can this rule apply for students in the general education setting?***

12.3.1 Remote Conferencing—Regular Education Students

If your school district provides instruction through remote conferencing to a regular education student, your district may, **with the approval of a waiver request**, count that instruction as instructional time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided the following requirements are met:

- The student is unable to attend school because of a temporary medical condition[1].

- The student's temporary medical condition is documented by a physician licensed to practice in the United States.

The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition (such as confinement at home for disciplinary reasons).

If a waiver is granted, the affected student will generate attendance according to the 2-through-4-hour rule and based on whether the student is virtually "present" at the official attendance-taking time. The student will **not** be considered to be receiving homebound program instruction and will not be eligible to generate eligible days present through the General Education Homebound (GEH) program. If the student is eligible to be served through the GEH program, your district should evaluate whether it is more appropriate to serve the student through that program or through remote conferencing. If your district opts to serve the student through the GEH program, then the student would generate attendance/eligible days present according to the GEH funding method. A student may not generate attendance through both remote conferencing and the GEH program simultaneously. See **3.7 General Education Homebound (GEH)** for GEH requirements. See **12.3.3 Remote Homebound Instruction—Regular Education Students** for requirements specific to remote GEH instruction.

Your district can submit a request for a general waiver using the TEA's automated waiver application system, which is available in the online TEA Login (TEAL) secure environment. When submitting a waiver request, cite the following requirements in item 3 of the "General Waivers" section: 1) the requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the *Student Attendance Accounting Handbook*, which is adopted annually through 19 TAC §129.1025, and 2) the agency's policy of considering only face-to-face instruction as instructional time for purposes of FSP funding.

A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met. See the applicable sections of this handbook for specific program requirements. In submitting a waiver request, explain how any applicable program requirements will be satisfied if your district intends to claim weighted funding.

In Subsection 12.3.1, "remote conferencing" means remote instruction in which a student at an off-campus location is able to virtually participate in classes provided on the student's campus.

3. How can my district serve a student receiving general education services in the homebound setting through "Remote Homebound Instruction"?

12.3.3 Remote Homebound Instruction—Regular Education Students

If your school district provides remote homebound instruction to an eligible regular education student, your district may, **with the approval of a waiver request**, count the

student in attendance for FSP funding purposes provided that all requirements of the homebound program are met except for face-to-face instruction from the homebound teacher.

If a waiver is granted, the affected student will generate attendance/eligible days present according to the homebound funding provisions in **3.7.3 GEH Funding Chart** or **9.10 Confinement and Earning Eligible Days Present**, as applicable.

Your district can submit a request for a general waiver using the TEA's automated waiver application system, which is available in the online TEAL secure environment. When submitting a waiver request, cite the following requirement in item 3 of the "General Waivers" section: the requirement that a homebound teacher serve a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by Subsection 3.7.3 [GEH] or Subsection 9.10 [CEHI] of the *Student Attendance Accounting Handbook*, which is adopted annually through 19 TAC §129.1025

In Subsection 12.3.3, "remote homebound instruction" means remote instruction in which a student receives individualized instruction through the GEH program or Compensatory Education Home Instruction (CEHI) program and in which all requirements of the program are met except for in-person instruction from the homebound teacher. See **3.7 General Education Homebound (GEH)** for GEH program requirements. See **Section 9 Pregnancy Related Services (PRS)** for CEHI program requirements.

4. Can a student receiving special education services and funding participate in similar "Remote Conferencing" instructional arrangement and meet the requirements for instruction/contact hours to meet the IEP?

12.3.2 Remote Conferencing—Special Education Students

If your school district provides instruction through remote conferencing to a special education student (for all or part of the school day), your district may, **with the approval of a waiver request**, count that instruction as instructional time for FSP funding purposes, including in the calculation of contact hours. To do so, the following conditions must be met:

- The student's admission, review, and dismissal (ARD) committee must have determined, in a manner consistent with state and federal law[2], that the remote instruction to be provided meets the needs of the student. *****

- The ARD committee must have documented that determination in the student's individualized education program.

***Note:** If a student's ARD committee determines that instruction through remote conferencing is appropriate for a student, that determination does not necessarily mean that the student's instructional arrangement/setting code will change with the provision of the instruction through remote conferencing. The student's instructional arrangement/setting code may stay the same if the actual instruction and services the student is receiving will remain the same and all that will change is the means of delivery of that instruction. In determining what instructional arrangement/setting code to use for the student, the ARD

committee should consider the type of instruction and services being provided instead of the physical location of the student.

The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis.

If a waiver is granted, the affected student will generate attendance according to the 2-through-4-hour rule and based on whether the student is physically present on campus at the official attendance-taking time (if the student is scheduled to be on campus at that time) or is virtually "present" at the official attendance-taking time (if the student is scheduled to be off-campus at that time).

Please note that the remote conferencing instruction described in this subsection (12.3.2) is different from remote special education homebound program instruction. For general requirements related to special education homebound instruction, see **4.7.2 Code 01 - Homebound**. For requirements specific to remote special education homebound instruction, see **12.3.4 Remote Homebound Instruction—Special Education Students**. If a student is eligible to be placed in the special education homebound instructional arrangement/setting, it is the responsibility of the student's ARD committee to determine whether it is more appropriate to place the student in that setting or in another setting that is provided via remote conferencing.

Your district can submit a request for a general waiver using the TEA's automated waiver application system, which is available in the online TEAL secure environment. When submitting a waiver request, cite the following requirements in item 3 of the "General Waivers" section: 1) the requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the *Student Attendance Accounting Handbook*, which is adopted annually through 19 TAC §129.1025, and 2) the agency's policy of considering only face-to-face instruction as instructional time for purposes of FSP funding. Note that requirement 1 needs to be cited only if the student is scheduled to be off campus at the official attendance-taking time.

In Subsection 12.3.2, "remote conferencing" means remote instruction 1) in which a student at an off-campus location is able to virtually participate in classes provided on the student's campus or
2) in which a student at an on- or off-campus location receives instruction or special education services from an appropriately credentialed individual who is at a different location. An example of a situation described by item 2 is one in which a student in a campus classroom receives speech therapy via remote instruction from an appropriately credentialed individual who is not on the student's campus.

5. How can my district serve a student receiving special education services in the homebound setting through "Remote Homebound Instruction"?

12.3.4 Remote Homebound Instruction—Special Education Students

A student's ARD committee is responsible for determining, in a manner consistent with state and federal law, whether remote homebound instruction meets the needs of the student.

If your school district provides remote homebound instruction to a special education student, your district may, **with the approval of a waiver request**, count the student in attendance for FSP funding purposes, including weighted funding purposes, provided that the following requirements are met:

- The student's ARD committee must have determined, in a manner consistent with state and federal law[3], that the remote homebound instruction to be provided meets the needs of the student.

- The ARD committee must have documented that determination in the student's individualized education program.

- All requirements related to the provision of special education homebound instruction must be met except for face-to-face instruction from the homebound teacher.

If a waiver is granted, the affected student will generate attendance/eligible days present according to the homebound funding provisions in **4.7.2.5 Homebound Funding and Homebound Documentation Requirements**.

Your district can submit a request for a general waiver using the TEA's automated waiver application system, which is available in the online TEAL secure environment. When submitting a waiver request, cite the following requirement in item 3 of the "General Waivers" section: the requirement that a homebound teacher serve a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by Subsection 4.7.2.5 of the *Student Attendance Accounting Handbook*, which is adopted annually through 19 TAC §129.1025.

In Subsection 12.3.4, "remote homebound instruction" means remote instruction in which a special education student with an instructional arrangement/setting code of 01 (homebound) receives individualized instruction through special education homebound instruction and in which all requirements related to special education homebound instruction are met except for in-person instruction from the homebound teacher. See **4.7.2 Code 01 - Homebound** for special education homebound requirements.

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[1] Pregnancy, in and of itself, is not considered a medical condition. See **12.3.3 Remote Homebound Instruction—Regular Education Students** for information on remote Pregnancy Related Services Compensatory Education Home Instruction.

[2] including provisions related to least-restrictive environment (LRE) and free appropriate public education (FAPE) requirements

[3] including provisions related to LRE and FAPE requirements

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND THIRD FUTURE SCHOOLS-TEXAS

Request for Approval of Memorandum of Understanding between Ector County ISD and Third Future Schools-Texas. Third Future Schools-Texas acts as the Operating Partner of Ector College Prep Success Academy under a performance agreement approved by the ECISD Board of Trustees on March 23, 2021. The Memorandum of Understanding between the two parties seeks to clarify and modify the previously-approved contract in the following ways: (1) to specify that ECISD, rather than Third Future Schools, will provide dyslexia intervention services to the campus and will be charged back to the partner; (2) to delete the district-provided "Bilingual Education" service and replace with "English as a Second Language" which will be charged back to the partner; and (3) to include the cost of copiers leased at the campus.

MEMORANDUM OF UNDERSTANDING
BETWEEN ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT AND THIRD FUTURE SCHOOLS-TEXAS

WHEREAS, on or about March 23, 2021 the Ector County Independent School District (the "District") did enter into that certain Agreement between Ector County ISD and Third Future Schools-Texas, with Third Future Schools-Texas ("Operating Partner"), to be effective July 1, 2021 (the "Agreement"); and

WHEREAS, the parties have determined that certain provisions of the Agreement should be amended;

NOW, THEREFORE, it is agreed as follows:

1. Paragraph 8.2.5 is deleted in its entirety.

2. Addendum 9, entitled "Administrative and Support Services District Individual Service Pricing" is amended to add Dyslexia Services, and the price to be charged by the District to the Operating Partner shall be $30.00 per enrolled.

3. Addendum 9, entitled "Administrative and Support Services District Individual Service Pricing" is amended to delete Bilingual Education and replace with English as a Second Language (ESL), and the price to be charged by the District to the Operating Partner shall be $6.00 per enrolled.

4. Paragraph 18.3.1, entitled "Office Equipment Leasing," is added to the Agreement and reads as follows:

   OP agrees to participate in the District's office equipment leasing program according to the terms of the agreement negotiated between the District and the District's selected vendor. Leased office equipment, such as photocopy machines, currently present at the School will remain in place to be utilized by the OP. If the OP wishes to add or remove any leased office equipment from the School, the OP shall notify the district in writing. OP agrees to reimburse the District for any costs associated with the procurement, operation, maintenance, and/or removal of any leased office equipment.

5. Paragraph 8.3.9, entitled "Health Services," is added to the Agreement and reads as follows:

   District will provide one or more nurses to the School, commensurate with the then-prevailing District procedures regarding nursing staffing based on current school enrollment data. Any and all nursing staff members assigned to the School shall be hired, evaluated, and compensated according to the then current District hiring guidelines, compensation manual, and human capital regulations and procedures. The District shall be responsible for the direct supervision of health services employees assigned to the school, and OP agrees to notify the District in writing regarding any concerns with health services staff that require supervisory intervention. OP agrees to reimburse the District for all compensation of any and

all health services staff members assigned to the School according to the provisions of Paragraph 13.3 ("Distribution of Funding Allocation"). Charges to OP for health services staff members compensation will be in addition to any "Nursing Services" costs listed in Addendum 9 ("Administrative and Support Services") of this Agreement.

This Amendment shall be effective the _____ day of _____, 2021. In all other respects, the Agreement is ratified and confirmed.

WITNESS our signatures on the dates set forth below.

Ector County Independent School District

By: _____

Name: _____

Title: _____

Date: _____

Third Future Schools-Texas

By: _____

Name: _____

Title: _____

Date: _____

REQUEST FOR APPROVAL OF SERVICE AGREEMENT BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND RIGHT AT SCHOOL, LLC

ECISD is requesting the approval of the service agreement between the Ector County Independent School District and Right At School, LLC as a provider of after school care/enrichment. Right At School provides an after-school enrichment program that allows for homework completion as well as embeds social-emotional learning to support the work of the ECISD Strategic Plan. The program has a fully developed curriculum that is engaging, interactive and tied to state standards. The staff is trained in Social, Emotional Learning (SEL) and trauma-informed care and will embrace partnership with students, families and District staff. Right At School will provide their services on-site at eight (8) Ector County ISD campuses and will serve Pre-K-5th grades with the possibility of serving students in 6th grade based on parent interest.

This is no cost to the district.

SERVICES AGREEMENT

By and Between:

RIGHT AT SCHOOL, LLC

and

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

This SERVICES AGREEMENT ("Agreement") is entered into Sept 15, 2021 (the "Effective Date") by and between Right at School, LLC (the "Provider") and Ector County Independent School District (the "District").

RECITALS

A. The District and the Provider wish to enter into an agreement that defines their relationship, describes services that the Provider will provide for and on behalf of the District, and establishes the manner in which services will be provided.

B. The Provider has expertise in providing services of the type described in this Agreement and has the necessary knowledge, skill, and experience to provide those services for the District.

C. The District desires to retain the Provider to provide the services described in this Agreement at the schools within the District identified in or pursuant to Exhibit A (the "School(s)").

NOW, THEREFORE, in consideration for the foregoing and mutual covenants contained in this Agreement, the Parties agree as follows:

Section 1. Incorporation of Recitals. The foregoing recitals are incorporated into and made a part of this Agreement.

Section 2. Term. This Agreement is for a term commencing on the Effective Date and continuing through June 30th, 2022 (the "Initial Term"), unless the Agreement is terminated sooner in accordance with the terms of this Agreement. After the Initial Term of this Agreement, and subject to any required performance review of the Provider's Services by the District in accordance with Section 15 of this Agreement, the Agreement may be renewed by a written agreement of the Parties for one or more additional terms,.

Section 3. Scope of Services. The Provider agrees to provide the services described in Exhibit A to this Agreement (the "Services") for and on behalf of the District in accordance with the terms and conditions of this Agreement.

Section 4. Statement of Work. The Provider or its subcontractors will be responsible for performing the Services; providing all materials necessary for the Services; and paying all taxes, employees' salaries or contracts, and other expenses associated with performing the Services. The Provider or its subcontractors will be responsible to direct and control the performance of the Services on a day-to-day basis and to provide and supervise all personnel who perform the Services. The District, from time to time, may request changes to the Scope of Services. Any amendments to this Agreement must be made in writing and signed by both Parties.

Section 5. Independent Contractor. The relationship between the Provider and the District shall be that of independent contractor.

Section 6. Schedule for the Services. The District and Provider will cooperate to develop a schedule for the Services that is mutually agreeable to the Parties. For each session, the schedule will include the starting and ending time, the location or locations in the School(s) where the Provider will perform the Services, and any other information that the Parties mutually deem appropriate.

Section 7. Enrollment of Students. The Parties will cooperate to provide information regarding the Provider's Services to parents and students and to enroll students in the Services in the manner set forth in Exhibit A. Right At School requires a minimum of 15 students be pre-registered in each school program by July 10 (September 13 for the 2021-22 school year only) prior to the start of the academic year. If the number of pre-registered students in a program is below 15 on or after July 10 (September 13 for the 2021-22 school year only) prior to the start of the academic year, Right At School may choose to discontinue the provision of Services at one or more individual, under-enrolled campus sites with two (2) weeks' written notice to the District and the listed parent/guardian of each enrolled student. Where practicable, reasonable efforts will be made by the Provider, in collaboration with the District, to accommodate students displaced due to under-enrollment at other Provider school sites within the District.

Section 8. Compensation and Payment. The Provider shall be solely responsible for charging and collecting tuition from the parents of enrolled students. The Provider shall pay to the District a portion of the tuition and fees the Provider collects for the Services in the manner and amount set forth in Exhibit B to compensate the District for the use of District and School facilities and resources.

Section 9. Staffing by Provider. The District has retained the Provider to perform the Services because of its expertise and the skill and experience of its professional staff and personnel, and the skill and experience of its subcontractors. The Provider must maintain and use sufficient staff to effectively fulfill the Provider's obligations under this Agreement, and the Provider's personnel, and any subcontractor's personnel, must be fully qualified to perform their respective duties. Minimum qualifications (see attachment 1) The Provider shall be solely responsible for recruiting, staffing, and supervising all of its staff and employees for use in the Leased Premises.

Section 10. Confidential Information.

A. Acknowledgment of Confidentiality. The Parties acknowledge that they may be exposed to confidential and proprietary information of the other party including, without limitation, curriculum and instructional materials, other technical information (including functional and technical specifications, designs, analysis, research, processes, computer programs, and methods), business information (including marketing, financial, and personnel information), intellectual property, trade secrets, and other information designated as proprietary or confidential expressly or by the circumstances in which it is provided ("Confidential Information"). Confidential Information does not include (i) information already known or independently developed by the recipient, (ii) information in the public domain through no wrongful act of the recipient, or (iii) information received by the recipient from a third party who was free to disclose it.

B. Covenant Not to Disclose or Misuse Confidential Information. Each Party agrees

that, with respect to the other Party's Confidential Information, it shall not, without the other Party's prior written approval, use, disclose to third parties, alter, or remove the Confidential Information in a manner not expressly authorized by this Agreement except as approved in advance by the owner of the information. Each Party shall use at least the same degree of care in safeguarding the other Party's Confidential Information as it uses in safeguarding its own confidential information.

C. Ownership of Curriculum and Instructional Materials. All curriculum, instructional materials, and other documents and items developed or purchased by the Provider for the purpose of providing the agreed-upon Services specified in this Agreement are the property of the Provider and are to be treated as proprietary and confidential. Such items shall not be used by the District or School(s) for any purpose without the express written consent of the Provider.

D. Student Records. The Provider will comply with the relevant requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and all other applicable federal and state law regarding the confidentiality of personally identifiable student information provided by the District. Any release of information contained in student education records provided by the District must be approved by the District. To protect the confidentiality of student education records provided by the District, the Provider will limit access to such records to those employees who reasonably need access to them in order to perform their responsibilities under this Agreement.

Section 11. Compliance with Laws. The Provider and its subcontractors must perform the Services in compliance with all applicable federal, state, county, and local laws and regulations and all applicable District and School policies and rules in effect now or later and as amended from time to time, including the Drug Free Workplace Act, FERPA, the Protection of Pupil Rights Amendment, the Health Insurance Portability and Accountability Act, and all applicable non-discrimination laws.

Section 12. Background Checks. The Provider will comply with all applicable background check laws for its employees and subcontractors that (i) will have contact with children through their performance of the Services, and (ii) are not also employed by the District. For any District employees who perform Services for the Provider, the Provider shall be entitled to rely on the District's criminal background check and determination of suitability for employment, and the Provider shall not be required to perform any additional background check or determination of suitability for such persons.

Section 13. Insurance. Provider, at its own expense, shall procure and maintain the following insurance policies, at a minimum, in the following amounts:

A. Workers' Compensation and Employers' Liability Insurance. Workers Compensation insurance affording workers' compensation benefits for all employees as required by state and federal laws, and Employers' Liability Insurance covering all employees who are to provide Services under this agreement, with a bodily injury per accident limit of liability of at least $ 1,000,000, bodily injury by disease limit each employee of $1,000,000, and bodily injury by disease policy limit of $1,000,000. The workers' compensation policy must contain a waiver of subrogation clause.

B. Commercial General Liability Insurance (Primary and Umbrella). Commercial General Liability Insurance or equivalent with limits of not less than One Million Dollars

($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in the aggregate for bodily injury, personal injury and property damage liability.

C. Automobile Liability Insurance. Automobile Liability Insurance when any motor vehicle (whether owned, non-owned or hired) is used in connection with Services to be performed, with limits of not less than One Million Dollars ($1,000,000) per occurrence for bodily injury and property damage.

D. Umbrella/Excess Liability Insurance: Umbrella or Excess Liability Insurance with limits not less than Four Million Dollars ($4,000,000) per occurrence, which will provide additional limits for Provider's general liability, automobile liability, and Employer's Liability insurance policies.

E. Professional Liability Insurance: Professional Liability insurance with limits not less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in the aggregate.

F. Sexual Abuse and Molestation Insurance: Sexual Abuse and Molestation Insurance with limits not less than Five Million Dollars ($5,000,000) per occurrence and Five Million Dollars ($5,000,000) in the aggregate.

G. The Provider shall include the District as an additional insured to the insurance policies described above (excluding the Worker's Compensation Insurance Policy).

Section 14. Termination.

A. Termination for Default. Either Party may terminate this Agreement if the other Party materially breaches any covenant, obligation, or provision of this Agreement, and the Party's material breach remains uncured for a period of thirty days after it receives a written notice of such breach from the other Party.

B. Termination for Convenience. Either Party may terminate this agreement for convenience upon at least 90 days' written notice to the other party. Unless otherwise mutually agreed by the Parties, any termination under this provision shall occur after the final day of the school year in which the written notice is received.

C. Payment for Services Rendered. In the event of any termination, the Provider may charge tuition and fees and shall be obligated to pay usage fees to the District in accordance with Exhibit B up to the date the Agreement is terminated.

Section 15. Cooperation. Each Party agrees to cooperate with the other Party with respect to the performance of the Services in an effort to provide quality programming for students within the District and School. Within thirty (30) days of the Effective Date of this Agreement, the Parties agree to establish a schedule of regular meetings between the Parties to discuss matters relevant to the provision of Services described herein. Additionally, the Provider hereby agrees to provide reasonable access to designated District staff members to observe any or all aspects of the Services described in Exhibit A for the purpose of conducting relevant formative reviews or "quality checks." As required, the Provider agrees to furnish both quantitative and qualitative data requested by the

District for the purpose of evaluating the Services provided by the Provider. Such data may be used by the District, along with any other relevant data, in determining whether to renew, non-renew, or terminate this Agreement.

Section 16. Indemnification.

Provider shall indemnify, hold harmless, protect, and defend the District and its trustees, officers, employees, representatives, agents, and affiliates for, from, and against any and all claims and damages (including reasonable attorneys' fees and costs) of any nature whatsoever (including, but not limited to, property damage and loss, bodily injuries, sickness, disease, or death), directly or indirectly arising out of or in connection with Provider's use of the Leased Premises or the conduct of Provider's business or from any activity, work, or thing done permitted, or suffered by Provider in or about the Leased Premises, unless caused solely by the District.

Section 17: Relationships with Foreign Entities

In accordance with Texas Government Code Chapter 2252, Subchapter F, Contractor certifies that it is not a company identified on the Texas Comptroller's list of companies known to have contracts with, or provide supplies or services to, the Government of Iran, the Government of Sudan, or a foreign organization designated as a Foreign Terrorist Organization by the U.S. Secretary of State. Contractor further certifies and verifies that, pursuant to Texas Government Code Chapter 2270, neither Contractor, nor any affiliate, subsidiary, or parent company of Contractor, if any (the "Contractor Companies"), boycotts Israel, and Contractor agrees that Contractor and Contractor Companies will not boycott Israel during the term of this Agreement.

Section 18: General Provisions.

A. Notices. All notices, billings, and other correspondence required to be given to either Party pursuant to this Agreement shall be sent by email or facsimile or delivered or mailed by certified mail to the following addresses:

If to the District:	If to the Provider
Ector County Independent School District	Right at School, LLC
802 N. Sam Houston	909 Davis Street, Suite 500
Odessa, TX 79761	Evanston, IL 60201
Fax: 432-456-9878	Fax: 1-855-287-2171
Email: superintendent@ectorcountyisd.org	Email: cindy.lawson@rightatschool.com
Attention: Dr. Scott Muri	Attention: Cindy Lawson

B. Recordkeeping. The Provider shall maintain books and records relating to the performance of the Services including records of the enrollment of students, collection of tuition and fees, and payment of fees the District. The District shall have a right to inspect such records upon notice to the Provider at a time that is mutually convenient for the Parties.

C. Entirety. This Agreement, together with the Exhibits attached hereto, constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made by either Party.

D. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and any dispute shall be settled in the courts of Ector County, Texas.

E. Severability. In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

F. Authority to Execute. Each Party represents and warrants to the other that this Agreement has been duly authorized and that the person who executed this Agreement is authorized to do so on behalf of the Party. This Agreement may be executed in two or more counterparts.

G. Assignment. Neither Party may assign this Agreement in whole or in part without the prior written approval of the other Party.

H. Exhibits. The following exhibits are incorporated into and made a part of this Agreement:

Exhibit A – Scope of Services

Exhibit B – Facility Use Lease Agreement

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year first written above.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT	RIGHT AT SCHOOL, LLC
By: _____	By: 
Its: _____	Its: Chief Services Officer
Date: _____	Date: 9/15/21

EXHIBIT A

SCOPE OF SERVICES

The following scope of services has been agreed to by the Provider and District:

Right At School operates the District's enrichment programs at the following schools as of the Effective Date: Blackshear Magnet Elementary School, Blanton Elementary, Hays Magnet Academy, Ireland Elementary School, Lyndon B. Johnson Elementary, Milam Magnet Elementary School, Murry Fly Elementary School, and Reagan Academic Magnet School. Programs include after-school, and/or before-school, and/or other enrichment programming, including, but not limited to pre-school, winter-break, spring-break, summer-break, and teacher in-service day programming. The District may provide written authorization to Right At School to operate the District's enrichment programs at one or more additional schools, which authorization Right At School may, in writing, accept or reject in its sole discretion. If Right At School accepts the authorization to operate the District's enrichment programs at one or more additional schools, such programs shall be operated in accordance with and subject to this Agreement.

Right At School will specifically provide:

- A dedicated Area Manager to oversee all aspects of all the District's programs, providing a direct link for all school administrators.
- Well-qualified and trained staff. All staff are trained using our innovative blended learning training model, and receive extensive instruction before entering the program.
- All program management and oversight, including structure, scheduling, vendor management, etc.
- Ongoing new enrichment units and classes throughout the year.
- One-stop parent registration and payment through our portal system.
- Support (through our toll-free customer service call-center) for any parent questions or issues.
- Marketing materials to promote the program to interested families. Any such marketing materials will be developed, designed, translated (English, Spanish, and other languages as needed), and distributed by the Provider with distribution support from the District/School(s) in accordance with the District's then-current community distribution policies, procedures, and regulations.
- Ongoing outreach to your PTAs and school communities to build relationships and solicit feedback.
- A 50% discount to Ector County ISD staff members, a 25% discount to families receiving free or reduced lunch, and a 10% sibling discount.

- 3% of all revenues from our Right Club after-school program at each school to be paid to the District. Revenue process and share will be communicated to the District/School(s) as to students, amount and other details within 30 days of the Effective Date of this Agreement.

- 3% of all revenues from our Right Club after-school program at each school to be given back in scholarships. Revenue process and share will be communicated to the District/School(s) as to students, amount and other details within 30 days of the Effective Date of this Agreement

- There is no cost for the use of the facility, however, 3% of all revenues from the Right Club after school program be used by the organization to offset tuition costs for families in need.

EXHIBIT B

FACILITY USE LEASE AGREEMENT

This Lease Agreement is effective as of the date written on the signature page of this Agreement, and is entered into between the District ("Landlord") and the Provider ("Tenant").

RECITALS:

A. The District is the owner of Blackshear Magnet Elementary School, located at 501 E. Dixie Blvd., Odessa, TX 79761

B. The District is the owner of Blanton Elementary School, located at 4101 Lynbrook Avenue, Odessa, TX 79762

C. The District is the owner of Hays Magnet Academy, located at 1101 E. Monahans St., Odessa, TX 79761

D. The District is the owner of Ireland Elementary School, located at 4301 Dawn Avenue, Odessa, TX 79762

E. The District is the owner of Lyndon B. Johnson Elementary, located at 6401 Amber Drive, Odessa, TX 79762

F. The District is the owner of Milam Magnet Elementary School, located at 640 College Avenue, Odessa, TX 79761

G. The District is the owner of Murry Fly Elementary School, located at 11688 W. Westview Drive, Odessa, TX 79764

H. The District is the owner of Reagan Academic Magnet School, located at 2321 E. 21st Street, Odessa, TX 79761

The school properties listed in Recitals A - H, as well as the Additional Schools, are collectively referred to as the "Schools" in this Lease.

The District desires to lease a portion of the space and facilities located on the properties listed in Paragraphs A - H (the "Premises") to Tenant and Tenant desires to rent the Premises from Landlord for use for educational programs and services as described in Exhibit A (the "Services") to the Services Agreement.

NOW THEREFORE, in consideration of the foregoing Recitals, the parties agree as follows:

1. Facility Agreement: Landlord and Tenant entered into the Services Agreement pursuant to which Tenant was granted authority to enter, occupy, maintain, and provide the Services set forth in Exhibit A within the application regulatory requirements.

2. Term: Landlord hereby leases the Premises to Tenant, upon the terms and conditions set forth herein, for a term commencing on the Effective Date and continuing until termination of the Services Agreement (the "Term"). If the Services Agreement is terminated sooner than Term for any reason, or if the Tenant otherwise ceases to operate the Premises for the Services, this Lease shall terminate on the earlier of: (i) the date this Agreement is terminated; or (ii) the date Tenant ceases to operate in accordance with the terms of this Lease. Upon termination of the Lease, all obligations between the parties will terminate and the Leased Premises will remain the sole and absolute property of the Landlord.

3. Rent: In consideration of the leasing of the Premises set forth above, Tenant agrees to pay to the Landlord, as rent for the Premises, the sum of 3% of Tenant's Right Club after-school revenue at each premise per year, paid semi-annually in January and July.

4. Use of Premises, Generally: The premises being leased are to be used solely for the educational programs and services as described in Exhibit A (the "Services") to the Services Agreement, and not to be used for any other purposes without first obtaining the consent in writing of Landlord, or Landlord's authorized agent.

5. Day-to-Day Operations: The Landlord will designate the school Principal of each School as the person that Tenant shall contact with respect to any issues that arise in connection with the day-to-day operations under the Lease. In the event there is a dispute that is not resolved at the campus level, the matter shall be referred to the Landlord's Superintendent or designee for resolution. The decision of the Superintendent or designee shall be final and not subject to further appeal.

6. No Assignment: The Agreement may not be assigned by Tenant without the prior written consent of the Landlord.

7. No Waste, Nuisance, or Unlawful Use: Tenant shall not commit, or allow to be committed, any waste on the premises, create or allow any nuisance to exist on the premises, or use or allow the premises to be used for an unlawful purpose.

IN WITNESS OF, the parties have caused this Lease to be executed by their duly authorized representative as of the date reflected on the Signature Page attached to the Agreement above.

Attachment 1- Minimum Qualification

Job Title: Educator

As a before/after school Educator, you will be responsible for ensuring the safety of all children in the program while engaging them in curriculum, supporting homework completion and leading fun fitness activities during the Right Club. An Educator will ensure the highest quality programming that supports our focus on the 4Cs: Character, Confidence, Creativity and Conditioning.

Essential Job Functions

- Partners with the Program Manager to deliver and enhance the Right At School curriculum by engaging children and fostering the 4Cs.
- Manages and organizes the materials for all lessons and activities.
- Implements effective classroom management strategies to maintain the attention, safety and well-being of all students.
- Communicates with parents when needed.
- Assists children with homework when not teaching curriculum.
- Administers light First Aid when necessary.
- Develops strong relationships with students and parents to ensure successful delivery of all Right At School programs and ensure customer satisfaction with the program.
- Other duties as assigned.

JOB REQUIREMENTS

- Excellent communication skills with varied audience including children, parents, staff and school personnel.
- Respect for and dedication to working with children.
- Ability to engage children in learning activities in fun and interactive ways.
- Strong classroom management skills with the ability to use and model appropriate positive discipline.
- Works well in a team environment.
- First aid and CPR certification preferred.
- High school diploma/GED required.
- Must meet state specific guidelines for the role.

PHYSICAL REQUIREMENTS

- Must be able to lift, carry, push, or pull up to 25 pounds 25% or less of the workday.
- Must be able stoop, kneel, crouch, or crawl 50% or less of the workday.
- Must be able to talk, see, hear, concentrate, think, learn and reason for all of the workday.
- Must be able to sit and walk or otherwise move around for prolonged periods of time throughout the workday.

Attachment 1 – Minimum Qualifications (continued)

Program Manager, will -

- Lead a team of educators and/or assistant teachers to ensure the delivery of engaging, interactive educational experiences and curriculum
- Develop strong relationships with school administration, parents, & PTA organizations in order to provide the best care for children and ensure customer satisfaction
- Manage staff compliance with district-specific policies and procedures
- Maintain excellent communication with a varied audience including children, parents, staff, and school personnel
- Model positive guidance and effective classroom management to maintain the safety, well-being, and attention of all children while supporting homework completion, leading fun fitness activities and guiding children at play
- Lead the educator and assistant teacher team in organizing program materials for lessons and activities, as well as document attendance, incidents, and other observations
- Manage and order supplies as needed according to curriculum
- Meet and report regularly to the Area Manager regarding program, site, and staff performance

What we are looking for:

- Outstanding customer service and relationship building skills
- Strong classroom management skills with the ability to use and model appropriate positive discipline
- Works well in a team environment
- A passion and drive that inspires a love for learning & the ability to engage children in learning activities in a fun and interactive way
- Respect for and dedication to working with children
- 2 years of direct experience working with children under 13
- 1 year of supervisory experience
- College coursework in early childhood education, elementary education, or a related field
- Ability to meet state-specific requirements; FA/CPR, Mandated Reporter, Cleared TB

REQUEST FOR APPROVAL OF PARTNERSHIP AGREEMENT BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND ACCELERATION ACADEMIES

On July 27, 2021 ECISD Board of Trustees approved the partnership between the District and Acceleration Academies to provide a high quality and high impact education program that targets dropout prevention and dropout recovery of students who are under 21 years of age and have not graduated from High School. ECISD will partner with Acceleration Academies to recover students who have dropped out of school, and provide an alternative for students who need credit recovery and are at risk of dropping out of school. ECISD will recover a percentage of lost average daily attendance (ADA) generated by the dropout recovery efforts through revenue sharing.

PARTNERSHIP AGREEMENT BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND ACCELERATION ACADEMIES, LLC.

This Partnership Agreement is made on July 27, 2021 by the Ector County Independent School District ("District"), and Acceleration Academies, LLC ("Acceleration Academies").

PREAMBLE

A. The District seeks to re-engage and educate students who remain eligible to receive District services but who require access to educators and academic content over extended hours daily, throughout an entire calendar year (not simply an academic year) and who may need highly individualized learning plans to structure their path to high school graduation.
B. Acceleration Academies is prepared to make a long-term investment in the District and its community by securing and providing for District-identified students each of the following:
    i. Appropriate physical sites within the community, approved by the District and specified in Exhibit 1, for serving District-identified dropouts;
    ii. The full-time services of Acceleration Academies' certified teaching personnel, social workers and support staff as required to provide a minimum 10-hour per school day, 12-months per year recruitment, reengagement and education services to District-identified dropouts;
C. Acceleration Academies' investment in the District and its community is for a minimum of a 2-year period, subject to the District's termination rights under this Agreement;
D. Acceleration Academies shall bill for and receive compensation for its services on a monthly per-pupil basis in accordance with Section 4.7 of this Agreement.
E. The District desires to have Acceleration Academies provide its services to student dropouts and other select students who are enrolled in school but lacking a significant number of credits required for graduation as compared to other similarly-aged students. All such students must be eligible to receive District services.

TERMS AND CONDITIONS

In consideration of the mutual promises contained in this Agreement and for other good and valuable consideration, The District and Acceleration Academies agree as follows:

1. PROGRAM DESCRIPTION

1.1. Acceleration Academies will provide a community-based alternative education program ("Program") for the District's Eligible Students. "Eligible Students" mean current and former District students who:

- Are not high school graduates;
- Are in grades 9-12 or an under-credited, over-aged 8th grader;
- Qualify under State law for public education services from the District;
- Are not currently enrolled in an educational program within the District, or who the District has determined are at risk of abandoning education;

- Are referred to the Program by the District; and
- If State-required, are residents of the District.

New students may also seek admission into Acceleration Academy by first enrolling in the District school to which they would be zoned and then filing a request with the campus counselor to attend the Acceleration Academy program.

The Parties expect that eligible students shall receive academic services sufficient to satisfy the District's educational requirements for achieving a District-issued high school diploma.

1.2. The Acceleration Academies Program's instructional content and curriculum will be fully aligned to state standards. The District may, at its election, place into Acceleration Academies' Acceleration Academies Program students who are currently enrolled in District. Once a District student is placed in the Acceleration Academies Acceleration Academies Program, that student is expected to remain in attendance at the Acceleration Academies Program through graduation.

1.3. The Acceleration Academies Program will be included as an exit option in any District Dropout Prevention Plan or other District program for students at risk of abandoning education.

1.4. The Acceleration Academies Program shall be delivered to Eligible Students 12 months per year, and consist of research-based instructional methodologies within each academic day, which include 1:1 face-to-face instruction, small group instruction, full-group instruction, guided practice, online instruction, lecture and group-led instruction and computer/direct face-to-face concurrent instruction. Instruction shall be made available to Eligible Students generally 10 or more hours per academic day. The Acceleration Academies classes shall maintain an average daily attendance pupil/instructional staff ratio in compliance with State staffing requirements. Supervision and control of any student participating in an Acceleration Academies Program shall be the sole responsibility of Acceleration Academies while the student is attending an Acceleration Academies Program site.

1.5. To the maximum extent permitted by law, the District shall make available upon request of Acceleration Academies any and all educational records in its possession for Acceleration Academies' Program purposes. Such records include but are not limited to, academic assessments, psychosocial profiles, limited English proficiency reports, grade reports, attendance data, and cumulative records. It is understood that Acceleration Academies acts as the District's designated agent for meeting the academic, social and psychological needs of District students participating in the Acceleration Academies' program, and that as the District's agent, Acceleration Academies is bound by all confidentiality and privacy provisions of law governing the District. Specifically, Acceleration Academies shall comply fully with laws, policies and rules guaranteeing the confidentiality of student educational records and access thereto.

1.6. Acceleration Academies shall with the District ensure the legal entitlements of special students identified as exceptional and those who are limited English proficient, through Acceleration Academies' compliance with the Every Student Succeeds Act (ESSA), and with any District plan addressing limited English proficiency.

1.7. Acceleration Academies shall provide the District with its written procedures governing intake, evaluation, dismissal, and separation of Acceleration Academies' students. Dismissal or separation of any student shall be governed by the District's policies and the District's Student Code of Conduct.

1.8. Acceleration Academies shall adopt the District's Code of Student Conduct and at the time of intake shall secure student and parent/guardian signatures acknowledging an understanding of the rules and penalties for violating them. Acceleration Academies' administrative staff will meet quarterly or more as needed with the District's Administrative staff to discuss the Program and progress of its students. Acceleration Academies agrees to access publicly available Code of Conduct manuals for each student enrolled in the Program at the District website.

1.9. Any student enrolled in a District school who seeks to attend Acceleration Academies' Program cannot attend the Program without first obtaining express written approval of the District. Any approval—if given—shall be initiated by the campus principal and confirmed by the District's Executive Director of Student and School Support in an email directed to dsundstrom@accelerationacademy.org or to another designee specified in writing by Acceleration Academies.

1.10. Acceleration Academies shall exercise best efforts to enable the District to qualify for maximum State funding for the students participating in Acceleration Academies' program. The Parties acknowledge and agree that time is of the essence in meeting their respective obligations under this Agreement.

2. FACILITIES

2.1. Acceleration Academies agrees to provide educational services at various sites within the community (sites described with specificity in Exhibit 1). The number of sites will be determined by preliminary estimates of projected enrollments in the Acceleration Academies Program. Acceleration Academies agrees to maintain facilities in accordance with federal, state and local laws, city ordinances, and District policy. Each site selected by Acceleration Academies for use in the performance of this Agreement will be submitted to the District's Facilities Department representative for approval, and approval shall not be unreasonably withheld. The District agrees that it shall state with specificity the health or safety reason for any non-approval. Acceleration Academies welcomes District recommendations and/or suggestions of viable sites for the Acceleration Academies sites.

2.2. Acceleration Academies will comply with the standard requirements as specified for the Program use, as determined in the residing state's building code, Americans with Disabilities Act (Guidelines) and the National Fire Protection Association (NFPA) 101 Life Safety Code 2012 Edition (or latest edition). Acceleration Academies shall ensure that the property owner maintains current sanitation and health certificates and that all leased sites receive an annual fire inspection. Further, Acceleration Academies shall ensure that any Program site shall—at a minimum—establish and maintain safety, health and public welfare conditions comparable to those of other District campus sites.

3. ADMINISTRATIVE AND INSTRUCTIONAL STAFF

3.1. All personnel providing services at Acceleration Academies' site(s) shall be Acceleration Academies' employees. Acceleration Academies shall identify an Acceleration Academies' administrator who shall have authority to make decisions on behalf of Acceleration Academies and who will represent Acceleration Academies, including but not limited to, in all required administrative meetings and training. In the event that such administrator is not available, an Acceleration Academies designee approved by the District may represent Acceleration Academies.

3.2. All Acceleration Academies' educators shall be certified teachers and shall meet the certification requirements as set forth in the state's Board of Education Rules governing professional standards. Further, Acceleration Academies' assigned classes shall be in accordance with the state Course Code Directory. All Acceleration Academies employees, appointees, or agents who come into contact with students as part of any Acceleration Academies Program must submit to a background check at Acceleration Academies' expense in a manner prescribed by the District. Acceleration Academies agrees to remove any person providing services to students under this Agreement who does not meet the standards under District Board Policies and administrative procedures on criminal background checks and employee history checks.

3.3. Acceleration Academies shall employ a minimum of one Special Education certified teacher to develop, implement and determine mastery of the Individual Educational Plan (IEP) goals for special education students, who shall participate in admission and exit conferences, IEP preparation and staffing, and maintaining special education compliance for special education students. Acceleration Academies shall promptly notify designated District personnel and complete all appropriate forms and paperwork in the event that any Acceleration Academies teacher or staff suspects that a particular District student in the Program may have a disability which may qualify that student for special education services. It is understood that Acceleration Academies shall provide all appropriate educational IEP and special needs accommodations, if any, while the District shall provide all appropriate clinical IEP and special needs accommodations, if any. For purposes of this Agreement, "clinical" means medical, psychiatric, and health-related services traditionally provided by a licensed professional who is not rendering full-time services as an educator.

3.4. Acceleration Academies shall promptly notify the District's designated ESOL personnel of ESOL enrollment, or language proficiency assessment and continuance of ESOL services.

3.5. Acceleration Academies shall employ appropriately certified substitute teachers for permanent instructional personnel who are temporarily absent due to illness or personal reason. Additionally, Acceleration Academies accepts full responsibility for ensuring that appropriate student/faculty staffing ratios are met regardless of any temporary or extended absence of one or more instructional personnel.

3.6. Acceleration Academies shall provide its teachers with up to ten (10) paid hours annually during which they may upgrade skills through participation in District sponsored or

Superintendent's designee-approved Acceleration Academies in-service activities. The cost of such activities, if any, shall be borne by Acceleration Academies. Acceleration Academies shall assume responsibility for the credentialing of its employees, including, but not limited to, paying costs associated with participation in a Professional Orientation Program.

3.7. Soliciting, employing or contracting the services of any District employee or contractor during this Agreement or within one year following the termination of this Agreement, absent District consent, is hereby forbade.

4. STUDENT EVALUATION AND ACADEMIC PERFORMANCE REQUIREMENTS

4.1. Acceleration Academies shall conduct an academic assessment of each student upon intake. The results of this assessment combined with the student's previous class schedule and educational goals shall determine the instructional strategies employed while the student is enrolled in Acceleration Academies' Educational Program. Acceleration Academies shall design a student schedule outlining a course of study that the student is to follow. All courses offered must lead toward a standard high school diploma approved by the District. Acceleration Academies agrees to use the District or State course matrices. All Acceleration Academies students shall be subject to the District's or State's approved academic credit standard for a high school diploma. If appropriate, Special Education students shall be subject to curriculum modifications as stated in applicable student IEPs to enable the student to meet the requirements of a high school diploma.

4.2. Subsequent to the review of academic history, Acceleration Academies shall develop an Academic Intervention Plan (AIP) with each student that identifies the academic needs of the student stated as short term and long-term academic goals. The AIP shall be reviewed and revised with the student participating on regularly scheduled intervals.

4.3. Acceleration Academies agrees to prepare students for any end-of-course examinations, and any other District-wide mandated assessment by ensuring that each Acceleration Academies teacher delivers appropriate instruction.

4.4. Acceleration Academies agrees to administer end-of-course examinations, and other District-wide mandatory tests on-site, proctored only by Acceleration Academies' staff members certified to meet all legal mandates and State policies. All course grading shall use the identical formula for course grading used in the District's traditional high schools (e.g., a letter grade shall be issued if comparable courses in District high schools provide a letter grade).

4.5. Acceleration Academies shall maintain individual achievement records in a form prescribed by the District for each student. Included therein must be a record specifying which competencies have been mastered, the date on which mastery was achieved, and the signature of the certified teacher verifying mastery.

4.6. Acceleration Academies shall make available a quiet, private room for District sponsored psychological evaluations and Special Education and/or ESOL interviews or parent/teacher meetings.

4.7. Acceleration Academies shall use its best efforts to assure that each student in Acceleration Academies' program shall:

A. Receive instruction in accordance with state and federal law, which shall include at a minimum average of 43,200 minutes per annum receiving academic content through instructional methodologies which include 1:1 face-to-face instruction, small group instruction, full-group instruction, guided practice, on line instruction, lecture and group-led instruction and computer/direct face-to-face concurrent instruction.
B. Complete a successful weekly "status check" consisting of individualized real-time interaction for a qualifying purpose. Qualifying purposes will include instruction, academic counseling, career counseling, and/or case management.
C. Within three months earn one or more of the following:
    (i) a high school diploma
    (ii) at least .25 high school credits.

5. CONTENT, CURRICULA AND DISTRICT TEXTS/MATERIALS

Acceleration Academies' Program shall employ Acceleration Academies-approved and/or Acceleration Academies-established educational content and curricula aligned to District and state standards, in accordance with Paragraph 1.2, above.

6. ATTENDANCE, MEMBERSHIP & DIPLOMA/GRADUATION PROTOCOL

6.1. Acceleration Academies personnel shall be subject to all confidentiality protocols applicable to District staff. The Parties acknowledge that time is of the essence, and that immediately upon execution of this Partnership Agreement, the District shall, without delay, commence training of Acceleration Academies' designated personnel on accessing, inputting data and obtaining relevant information from the District's *Student Information System (SIS*). The Parties acknowledge that such training is crucial to this Agreement, and crucial to timely and effectively meeting the needs of students. Further, the District expressly warrants that it will provide designated Acceleration Academies' personnel—to the maximum extent possible— sufficient login and password rights to enable Acceleration Academies to timely do all of the following:

- Register and schedule Eligible Students into applicable State and District student information systems.
- Enter relevant student data into those applicable information systems.
- Report attendance and grades through those applicable information systems.
- Access relevant Eligible Student records contained in those applicable information systems.

Acceleration Academies agrees to comply with state's attendance protocols and requirements. Acceleration Academies agrees to take attendance daily and forward information to the

appropriate District designee on an agreed upon timeline. Acceleration Academies will provide the appropriate computer hardware and the District will provide the SIS programming and software, along with the required training, to Acceleration Academies' designated personnel.

6.2. Acceleration Academies' Full Time Equivalent Membership (FTE) shall be counted monthly.

> **Membership defined.** A student is in Membership when he/she is officially assigned by the District to an Acceleration Academies course or Program.
> **In Attendance defined.** A student is In Attendance in any day his or her participation in an Acceleration Academies' program or activity meets the requirements of Paragraph 4.7(A), (B) or (C).

A student in Membership remains In Attendance until formally withdrawn. The District agrees that it will provide Acceleration Academies appropriate access to its SIS software program as necessary to enable Acceleration Academies to timely enter FTE data. All course identification must be accurate (e.g., must specify State approved course number, section number, period number, days per week and class minutes).

6.3. "Enrollment" and "Presence" factors:

a) The criteria for determining whether a student is enrolled in an Acceleration Academies' program is identical to the criteria for determining whether a student is enrolled in a District traditional/general education program.
b) The criteria for determining whether a student is "present" in an Acceleration Academies' program is identical to the criteria for determining whether a student is "present" according to Texas Education Code.
c) The presence, absence, or tardiness of each student shall be checked, each day, and recorded daily in the District's automated student attendance record-keeping system. To comply with the rules, a pupil is "in attendance" if he or she meets District attendance protocols governing the District's general education/traditional high schools (e.g., authorized attendance at an off-site field trip event constitutes "attendance.")

6.4. Because Acceleration Academies is a program and not a stand-alone high school, each Acceleration Academies' student who meets all District requirements for a high school diploma shall be designated, for graduation rate calculation and analyses, a graduate of the most recent District high school that the student attended. If he or she had not previously attended a District high school, the high school at which the student would be zoned to attend based on the student's current residence may be designated.

7. STUDENT RECORDS

7.1. Acceleration Academies will prepare and maintain records relating to the students and the Program in accordance with the District's daily quality record requirements. Records will include demographic data, test scores, discipline records, attendance, withdrawal (leave) code documentation and other appropriate information. Acceleration Academies shall convey such

information confidentially and directly to the District using protocols and technology reasonably requested by the District.

7.2. Acceleration Academies understands that the District must have access to copies of student administrative and educational records to effectively participate in this Agreement. Acceleration Academies agrees to provide the District access to all student, administrative, educational and financial records required to monitor and evaluate the effectiveness of Acceleration Academies' Program. Acceleration Academies agrees to allow the District to access to all facilities, including classrooms, during all regularly scheduled operation hours.

7.3. The District and Acceleration Academies agree that each will at all times remain in compliance with the Family Educational Rights and Privacy Act. In the event that the District is compelled by law to furnish information or records in the possession of Acceleration Academies, Acceleration Academies promptly shall furnish such information and records to the District and the District shall have the right to release such information and records to the extent that the release is lawfully required.

8. TRANSPORTATION & FOOD SERVICES

8.1. If necessary—and only as required under existing State and District protocols governing District transportation of its students—the District shall provide student transportation to and from Acceleration Academy Program sites. However, if transportation needs of Acceleration Academies' students cannot be met under those protocols, the Parties agree to engage in good faith efforts to determine transportation options to reasonably meet those needs. The use of ECISD student transportation services may result in additional costs to Acceleration Academies, which will be "charged back" to Acceleration Academies through a reduction in the monthly revenues paid to Acceleration Academies.

8.2. For each student attending Acceleration Academies' Program who qualifies for free or reduced-cost food/nutritional services, the District shall provide such services in accordance with Federal and State requirements governing District students. It is understood that daily delivery of pre-packaged meals (e.g., sack lunches) may be sufficient to meet such requirements.

9. MEDIA

Acceleration Academies shall implement and comply with all District policies and procedures governing or affecting media and its usage.

10. DISTRICT RESPONSIBILITIES

10.1. On the first Monday of every month, the District shall provide Acceleration Academies its most recent and updated list (e.g., withdrawal list, Did-Not-Enroll ("DNE") list, etc.) of students/former students who have dropped-out (withdrawn) from school, who remain eligible for participation in the Acceleration Academies Program and are pre-approved to enroll. This list will include students with the following district-coded distinctions:

- Did Not Enroll in new semester

- Any student age 16 or older who leaves school voluntarily with no intention of returning and has filed a formal declaration of intent to terminate school enrollment
- Any student who received a certificate of completion. The student met the minimum credits and local requirements, but did not pass the state approved graduation test or an alternate assessment, and/or did not achieve the required GPA (where applicable)
- Any 8-12 grade student withdrawn from school due to court action
- Any 8-12 grade student who is withdrawn from school due to nonattendance
- Over-aged 8th grader
- Any 8-12 grade student whose whereabouts is unknown
- Any 8-12 grade student who withdraws from school to attend a Home Education (homeschool) program
- Any student who withdraws from school to enter the adult education program prior to completion of graduation requirements

The District understands and acknowledges that *time is of the essence in its development and production of each list and list update.* At a minimum, this list shall contain the following data for each individual identified student/former student:

- Complete name
- Last-known address and phone numbers (student's cell, parent's home and cell if available).
- Credits earned-to-date
- Date of last attendance
- Age
- Any other student-related information that the District determines relevant.

10.2 The District shall inform all District guidance counselors of Acceleration Academies' programs at the start of each academic year.

10.3. The District shall monitor the performance and services provided by Acceleration Academies in accordance with performance standards outlined in this Agreement. Student performance and student attendance standards shall be identical to those applicable to similarly situated students in the District's traditional high schools.

10.4. The District shall reasonably assist in arranging for Acceleration Academies teachers and/or staff to participate in District staff development activities, both mandatory and optional.

10.5. The District shall include the Acceleration Academy program on its website, invite representatives from the program to participate in district open house and other district-sponsored events and provide other opportunities to support program recruitment efforts.

10.6. The District shall meet quarterly or more as needed with Acceleration Academies' Administrative staff to discuss the Program and progress of its students.

10.7. The District shall perform any required multi-factored evaluations which may be utilized by Acceleration Academies special education personnel to develop IEP's for students with disabilities in accordance with Paragraph 3.3. Acceleration Academies shall provide the

academic component of these IEP's while the district shall provide any required clinical or non-academic services.

10.8. The District shall expedite any Acceleration Academies' request for all data entry rights necessary to enable Acceleration Academies to timely enter required student data into District automated data systems.

10.9. The District shall refrain from doing the following without the express, written consent of Acceleration Academies:

a) Appropriating or using any of the intellectual or other property of Acceleration Academies;
b) Soliciting, employing or contracting the services of any Acceleration Academies' employee or contractor during this Agreement or within one year following the termination of this Agreement, absent Acceleration Academies' consent.

11. FINANCIAL RECORDS, RELATED DATA AND PROCESSES

11.1. Acceleration Academies shall maintain all financial records related to each educational service Acceleration Academies provides under this Partnership Agreement for the applicable period required by law.

11.2. During the Term of this Agreement, the District may at its option arrange for an independent audit of funds it is paying or has paid to Acceleration Academies under this Agreement. Such an independent audit would be at the District's sole expense, and performed during regular business hours upon reasonable notice. If the District issues a written audit report, Acceleration Academies shall be provided a reasonable opportunity to submit a written response to it. The District shall ensure that a written audit report, if any, is combined with Acceleration Academies' written response in any publication or report that is subject to the State's applicable Public Records Act or Freedom of Information Act.

12. COMPENSATION

12.1. For each month of a 12-month calendar year, compensation for Acceleration Academies' Program services under this Agreement shall be on a per pupil basis of $583.00 per month for each participating student who has, for the applicable month, met the conditions/requirements specified in Paragraph 4.7 of this Agreement. A partial pro-rata monthly payment will apply to any student who enters Acceleration Academy after the first of the month or withdraws from Acceleration Academy prior to the end of the month.

13. REPORTS AND EVALUATIONS

13.1. Acceleration Academies shall submit to the District within thirty (30) days after the execution of this Agreement the most recent financial statement of its assets and liabilities in the form of an independently audited financial report.
13.2. In accordance with Paragraph 11, Acceleration Academies will maintain and retain throughout the term of this Agreement and for any period required by law, financial information that discloses use of funds received from the District. In the event of a State, Federal or Local Unit of Government audit of the District regarding expenditures of State, Federal or Local Unit of Government funds, Acceleration Academies shall make available for inspection such financial information as required by the State Department of Education or other applicable auditing agencies.

13.3. Acceleration Academies shall submit an annual report of each year of implementation, starting with the end of the first year of implementation. The annual report shall contain basic demographic data, attendance rates, enrollment data, and achievement data on all participating students. Student achievement data shall include, but not be limited to, the number of credits earned by each student, the number of students participating in the Program, and the number of graduates exiting the Program.

13.4. Acceleration Academies shall provide the District with a final summative project report at the completion of the Agreement's Term. The report shall include, but will not be limited to, project background information, a description of the project implementation, and all relevant accomplishments and conclusions.

13.5. The District reserves the right to conduct its own evaluation of this project at any time in accordance with Paragraph 4.7 to verify effectiveness.

13.6. Acceleration Academies and the District intend to utilize the results of the evaluations and written reports as part of the criteria for continuation or termination of future participation in the Program. Unless otherwise required by law, no reports or evaluations created pursuant to this Agreement may be released to third parties without prior written consent of District; the District affirms that its consent will not be unreasonably withheld.

14. EFFECTIVE DATE, TERM AND AMENDMENTS

14.1. This Agreement shall become effective upon being signed by the District's Superintendent, School Board Chairperson and an Acceleration Academies-authorized agent ("Effective Date").

14.2. Term. The Term of the Agreement (which shall include any renewal period) shall begin on the Effective Date and continue for a period of twenty-four (24) months; the Term may renew annually thereafter if the requirements of Paragraph 4.7 are met, subject to the mutual consent of the Parties. Either party may provide the other party with written notice of nonrenewal at least 6 months before a renewal date. Further, the Term shall be subject to the early termination provisions of Paragraph 22 below.

14.3. The Parties agree to review this Agreement annually, and either party may request amendments. An amendment may be made only in a writing that conforms to all formalities of this Agreement.

15. *(Paragraph 15 intentionally omitted.)*

16. RELATIONSHIP OF THE PARTIES

It is understood and agreed that Acceleration Academies is providing its partnership services as an independent contractor and that neither it, nor any employee or agent of Acceleration Academies, shall be deemed, for any purpose, to be an employee (paid or volunteer) or agent of District. This Agreement does not create a joint venture under State law. Acceleration Academies assumes full responsibility for the actions of its personnel and volunteers while performing any services incident to this Agreement. Acceleration Academies shall remain solely responsible for the supervision, daily direction, control, and compensation (including withholding of income taxes and social security contributions, as applicable), of its employees, volunteers and agents. In no event shall either Party be responsible or liable to the other party for any action or inaction of its respective officials, agents, administrators, employees, volunteers and students.

17. INSURANCE

Acceleration Academies agrees to provide and maintain, during the term of this Agreement, automobile liability (if applicable), general liability, professional liability for errors and omissions, and workers' compensation insurance in amounts reasonably required by the District. Acceleration Academies will provide the District with original or copies of certificates of insurance evidencing insurance and coverage amounts. Such certificates shall provide that the District will receive thirty (30) days prior written notice before cancellation or alternation of any coverage shown. The District will be added as an additional insured on the automobile liability and general liability policies. District shall be provided a Waiver of Subrogation on the automobile liability, general liability, and workers' compensation insurance.

18. NO WAIVER OF DEFENSES

Neither Acceleration Academies nor District waives or relinquishes any defense on behalf of itself, its trustees, officers, employees, or agents as results of the execution of this Agreement or the performance of the functions and obligation described herein.

19. NO WAIVER OF BREACH

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of the breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

20. RIGHTS IN PROPERTY

All title to Acceleration Academies supplies, equipment furniture, and records shall remain the sole property of Acceleration Academies. All title to District furnished supplies; equipment, furniture, materials and/or textbooks shall remain the sole property of District.

21. PROPRIETARY INFORMATION

21.1. Each of the Parties shall own its own intellectual property including without limitation all trade secrets, know-how, proprietary data, documents, and written materials in any format. Any materials created exclusively by the District shall be owned by the District, and any materials created exclusively by Acceleration Academies shall be its own proprietary material. The Parties acknowledge and agree that neither has any intellectual property interest or claims in the other Party's proprietary materials, but each party has a license to use the other party's proprietary materials for the entire term of this Agreement so long as prior written approval is secured from the other Party and proper attribution is made. Notwithstanding the foregoing, materials and work product jointly created by the Parties shall be jointly owned by the Parties and may be used by the individual Party as may be agreed upon by both Parties from time to time.

21.2. The District recognizes and understands that Acceleration Academies maintains as confidential information respecting its Programs and methods, including, without limitation, its written course of instruction, manuals, business model, and education plan. The District agrees that it will not appropriate any such information to its own use except with written permission from Acceleration Academies, and that it will not voluntarily disclose any of such information to any third party without the prior written consent of Acceleration Academies. The District agrees that it will surrender such information only where required to do so by the Open Records laws of the State in which it is situated. In the event the District receives an Open Records Law request seeking any information about Acceleration Academies' methods and procedures, or which would necessarily involve disclosure in order to honor the request, the District will give Acceleration Academies written notice of the request three business days before responding to the request.

21.3. District warrants and agrees it will not appropriate Acceleration Academies' Program, use without authorization, or allow others to access Acceleration Academies' intellectual property.

22. TERMINATION

22.1. The Agreement may be terminated prior to expiration of the Term as follows:

a. By mutual written Agreement of the parties hereto, which Agreement shall state the effective termination date and any other terms and conditions of that termination.
b. By either Party hereto, with or without cause, in accordance with Paragraph 14.2 above.
c. Immediately, by either Party, hereto, upon a breach of the terms of this Agreement—a breach that includes but is not limited to Acceleration Academies' noncompliance with Paragraph 4.7 of this Agreement—after first providing the other Party written notice specifically identifying the breach and permitting the other Party thirty (30) calendar days to remedy the identified breach.

22.2. In the event of a District early termination without cause, the District agrees to pay the following documented costs incurred by Acceleration Academies as a result of the no-cause termination: (i) leased premises early-termination fees and penalties, up to $_____, and (ii) software licensing termination costs, up to $_____. Acceleration Academies agrees it must take all steps reasonably necessary to minimize any cost to the District under this Paragraph 22.2.

23. NOTICE

Any notice required under this Agreement shall be in writing and shall be duly served when it is either e-mailed to the applicable Party's e-mail address below, OR:

a. Hand-delivered to the street address specified below for the addressee;
b. Deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the street address specified below for the addressee:

To the District: Attn: Dr. Scott Muri
802 N. Sam Houston
Odessa, TX 79761
scott.muri@ectorcountyisd.org

To: Acceleration Academies
Attn: Mr. Mark A. Graves
191 Wacker Dr. Suite 800
Chicago, IL 60606
mgraves@accelerationacademy.org

Either party may designate a different address by providing the other party ten (10) days' prior written notice in the manner provided above.

As a matter of convenience, both Parties agree to make good faith efforts to signal the importance any E-mail correspondence concerning material matters related to this Agreement by using the terms "IMPORTANT CONTRACT NOTICE" in the subject line.

24. NO ASSIGNMENT

No assignment of this Agreement or of any duty or obligation or performance or payment hereunder, shall be made by either Party, in whole or in part, without the consent of the other Party. Such consent shall not be unreasonably withheld.

25. SECTION HEADINGS

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

26. GOVERNING LAW

This Agreement shall be construed, interpreted, and governed by the laws of the State of Texas.

27. NO THIRD PARTY BENEFICIARIES

Nothing in this Agreement shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against either party.

28. COMPLETE UNDERSTANDING

This Agreement shall constitute the complete understanding of Acceleration Academies and District, and may not be modified in any manner without the express written consent of both Parties.

29. PERFORMANCE OF WORK

Acceleration Academies shall perform the services, furnish the equipment, facility, and personnel, and do all things necessary and proper for the performance and completion of its work required by this Agreement all at Acceleration Academies' sole cost and expense.

30. COUNTERPARTS

This Agreement may be executed in more than one counterpart, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument. An electronic or facsimile copy of this Agreement shall have the same effect as an original.

31. AUTHORITY

Each person signing this Agreement on behalf of each party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.

IN WITNESS THEREOF, the Parties have executed this Agreement to be effective on _____, 20__.

Ector County ISD

By: _____
Name:
Title:

Acceleration Academies, LLC

By: _____
Mark A. Graves
President

SCHEDULE A

PAYMENT METHODS

The District shall convey monthly compensation by check issued to Acceleration Academies and mailed on or before the 15th of each calendar month during the Term of this Agreement;

OR

The District shall convey monthly compensation via ACH transmittal:

On the 15th of each calendar month thereafter during the Term of this Agreement, the District shall convey to Acceleration Academies through ACH transmittal the sum of $_____. It is understood that this sum may be modified within 30 days following each student attendance count day to adjust for any overpayment or underpayment made during the preceding count period.

Acceleration Academies' designated Financial Institution for ACH transmittal:

_____

Financial Institution mailing address: _____

_____

Transit/Routing ABA Number: _____

Account Number: _____

Acceleration Academies' FEIN: 47-1906410.

REQUEST FOR APPROVAL OF INTERLOCAL AGREEMENT BETWEEN ECTOR COUNTY ISD AND THE EDUCATION SERVICE CENTER REGION 12 UNIVERSAL BENEFITS CONSORTIUM

The Education Service Center Region 12 operates a health benefits consortium to help make health benefits accessible to employees of public schools and to the dependents of those employees. Ector County Independent School District wants to participate in the employee benefits offered by and through the Universal Benefits Consortium. The interlocal agreement between the Ector County Independent School District and Region 12 will be beneficial by providing health benefits to district employees and their dependents. The term of this agreement shall be one year, from January 1, 2022 to December 31, 2022.

EDUCATION SERVICE CENTER REGION 12 UNIVERSAL BENEFITS CONSORTIUM INTERLOCAL AGREEMENT RESOLUTION AND AGREEMENT

WHEREAS, Education Service Center Region 12 ("Region 12") operates a health benefits consortium ("Universal Benefits Consortium") to help make health benefits accessible to employees of public schools, municipalities, counties, governmental entities, and other entities and to the dependents of those employees;

WHEREAS, the Universal Benefits Consortium is governed by a board consisting of designees from each of the participants in the Consortium;

WHEREAS, Ector County Independent School District, hereinafter "Participant," wants to participate in the employee benefits offered by and through the Universal Benefits Consortium;

WHEREAS, each Party to this Resolution and Agreement is a governmental entity authorized to be a party to an agreement under the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code.

WHEREAS, each Party to this Resolution and Agreement is authorized under law to provide health benefits to their employees and their dependents; and

WHEREAS, each Party to this Resolution and Agreement has determined that participation in the Universal Benefits Consortium will be beneficial to their respective employees and their dependents;

NOW, THEREFORE, BE IT RESOLVED that The Board of Trustees of Participant requests that the Universal Benefits Consortium include Ector County Independent School District as a participant in the Consortium.

FURTHER, said Participant hereby acknowledges and agrees to the following terms and conditions of this Agreement with the Universal Benefits Consortium:

1. This Agreement incorporates all Operational Procedures developed by the governing board of the Universal Benefits Consortium as these Procedures currently exist or may be developed, modified or amended hereafter by said governing board;

2. Participant agrees to comply with all Operation Procedures as established, modified, amended and/or approved by the governing board of the Universal Benefits Consortium.

3. Any obligation to pay fees relating to participation in the Universal Benefits Consortium will come from current revenues available to the Participant;

4. Any such fees fairly compensate the parties performing the functions and services under the Agreement;

5. Participant delegates to the governing board of the Universal Benefits Consortium all purchasing functions relating to the intents and purposes of this Interlocal Agreement;

6. Universal Benefits Consortium shall comply with the purchasing requirements for the purchase of personal property and services as required under Chapter 44 of the Texas Education Code and Chapter 791 of the Texas Local Government Code;

7. The term of this Agreement shall be one year, from January 1, 2022 to December 31, 2022, and will automatically renew unless the Universal Benefits Consortium receives notice 90 days prior to the anniversary date;

8. Participant or Universal Benefits Consortium may terminate Participant's participation in the Universal Benefits Consortium for any reason by giving written notice to the Universal Benefits Consortium governing board sixty (60) before the end of the term of this Agreement;

9. No provision of this Agreement shall affect or waive any sovereign or governmental immunity available to either party and/or its elected officials, officers, employees and agents under Texas or federal law nor waive any defenses or remedies at law available to either party and/or its elected officials, officers, employees and agents under Texas or federal law;

10. The parties to this Agreement do not enter the Agreement to protect any specific third party. The parties intend to exclude any benefit to be conferred upon a third party;

11. This Agreement contains the entire Agreement between the Parties and correctly sets forth the rights, duties and obligations of each to the other as of the effective date of the Agreement. Any oral representations or modifications concerning this Agreement will be of no force of effect excepting written modification by both parties.

BE IT FURTHER RESOLVED that the Board of Trustees of the Participant authorizes its, superintendent of a school district to execute any and all documents and take whatever action necessary to carry out the intentions of the Board of Trustees as stated and manifest herein.

I certify that the foregoing is a true and correct copy of the Resolution and Interlocal Agreement adopted by the Board of Trustees of Ector County Independent School District during a meeting on _____. A quorum of the Board being then present, it was duly moved and seconded that the Resolution and Interlocal Agreement be adopted and agreed to, and such Resolution and Agreement were then adopted.

By: _____

_____
Printed Name
President, Board of Trustees
Date:_____

ATTEST:

_____

_____-
Printed Name
Secretary, Board of Trustees
Date:_____

Participant Address 802 N. Sam Houston Odessa, TX 79761

Participant
Contact Person: _____

Telephone No.: 432-456-0000

AGREED:

UNIVERSAL BENEFITS CONSORTIUM

By: _____

Dr Jerry Maze
Printed Name

Executive Director
Title
Date: _____

PRESENTATION OF SCHOOL NUTRITION

Brandon Reyes, Director of School Nutrition will present a program overview. Mr. Reyes will discuss the goal of the program as well as the program's success.

School Nutrition

Brandon Reyes, MBA, CTSBO
Director

Overview

- Vision and Mission
- Staff
- Budget
- Programs We Operate
- Accountability
- Achievements
- Upcoming Projects

Vision and Mission

Vision

To remove hunger from the equation and help ensure our students' academic success.

Mission

To employ and retain a highly ethical and professional workforce that is dedicated to the students of our local community.

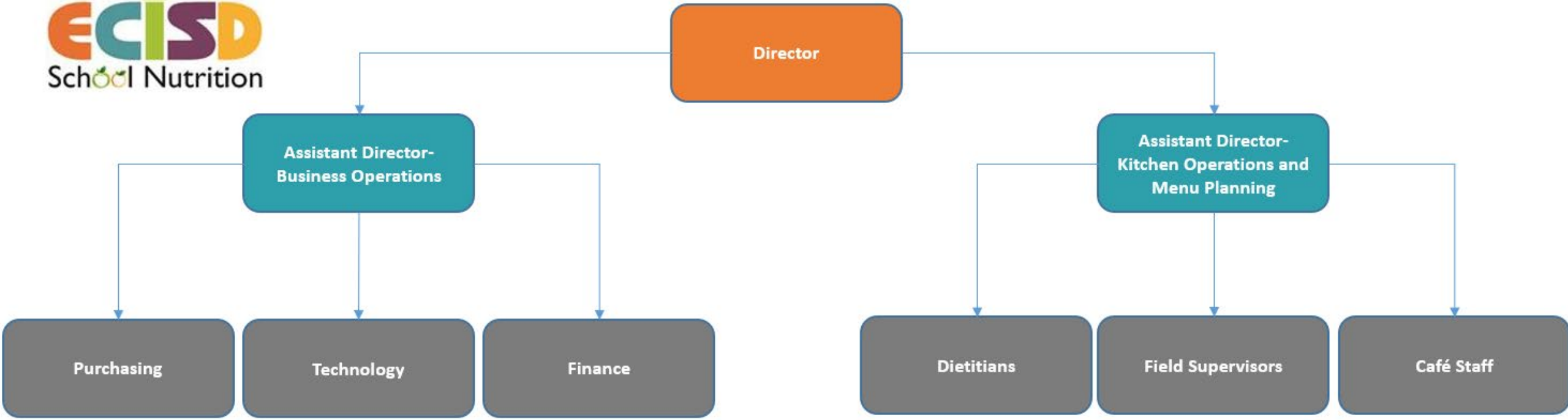
Staff

- 142-Café Workers
- 37-Managers
- 15-Central Office
- 6-Warehouse
- 2-Maintenance

- Total-202



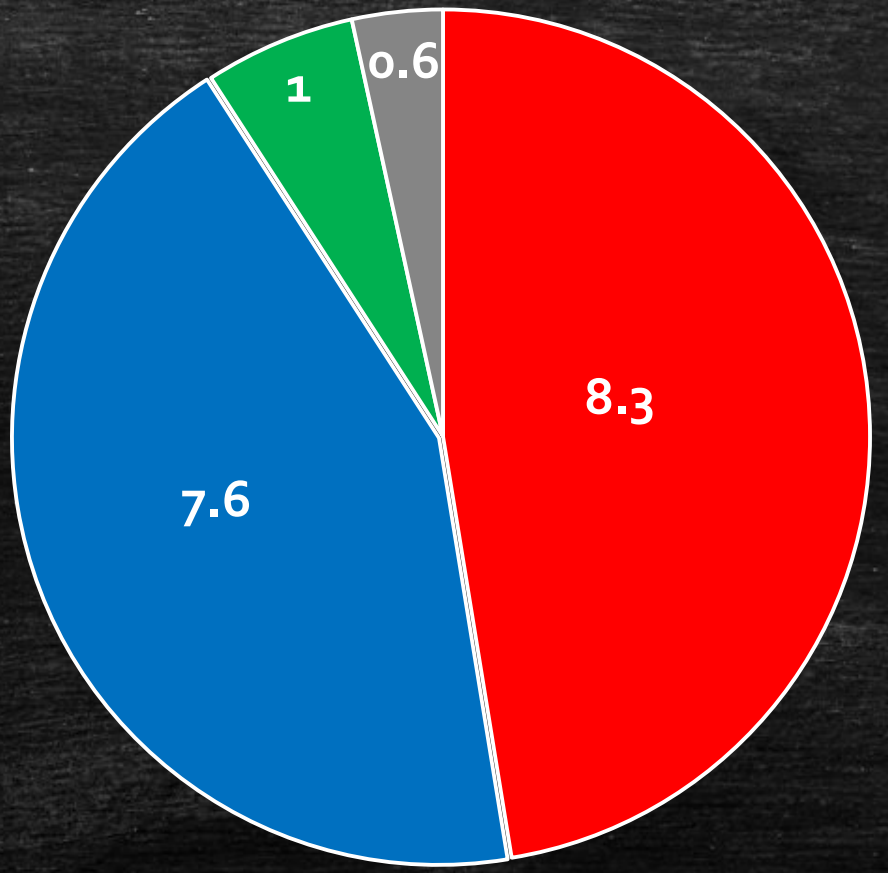
ECISD School Nutrition



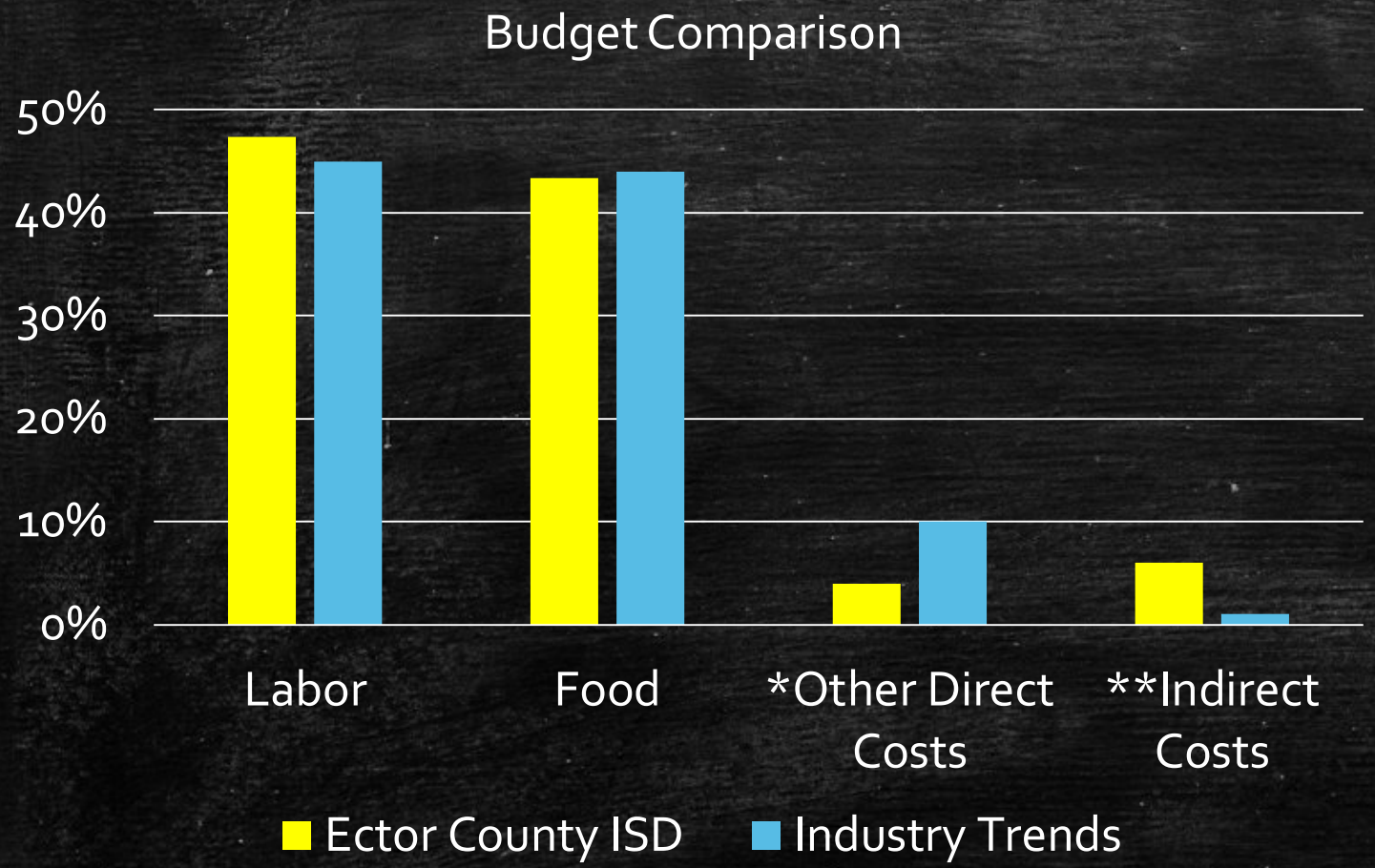
1975

Budget

Budget (in millions)



Budget (continued)

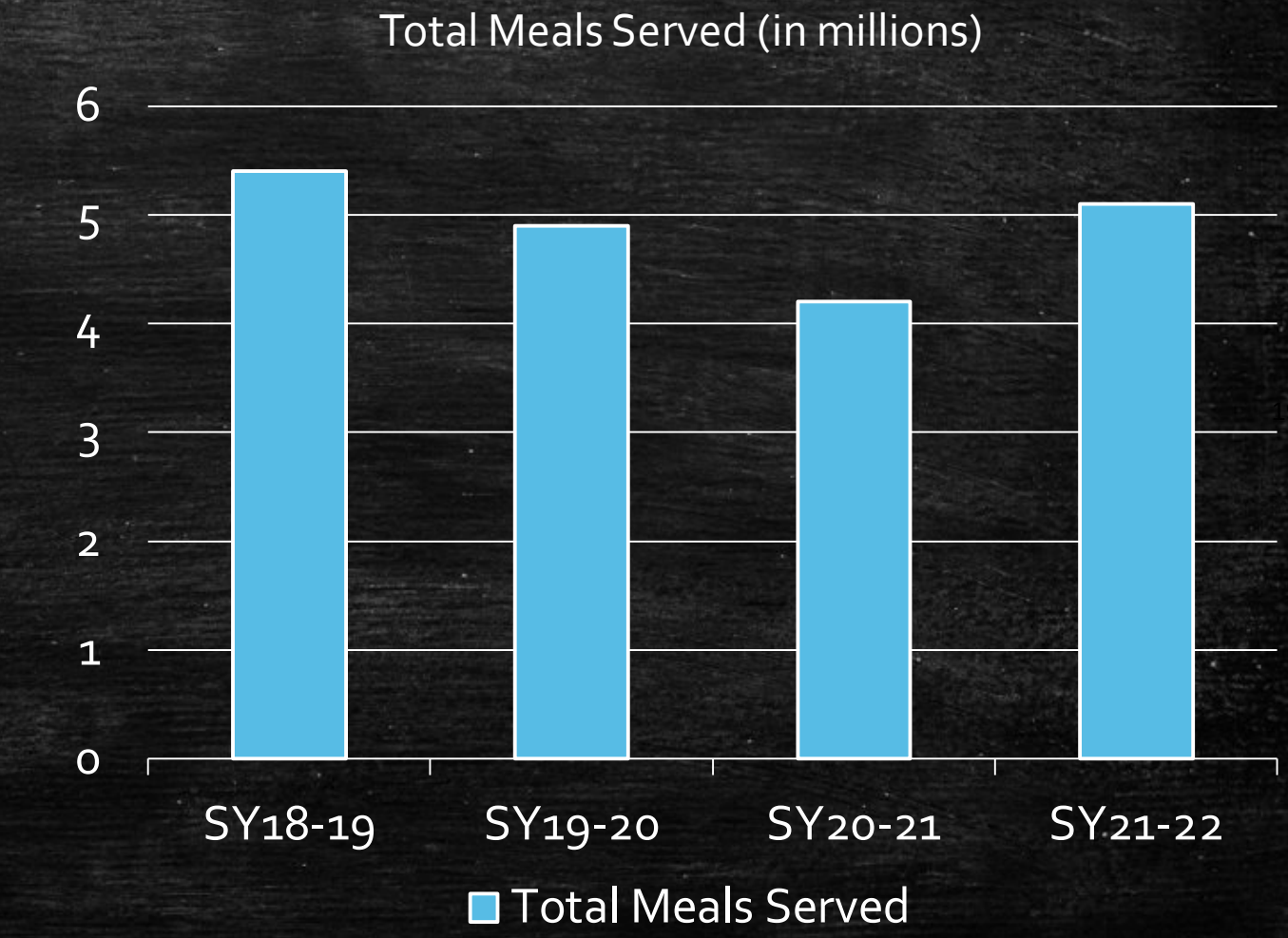


*Other Direct Costs- supplies, equipment, contracted services, etc.

**Indirect Costs-incurred for benefit of multiple programs but cannot be directly attributable to our program (i.e. electricity, telephone, custodian payroll).

Programs We Operate

- School Breakfast Program
- National School Lunch Program
- After School "Super Snack" Program
- Summer Feeding Program

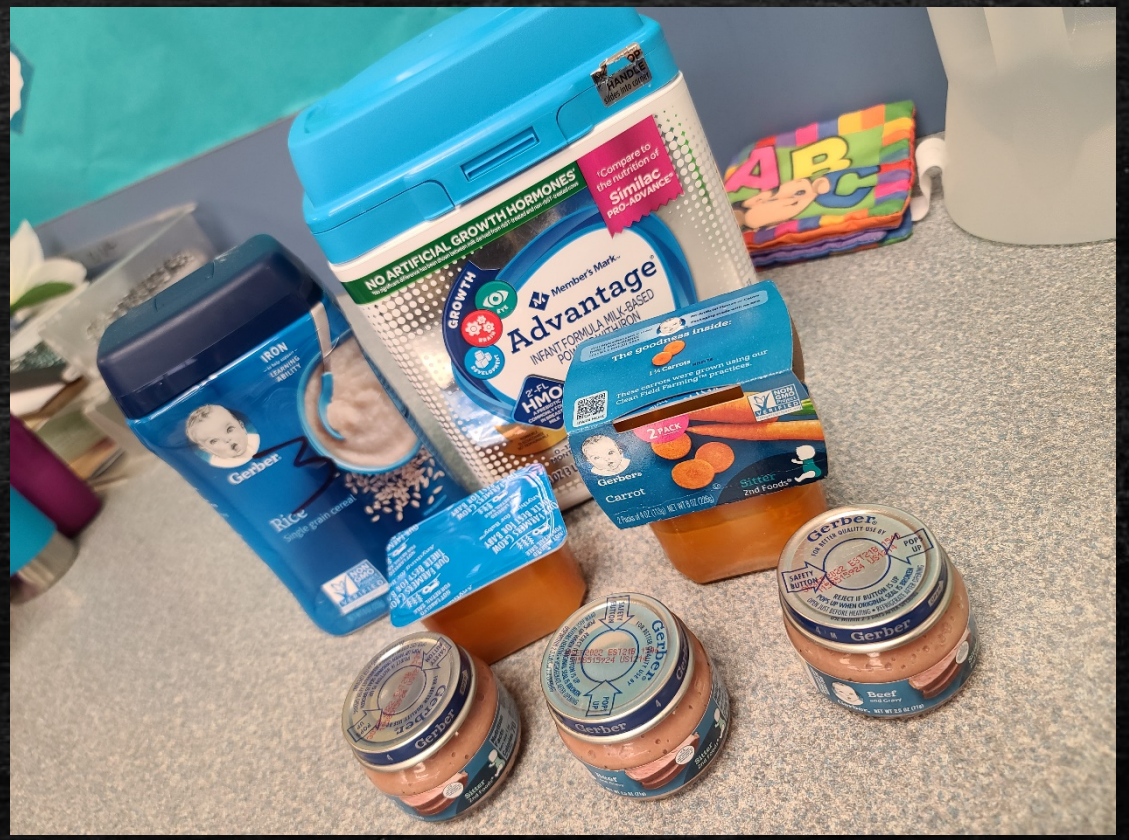


Programs We Operate (continued)

Zavala Daycare



Infant Meals



Programs We Operate (continued)

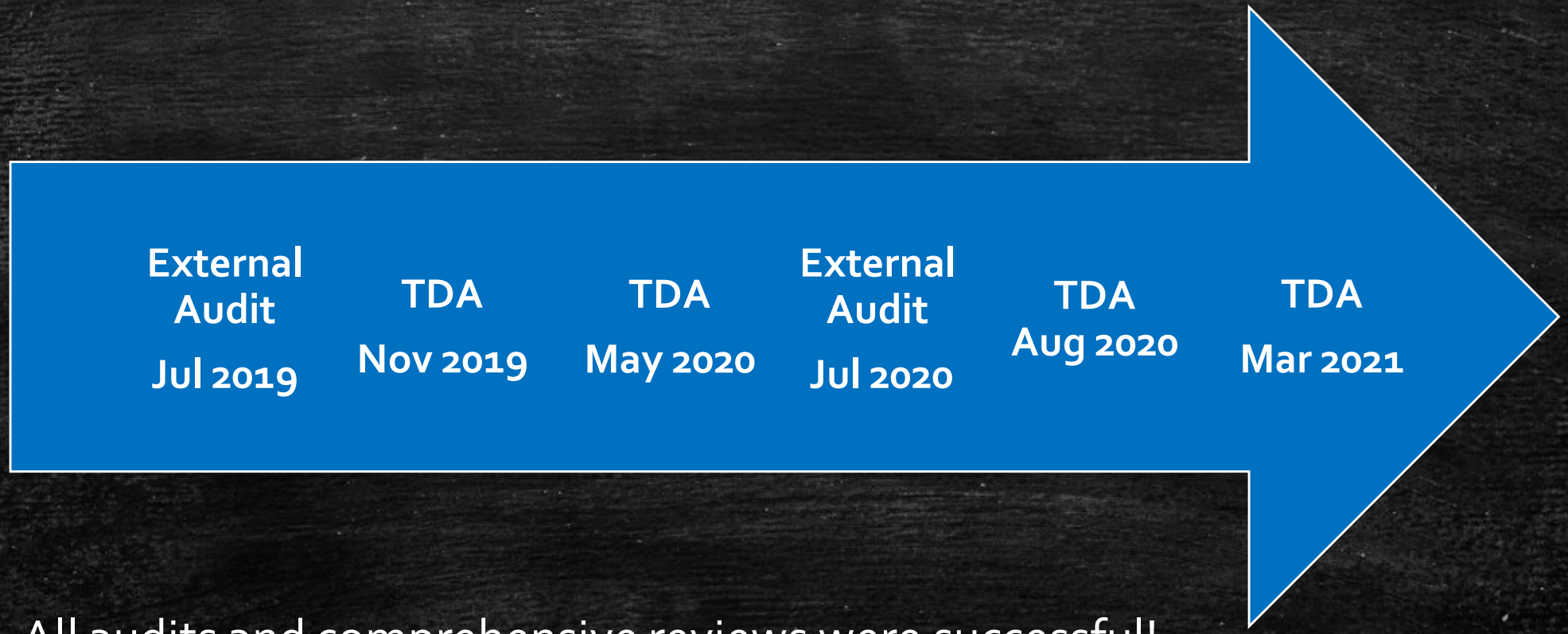
Burnet-After School "Super Snack"



"Super Snack" Contents

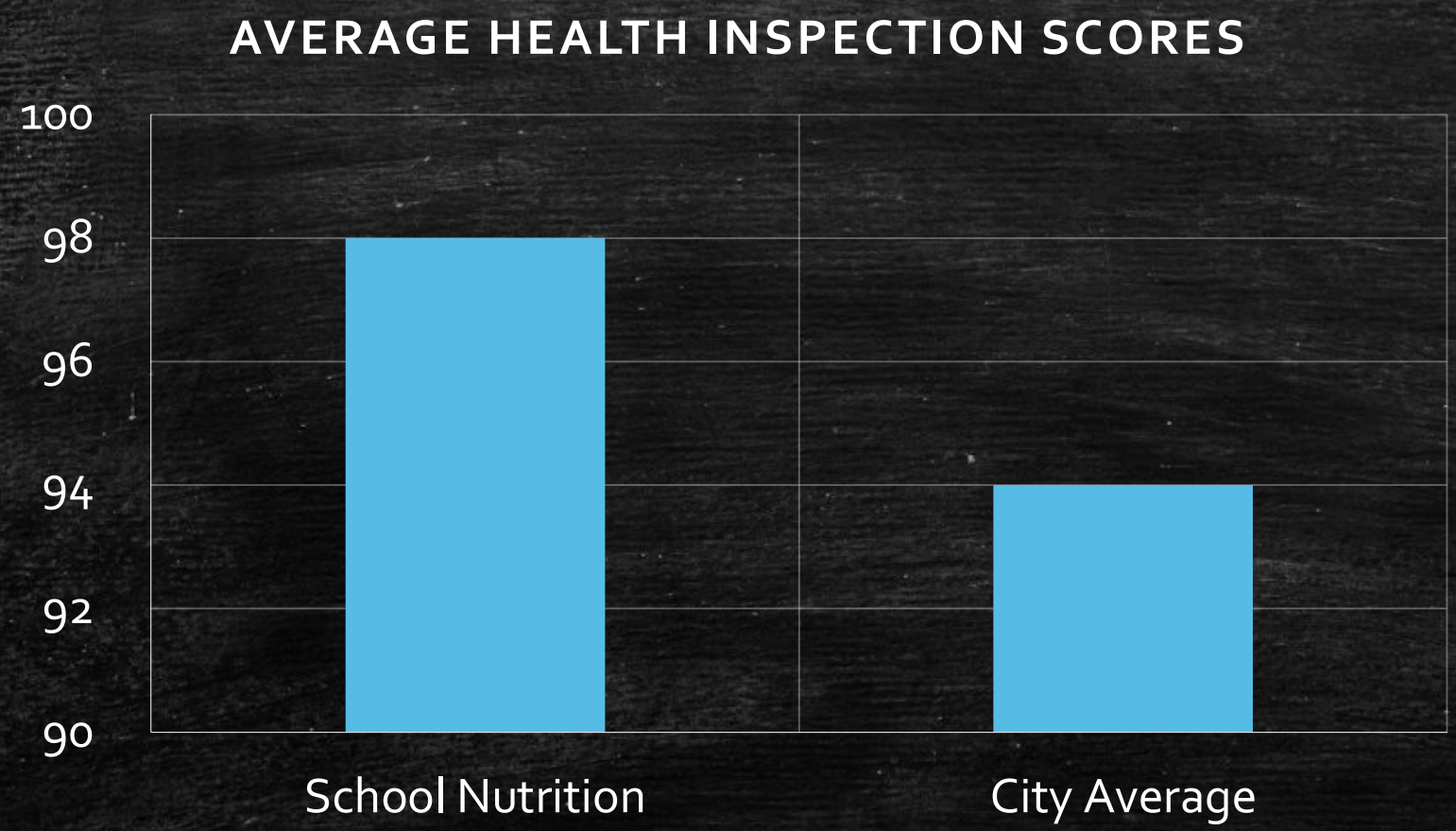


Accountability

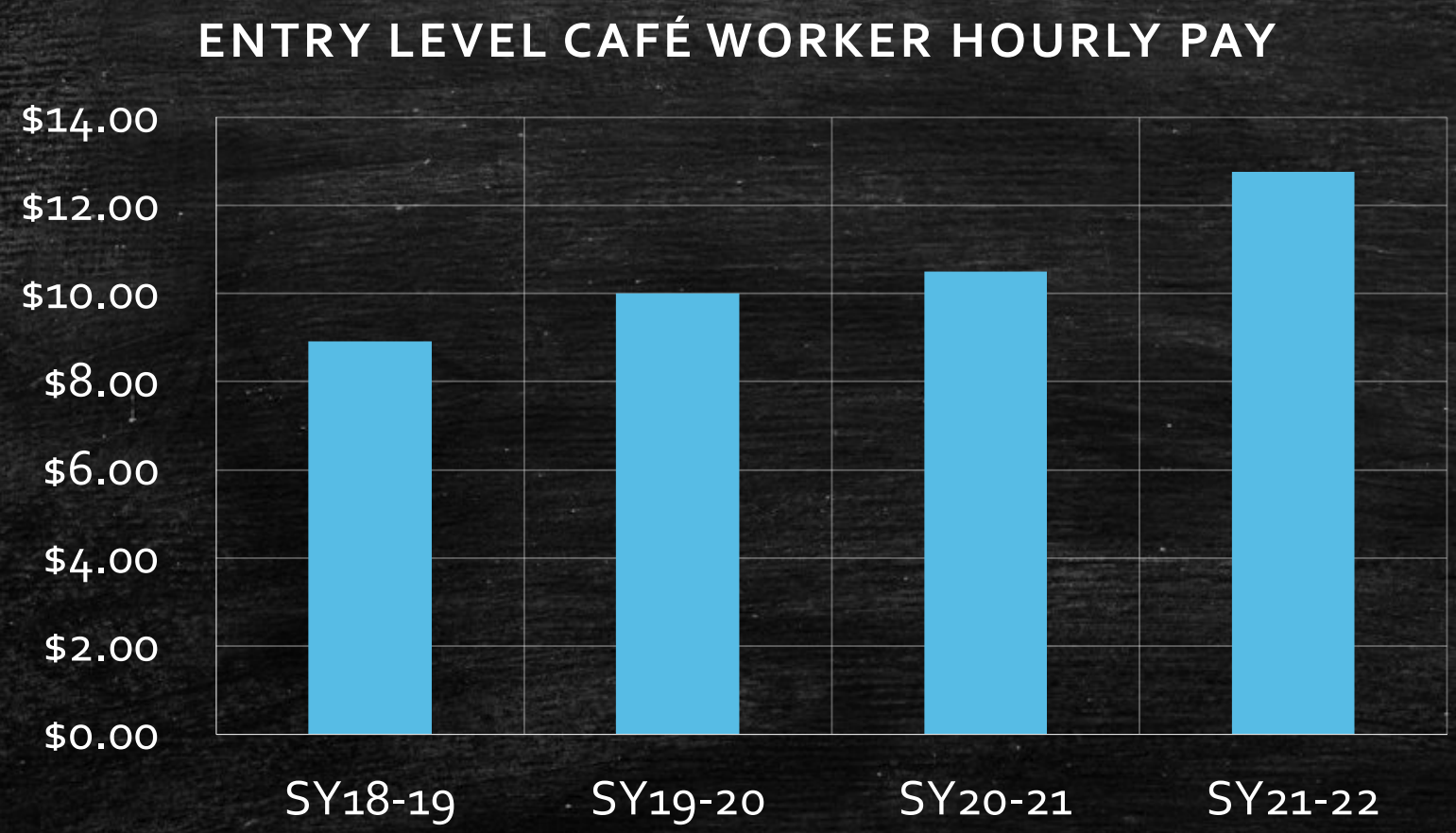


All audits and comprehensive reviews were successful!

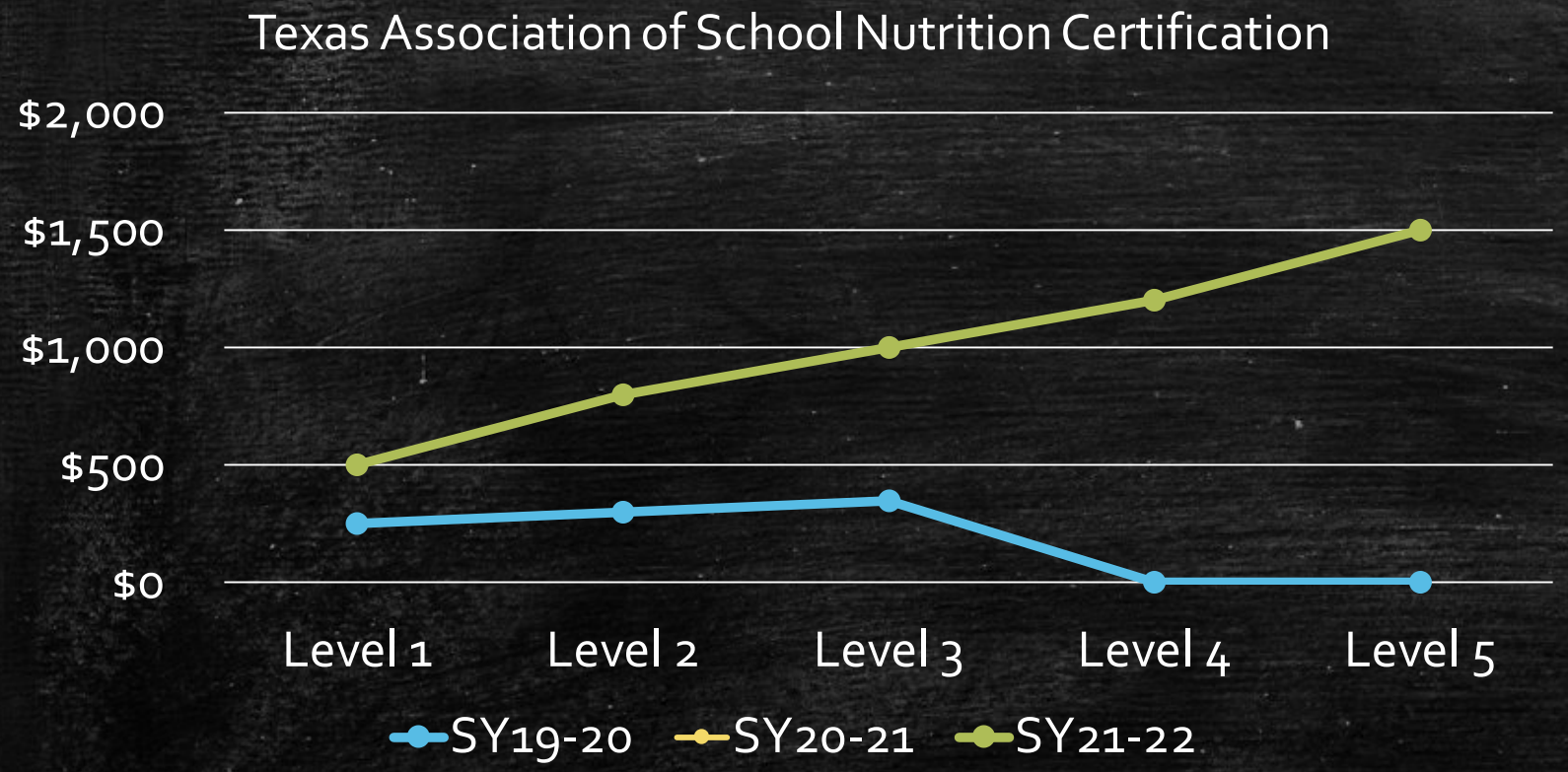
Accountability (continued)

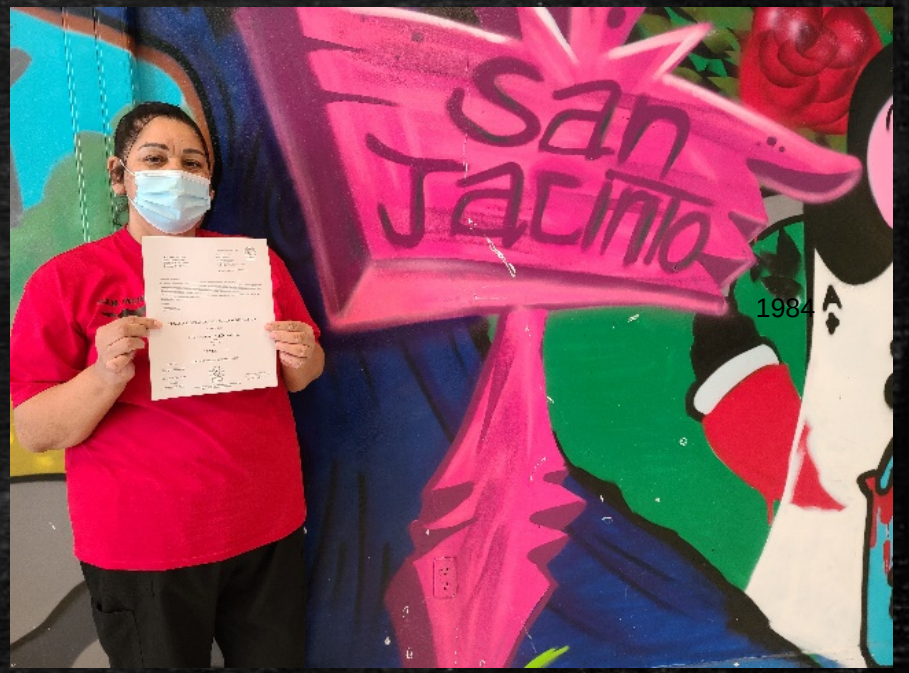


Employee Compensation

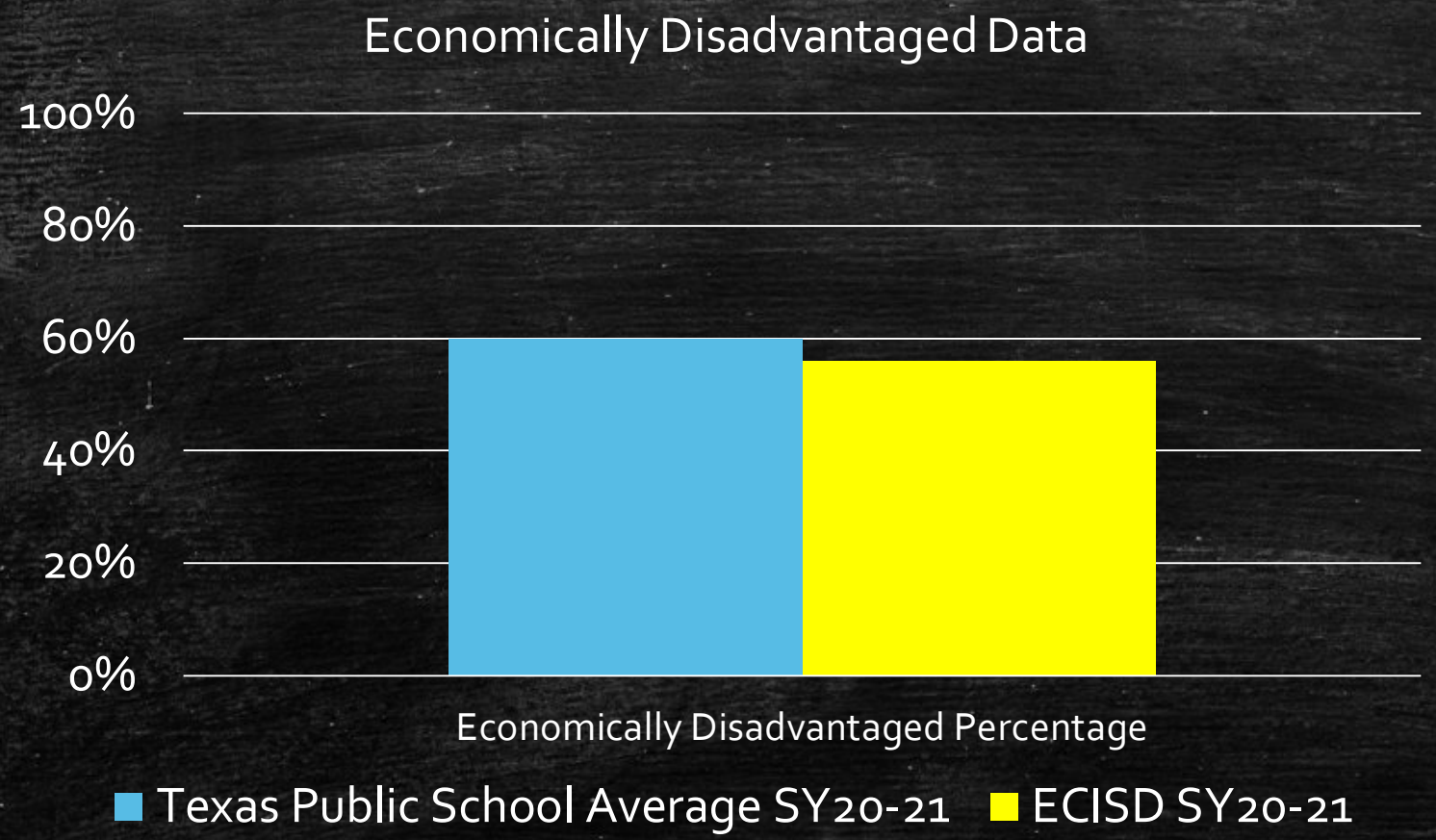


Employee Compensation(continued)





Universal Free Feeding



Upcoming Projects

- Serving Line and Area Upgrades
  - Expected completion SY24-25



- Expand Nutrition Promotion and Education
  - Ask a Dietitian Program
  - Interactive Online Menu
  - Ector County ISD "Food Show" (SY22-23)

Questions?



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Scott R. Muri, Superintendent of Schools

SUBJECT: **POSSIBLE ACTION ON SUPERINTENDENT'S CONTRACT**

DATE: September 21, 2021

Ector County ISD Board of Trustees may take action on the Superintendent's Contract.

****

Administrative Recommendation:

Possible action to approve the Superintendent's Contract.

TO: Board of Trustees

FROM: Staci Ashley, Executive Director of Human Resources

SUBJECT: **REQUEST FOR APPROVAL OF PERSONNEL RECOMMENDATION FOR CHIEF OF SCHOOLS**

DATE: September 21, 2021

Recommendation to hire Chief of Schools.

****

Administrative Recommendation:

Approval of Personnel Recommendation for Chief of Schools.

TO: Board of Trustees

FROM: Staci Ashley, Executive Director of Human Resources

SUBJECT: **REQUEST FOR APPROVAL OF PERSONNEL RECOMMENDATION FOR EXECUTIVE DIRECTOR OF LEADERSHIP**

DATE: September 21, 2021

Recommendation to hire Executive Director of Leadership.

****

Administrative Recommendation:

Approval of Personnel Recommendation for Executive Director of Leadership.



INFORMATION ITEMS

- Purchasing Report
- Routine Personnel Report
- Teacher Certification Waivers

ECISD Over $50,000 Report for August 2021

PO#	PO Date	Vendor Name	PO Amount	General Comments	Approval Process	1st GL Account	Department	Requestor	Requisition#
22001563	08/05/2021	HELLAS CONSTRUCTION INC	$ 1,701,876	Bonham Athletic Improvement	1GPA Coop Contract #17-18DP-03 & #19-03DP-06	199-51-6629-00-042-99	District Operations	Diana Ornelas	92202002
22001566	08/05/2021	HELLAS CONSTRUCTION INC	$ 1,659,743	Wilson & Young MS Athletic Improvement	1GPA Coop Contract #17-18DP-03 & #19-03DP-06	199-51-6629-00-045-99	District Operations	Diana Ornelas	92202010
22001565	08/05/2021	HELLAS CONSTRUCTION INC	$ 1,048,248	Ector MS Athletic Improvement	1GPA Coop Contract #17-18DP-03	199-51-6629-00-047-99	District Operations	Diana Ornelas	92202008
22001525	08/04/2021	OTIS ELEVATOR COMPANY INC	$ 1,008,225	Modernizing Hydraulic Elevators	Buyboard Coop Contract #577-18	199-51-6249-02-965-99	District Operations	Diana Ornelas	92201984
22001564	08/05/2021	HELLAS CONSTRUCTION INC	$ 929,424	Bowie MS Athletic Improvement	1GPA Coop Contract #17-18DP-03	199-51-6629-00-043-99	District Operations	Diana Ornelas	92202006
22002245	08/23/2021	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$ 873,968	HMH-Do The Math Workspaces-Buyboard #573-18	Buyboard Coop Contract #573-18	282-11-6396-00-851-24-28222	Curriculum & Instruction	Margarita Brooker	92202961
22001561	08/05/2021	HELLAS CONSTRUCTION INC	$ 720,391	OHS Athletic Improvement	1GPA Coop Contract #17-18DP-03	199-51-6629-00-002-99	District Operations	Diana Ornelas	92201992
22001562	08/05/2021	HELLAS CONSTRUCTION INC	$ 695,712	PHS Athletic Improvement	1GPA Coop Contract #17-18DP-03	199-51-6629-00-003-99	District Operations	Diana Ornelas	92202000
22001718	08/09/2021	HELLAS CONSTRUCTION INC	$ 668,554	Ratliff Athletic Improvement	1GPA Coop Contract #17-18DP-03	199-51-6629-00-905-99	District Operations	Diana Ornelas	92202001
22001869	08/13/2021	ISTATION	$ 571,322	Istation-Rdg-District-Lauren Tavarez	Allied States Coop Contract #20-7373	199-11-6248-00-851-24	Curriculum & Instruction	Sheila Pruitt	92202580
22002692	08/31/2021	COOPER CONSTRUCTION CO INC	$ 516,560	ENGINEERING SERVICES, PROFESSIONAL	Board Approved RFP #21-09SI	199-81-6629-00-891-99	Career & Technology	Charletta Washington	92203208
22001567	08/05/2021	HELLAS CONSTRUCTION INC	$ 487,405	Ratliff LED Lighting	1GPA Coop Contract #19-03DP-06	199-51-6639-00-905-99	District Operations	Diana Ornelas	92202013
22001643	08/09/2021	IMAGINE LEARNING INC	$ 450,000	District license-Imagine Math-BuyBoard 653-21-SPr	Buyboard Coop Contract #653-21	199-11-6248-00-851-24	Curriculum & Instruction	Sheila Pruitt	92202250
22002246	08/23/2021	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$ 437,273	HMH-Do The Math Teacher Material-Buyboard #573-18	Buyboard Coop Contract #573-18	282-11-6396-00-851-24-28222	Curriculum & Instruction	Margarita Brooker	92202967
22001888	08/13/2021	CDW-G	$ 357,147	Microsoft Renewal W/Security LT PO 21-22	National IPA Contract #R160201 & #R171001	199-53-6248-38-864-99	Information Technology	Jennifer Bakley	92202358
22002096	08/17/2021	NETSYNC NETWORK SOLUTIONS	$ 330,000	LT PO# Maint/Operations of ECISD fiber 21-22	Texas DIR Contract #DIR-TSO-4169	199-51-6259-38-864-99	Information Technology	Jennifer Bakley	92202769
22002376	08/23/2021	KNOWLEDGEWORKS FOUNDATION	$ 308,700	District Support for Personal. Lrng-RFP 21-11-SP	Board Approved RFP #21-11SP	282-13-6299-00-851-24-28222	Curriculum & Instruction	Sheila Pruitt	92202285
22001861	08/13/2021	CDW-G	$ 297,375	Converged Infrastructure-Project	National IPA Contract #R160201 &	199-53-6299-38-864-99	Information Technology	Jennifer Bakley	92202381
22001881	08/13/2021	NEWSELA INC	$ 275,000	C&I-Newslea Renewal 21-22 - M. Brook	Allied States Coop Contract #20-7373	199-11-6394-00-851-24	Curriculum & Instruction	Margarita Brooker	92202512
22001835	08/11/2021	HARVEST HILL BEVERAGE COMPANY	$ 250,000	Dry Refrigerated and Frozen Items Bid#21-17SN	Board Approved RFP #21-17SN	240-35-6341-00-974-99	Food Services	Elias Jimenez	92202453
22001510	08/03/2021	WESTAIR-PRAXAIR DISTRIBUTION INC	$ 222,970	MultiProcess Welding Machines-Frost	Board Approved RFP #19-21	199-11-6639-00-698-22	Advance Technical Center	Jessica Marichala	92201843
22002367	08/23/2021	TNTP. INC.	$ 200,000	Instructional Coaching RFP 21-34	Board Approved RFP #21-34	282-13-6299-00-850-24-28222	Professional Development	Sarah Harrison	92203145
22002197	08/19/2021	REGION 18 EDUCATION SERVICE CENTER	$ 194,346	TEKS Resource System Renewal 2021-2022	Region 18 Coop	199-11-6248-80-851-11 199-53-6299-38-864-99	Curriculum & Instruction	Sheila Pruitt	92202954
22002276	08/23/2021	LONE STAR LEARNING	$ 179,400	Math Digital Bulletin Board K-5 - Reg.18 Coop-SP	Region 18 Coop	282-11-6248-00-851-30-28222	Curriculum & Instruction	Sheila Pruitt	92202647
22001698	08/09/2021	EDUPHORIA INCORPORATED	$ 174,146	Eduphoria Renewal 2021-2022	TIPS Coop Contract #200105	199-53-6248-38-864-99	Information Technology	Jennifer Bakley	92202175
22001883	08/13/2021	FORECAST 5 ANALYTICS, INC	$ 135,647	ForeCast5 License Agreement Renewal 21/22	1GPA Coop Contract #17-11P-02	199-53-6248-38-864-99	Information Technology	Jennifer Bakley	92202253

ECISD Over $50,000 Report for August 2021

PO#	PO Date	Vendor Name	PO Amount	General Comments	Approval Process	1st GL Account	Department	Requestor	Requisition#
22001739	08/10/2021	PBK ARCHITECTS, INC	$ 125,100	LT PO Long Range MP/Facilities RC Architectural Professional Services	Board Approved Architectural Professional Services	199-41-6299-00-702-99	Superintendent's Office	Mary Franco	92202277
22001764	08/10/2021	BRAINCHILD UNLIMITED INC	$ 125,000	Brainchild - Renewal FY21-22	TIPS Coop Contract #200105	199-11-6248-01-864-24	Information Technology	Jennifer Bakley	92202273
22001807	08/11/2021	CHARLES AND LEZIEE CHURCHFIELD	$ 120,000	Dry, Refrigerated and Frozen Items Bid#21-17SN	Board Approved RFP #21-17SN	240-35-6341-00-974-99	Food Services	Elias Jimenez	92202484
22001889	08/13/2021	CDW-G	$ 113,627	Microsoft Security /Endpoint 21-22	National IPA Contract #R160201 &	199-53-6248-38-864-99	Information Technology	Jennifer Bakley	92202490
22002377	08/23/2021	SCHOOLSTATUS LLC	$ 99,000	School Status Software	Buyboard Coop Contract #579-19	199-11-6248-38-864-11	Information Technology	Rylee Brooker	92202974
22002368	08/23/2021	TNTP. INC.	$ 92,830	CONSULTING SERVICES	Board Approved RFP#20-09	282-23-6299-00-889-30-28222	Secondary Leadership	Kashunta Thurman	92202797
22002207	08/19/2021	CLASSLINK INC	$ 91,745	Classlink Renewal 21-22-TX DIR CNT #DIR-CPO-4493	Texas DIR Contract #DIR-CPO-4493	199-53-6248-38-864-99	Information Technology	Jennifer Bakley	92202976
22001581	08/05/2021	RANDAL D GLENN	$ 86,403	Bowie MS	Board Approved RFP #20-01	199-51-6619-01-043-99	District Operations	Diana Ornelas	92202127
22001593	08/05/2021	RANDAL D GLENN	$ 85,573	Wilson & Young MS	Board Approved RFP #20-01	199-51-6619-01-045-99	District Operations	Diana Ornelas	92202142
22001579	08/05/2021	RANDAL D GLENN	$ 84,155	Blanton ES	Board Approved RFP #20-01	199-51-6619-01-125-99	District Operations	Diana Ornelas	92202123
22001763	08/10/2021	SUMMIT K12 HOLDING INC	$ 82,765	SUMMIT K-12	Choice Partners Coop Contract	199-11-6248-89-875-24	Bilingual Education	Paula Lozano	92202324
22001584	08/05/2021	RANDAL D GLENN	$ 76,180	Gonzales ES	Board Approved RFP #20-01	199-51-6619-01-111-99	District Operations	Diana Ornelas	92202131
22002004	08/16/2021	GUNN & SCOGGINS	$ 71,400	ELEMENTARY OUTDOOR RODENT CONTROL	Board Approved RFP 17-17	199-51-6246-01-955-99	Maintenance	Kent Clark	92202416
22001455	08/03/2021	SEVERIN INTERMEDIATE HOLDINGS, LLC	$ 70,694	Power School Sub finder and Talent Ed	Board Approved RFP #20-06	199-41-6219-30-935-99 199-41-6248-30-935-99	Human Resources	Sandra Talavera	92201855
22001587	08/05/2021	RANDAL D GLENN	$ 69,260	Lamar EEC	Board Approved RFP #20-01	199-51-6619-01-115-99	District Operations	Diana Ornelas	92202134
22001880	08/13/2021	EDUPROJECT ELL LLC	$ 67,131	PROJECT ELL	Buyboard Coop Contract #579-19	199-11-6248-00-875-25	Bilingual Education	Paula Lozano	92202172
22001589	08/05/2021	RANDAL D GLENN	$ 62,866	Pease ES	Board Approved RFP #20-01	199-51-6619-01-117-99	District Operations	Diana Ornelas	92202137
22001590	08/05/2021	RANDAL D GLENN	$ 57,952	Sam Houston ES	Board Approved RFP #20-01	199-51-6619-01-113-99	District Operations	Diana Ornelas	92202138
22002725	08/31/2021	MERGE LABS, INC	$ 56,564	Merge Renewal-Virt Sci. Subscr. -TIPS Coop#200105	TIPS Coop Contract #200105	199-11-6248-00-851-24	Curriculum & Instruction	Sheila Pruitt	92203357
22001585	08/05/2021	RANDAL D GLENN	$ 56,182	Hays ES	Board Approved RFP #20-01	199-51-6619-01-112-99	District Operations	Diana Ornelas	92202132
22001756	08/10/2021	WILLIAMS PAVING & EXCAVATION. INC	$ 52,950	G/P Alamo School	Board Approved RFP #21-26SI	199-51-6246-01-965-99	District Operations	Diana Ornelas	92202279
22001570	08/05/2021	PROFESSIONAL TUTORS OF AMERICA INC	$ 50,000	Tutoring FY 2021-2222 Goal 1.9.1 Sophia Olivarez	Board Approved RFP #19-15	199-11-6299-46-690-24	Teen Parent Services	Sophia Olivarez	92201373

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Routine Personnel Report for August 2021

DATE: 8/31/2021

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
BRIDGITT ALLEN	THIRD GRADE (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
JENNIFER ALVA	KINDER (REG)	BURNET ELEMENTARY	8/4/2021
NATIVIDAD ANDRADE	FOURTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/4/2021
ROMELIA ANDRADE	FIFTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
LISSETTE ANTILLON	SECOND GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
YESSICA ARANDA	FIRST GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
HANNAH ARMSTRONG	FIRST GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
ALMA BAEZA	KINDER (REG)	GONZALES ELEM SCHOOL	8/4/2021
ANA BAEZA	SECOND GRADE (REG)	WEST ELEMENTARY SCHOOL	8/4/2021
ALENDA BATTREALL	THIRD GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
NEREIDA BENAVIDEZ	FOURTH GRADE (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
REBECCA BUGG	FIFTH GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
ALEXIA CAMPOS	FOURTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
MARIA CAMPOS	FIRST GRADE (REG)	BURLESON ELEM SCHOOL	8/4/2021
AARON CARRILLO	KINDER (REG)	CAVAZOS ELEM SCHOOL	8/4/2021
CATHERINE CARUSO	ELEM - MULTI CLASSROOM TEACHR	BURNET ELEMENTARY	8/4/2021
CASHMERE CATES	FOURTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
HANNAH CHAVEZ	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
SAVANNAH COLEY	FOURTH GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/4/2021
PAULINA CONTRERAS	MULTI GRD(REG) 4-5	AUSTIN ELEMENTARY SCHOOL	8/4/2021
TAYLOR COPPEDGE	THIRD GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
JAVIER CORTEZ	FIFTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/4/2021
LETICIA COVARRUBIAS	SECOND GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
CLARISE CRISOSTOMO	FIRST GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
SOFIA CROUCH	PRE-K (REG)	CARVER EARLY EDUC CENTER	8/4/2021
BETTY DALRYMPLE GARCIA	ELM SPED-SPECIALIZED CLASSROOM	LAMAR EARLY EDUC CENTER	8/4/2021
KAYLEA DANCER	KINDER (REG)	DOWLING ELEM SCHOOL	8/4/2021
SARAH DELANO	KINDER (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
BRITTANY DESANTIAGO	SECOND GRADE (REG)	BURNET ELEMENTARY	8/4/2021
AISHA DIXON	ELEM SPED-LD-CM-RESOURCE	JOHNSON ELEM SCHOOL	8/4/2021
MIREN ECHALECU LOPEZ	FIRST BILINGUAL	CAMERON ELEM SCHOOL	8/4/2021
AILEC ESCONTRIAS	FIRST GRADE (REG)	BURNET ELEMENTARY	8/4/2021
AARON ESPINOZA	ELM-P E	CAVAZOS ELEM SCHOOL	8/4/2021
ELISA ESTEVE PALOP	FIRST BILINGUAL	JOHNSON ELEM SCHOOL	8/4/2021
JESSICA ESTRADA	PRE-K (REG)	LAMAR EARLY EDUC CENTER	8/4/2021
MICHELLE ESTRADA	FOURTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
OLAJUMOKE FALOMO	KINDER (REG)	BURNET ELEMENTARY	8/4/2021
DEAN FEIL	FIFTH GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
GRETNA FLORES	FIRST GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
MAYRA FRANCO	FOURTH GRADE (REG)	WEST ELEMENTARY SCHOOL	8/4/2021
SYLVIA FUENTEZ	FIRST GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
MADISON GERIG	THIRD GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021
MELODY GONZALES	THIRD GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
BETHANY GRISHAM	SECOND GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/4/2021
ELIZABETH GUERRA	FIFTH GRADE (REG)	HAYS ELEMENTARY SCHOOL	8/4/2021

SARA GUTIERREZ	FIFTH GRADE (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
SARAH HAWKINS	SECOND GRADE (REG)	BLANTON ELEM SCHOOL	8/4/2021
KENNEDI HERNANDEZ	SECOND GRADE (REG)	BURNET ELEMENTARY	8/4/2021
HEATHER HUMPHREYS	KINDER (REG)	IRELAND ELEM SCHOOL	8/4/2021
INGRID HERNANDEZ MERCADO	KINDER-(BIL)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
SANDRA JAUREGUI DIAZ	FIRST GRADE (REG)	GONZALES ELEM SCHOOL	8/4/2021
ALEJANDRO JIMENEZ	ELEM-MUSIC	SAM HOUSTON ELEM SCHOOL	8/4/2021
SUSAN JIMENEZ	ELEM-SUZUKI VIOLIN	MILAM ELEMENTARY SCHOOL	8/4/2021
BRITTANY LOONEY	FIRST GRADE (REG)	REAGAN MAGNET SCHOOL	8/4/2021
ESTEVAN LOPEZ	SECOND GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/4/2021
MONIQUE LOPEZ	KINDER (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
ENEDINA LOZANO	THIRD GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
CARMEN LUJAN	FIRST GRADE (REG)	IRELAND ELEM SCHOOL	8/4/2021
GABRIELA LUNA	KINDER (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
VALERIA MARTINEZ	KINDER (REG)	GONZALES ELEM SCHOOL	8/4/2021
PHILLIP MARQUEZ	FOURTH GRADE (REG)	WEST ELEMENTARY SCHOOL	8/4/2021
KAREN MC NERNEY DEL RIO	KINDER-(BIL)	WEST ELEMENTARY SCHOOL	8/4/2021
NANCY MENDOZA	FOURTH GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021
YANELY MENDOZA	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/4/2021
TRICIA MORGAN	INSTRUCTIONAL COACH	JORDAN ELEMENTARY SCHOOL	8/4/2021
LAURA MERONO COELLO	FIRST-BILINGUAL	MILAM ELEMENTARY SCHOOL	8/4/2021
CRYSTAL MINEO	FIFTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/4/2021
JORGE MOLINAR	FIFTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/4/2021
MARIA MURILLO ILLERA	PRE K BIL	HAYS ELEMENTARY SCHOOL	8/10/2021
HORACIO MUNOZ	FIRST GRADE (REG)	CAVAZOS ELEM SCHOOL	8/4/2021
KARI MUNOZ	ELM SPED-SPECIALIZED CLASSROOM	JORDAN ELEMENTARY SCHOOL	8/4/2021
KRYSTAL MUNOZ	ELEM-MUSIC	BURNET ELEMENTARY	8/4/2021
SANDRA MUNOZ	FOURTH-BILINGUAL	FLY ELEMENTARY SCHOOL	8/4/2021
HELENA NAVARRETE	THIRD GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
HAYLIE PEGELOW	KINDER (REG)	BLANTON ELEM SCHOOL	8/4/2021
BIANCA PORRAS	THIRD GRADE (REG)	IRELAND ELEM SCHOOL	8/4/2021
CONRADO RAMIREZ	PRE-K (REG)	HAYS ELEMENTARY SCHOOL	8/4/2021
YUREIMA RAMIREZ	THIRD GRADE (REG)	GONZALES ELEM SCHOOL	8/4/2021
SHAVEDRIA RAY	SECOND GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
KERI RAMIREZ	THIRD GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
KRYSTEN RENTERIA	FIFTH GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
PATSY REY SANCHEZ	FOURTH GRADE (REG)	GONZALES ELEM SCHOOL	8/4/2021
IRMA RIZO	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/30/2021
ERICA RODRIGUEZ	THIRD GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
LAUREN RODRIGUEZ	ELM-P E	NOEL ELEMENTARY SCHOOL	8/4/2021
SARAH RODRIQUEZ	FIRST GRADE (REG)	HAYS ELEMENTARY SCHOOL	8/4/2021
ANGELICA RUIZ	ELEM - MULTI CLASSROOM TEACHR	BURNET ELEMENTARY	8/4/2021
CLAUDIA MARGARITA RUIZ ARVIZU	KINDER-(BIL)	WEST ELEMENTARY SCHOOL	8/4/2021
MALLORY SANCHEZ	FIRST GRADE (REG)	GALE POND ALAMO ELEM SCHOOL	8/4/2021
REBECA SANCHEZ	THIRD-BILINGUAL	GOLIAD ELEMENTARY SCHOOL	8/4/2021
DORA SARPONG	KINDER (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
MARIA SEGURA	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/4/2021
LINDSEY SELF	SECOND GRADE (REG)	BURLESON ELEM SCHOOL	8/4/2021
VERENICE SEVILLA	FIRST GRADE (REG)	BURNET ELEMENTARY	8/4/2021
REBECCA SIMMONS	PRE-K (REG)	ZAVALA ELEMENTARY SCHOOL	8/4/2021
RICHELLE SMITH	FOURTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
HOLLY SOUZEY	SECOND GRADE (REG)	BURNET ELEMENTARY	8/4/2021
JANIE STEELE	MEDIA SPECIALST ELEM	BLANTON ELEM SCHOOL	8/4/2021
STEPHEN STONER	ELM-P E	BURNET ELEMENTARY	8/4/2021
LESLIE STRANGE	FIRST GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
MICHAEL TARANGO	FIFTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
BAILEY TEMPLE	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
LAUREN TIFT	MULTI GRD(REG) 1-2-3	AUSTIN ELEMENTARY SCHOOL	8/4/2021
NATHAN TODD	ELM-P E	CARVER EARLY EDUC CENTER	8/4/2021
VANITY TRUJILLO	FIFTH GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
ASHLEY TSCHAUNER	KINDER (REG)	REAGAN MAGNET SCHOOL	8/4/2021
GUADALUPE VILLARREAL	FIFTH GRADE (REG)	BURNET ELEMENTARY	8/4/2021
SHELLY WALKER	FOURTH GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021

CAILIN WEBSTER	PRE-K (REG)	BLANTON ELEM SCHOOL	8/4/2021
CHARLES WESTBROOKS	ELM-P E	BURLESON ELEM SCHOOL	8/4/2021
BETHANY WILDER	ELEM-SUZUKI VIOLIN	MILAM ELEMENTARY SCHOOL	8/4/2021
MACI WILLIAMS	FIRST GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
CINNAMON WOODY	THIRD GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021
KATHELEEN YANCY	FOURTH GRADE (REG)	IRELAND ELEM SCHOOL	8/4/2021
MARIA ZAVALA	KINDER (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
MARCIA GAMA	ELEM SPED-LD-CM-RESOURCE	NOEL ELEMENTARY SCHOOL	8/12/2021

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
LAUREN ABBOTT	PE-COACH	NIMITZ MIDDLE SCHOOL	8/4/2021
MUHAMMET AKAR	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
LINDA-JO ALDAS	SCIENCE	BOWIE MIDDLE SCHOOL	8/4/2021
SIARA ALDERETE	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
MARQUEE ALLISON	BUSINESS EDUCATION	ODESSA HIGH SCHOOL	8/4/2021
GABRIEL ALMENDAREZ	ORCHESTRA DIR - MS	CROCKETT MIDDLE SCHOOL	8/17/2021
VANESSA ALONZO-VARELA	SOCIAL STDY-COACH	ODESSA HIGH SCHOOL	8/4/2021
BRITTANY AMBURGEY	SECONDARY SPED-SC	CROCKETT MIDDLE SCHOOL	8/4/2021
SHELLY ANDREWS	PE-COACH	BONHAM MIDDLE SCHOOL	8/4/2021
DENISE ARREDONDO	SP ED / DPT HD	BONHAM MIDDLE SCHOOL	8/4/2021
COOPER BARNETT	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
BRANDON BASS	SOCIAL STDY-COACH	BOWIE MIDDLE SCHOOL	8/4/2021
SHEILA BELL	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/4/2021
JASMIN BELSOM	PE-COACH	NIMITZ MIDDLE SCHOOL	8/4/2021
ROBERT BENSON	GERMAN	PERMIAN HIGH SCHOOL	8/4/2021
CHRISTOPHER BURLESON	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
INGRID BURTON	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
TIFFANI BUSS	FAMILY/CNSUM SCI	PERMIAN HIGH SCHOOL	8/4/2021
JOHN CALHOUN	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/4/2021
MARISSA CASTRO	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
KELSEY CHADWICK	SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
GABRIEL CHAVEZ	SECONDARY- MULTI CLASSROOM LDR	BOWIE MIDDLE SCHOOL	8/4/2021
ELSA MARTINA COCKER	PE-COACH	ODESSA HIGH SCHOOL	8/4/2021
SHELBY COLLINS	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/4/2021
JOSEFINA COOPER	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/4/2021
MAKAYLA COOPER	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
PAULA CULPEPPER	HEALTH-SCIENCE TECH	ODESSA HIGH SCHOOL	8/4/2021
KATHERYNE DAVIS	DPT HD/SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
LEANNA DAVIS	SECONDARY SPED INC/RES	BONHAM MIDDLE SCHOOL	8/4/2021
AMELITA DE GUIA	SECONDARY SPED INC/RES	BOWIE MIDDLE SCHOOL	8/4/2021
REINA DANICA DELOS REYES	MATH	CROCKETT MIDDLE SCHOOL	8/4/2021
ALISA DEVILLIER	SCIENCE	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
JACK DOBYNS	SOCIAL STDY-COACH	ODESSA HIGH SCHOOL	8/4/2021
RUBEN DOMINGUEZ	SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
TALASKA DOMINGUEZ	ENGLISH-COACH	PERMIAN HIGH SCHOOL	8/4/2021
DILSHOD DOSTIEV	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
MICHAEL DURAN	WELDING	ADVANCED TECHNICAL CENTER	8/4/2021
CHRISTOPHER DURAN-TOBIAS	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
MALIK EDWARDS	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	8/4/2021
MALCOM ERVIN	ART	ODESSA HIGH SCHOOL	8/4/2021
VIRJINIA ESPINOZA	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/4/2021
KRISHLENE MARIE FABIA	MATH	ODESSA HIGH SCHOOL	8/4/2021

JEREMY FALCH	THEATRE ARTS - HS ASST	PERMIAN HIGH SCHOOL	8/4/2021
JUSTINE FALCH	CHORAL DIR- ASST MS	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
HILDA GALINDO	SCIENCE	CROCKETT MIDDLE SCHOOL	8/4/2021
DANIELLA GARCIA	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/4/2021
MARK GIBSON	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL	8/4/2021
HEATHER GOMEZ	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/4/2021
ANTONIO GONZALEZ	SCIENCE-COACH	ODESSA HIGH SCHOOL	8/4/2021
RUBEN GUEVARA	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
MARIA GUTIERREZ	SECONDARY SPED-SC	ODESSA HIGH SCHOOL	8/4/2021
CANDI HERNANDEZ	PE-COACH	PERMIAN HIGH SCHOOL	8/4/2021
CYNTHIA HIDALGO	MATH	ODESSA HIGH SCHOOL	8/4/2021
JAKE HIGGS	PE-COACH	PERMIAN HIGH SCHOOL	8/4/2021
MIA HIGNOJOS	SPED/COACH	ODESSA HIGH SCHOOL	8/4/2021
JOSEPH HILLIARD	BIM TEACHER/COACH	PERMIAN HIGH SCHOOL	8/4/2021
STAN HODGES	PE-COACH	PERMIAN HIGH SCHOOL	8/4/2021
JAMES HOLDER	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
NICHOLE JACKSON	SCIENCE	ODESSA HIGH SCHOOL	8/4/2021
JAMES JENNINGS	AUTO MECHANICS	ADVANCED TECHNICAL CENTER	8/4/2021
JESSICA JIMINEZ UTAJARA	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	8/4/2021
D'ANTAE JOHNSON	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/4/2021
SHELLEY JONES	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/4/2021
ASHLEA KING	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	8/4/2021
RACHAEL KLEIN	CHORAL DIR- ASST MS	CROCKETT MIDDLE SCHOOL	8/4/2021
JERRY LANE	SCIENCE	PERMIAN HIGH SCHOOL	8/4/2021
SAVANNAH LINNEY	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
SISTEN LIPSEY	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/4/2021
MADISON LOEWEN	DANCE	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
DANIEL LUNA III	AUTO BODY	ADVANCED TECHNICAL CENTER	8/16/2021
GERALD MABELE	SCIENCE	PERMIAN HIGH SCHOOL	8/4/2021
FABBY MADRID	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
KATHRYN MAKUTA	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
JESUS MARTINEZ	PHYSICAL ED	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
KATIE MATA	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/4/2021
MARIA MATEUS	HIGH SCHOOL ENGINEERING	ODESSA HIGH SCHOOL	8/4/2021
BRIA MAXEY	AVID TEACH-SECONDARY	CROCKETT MIDDLE SCHOOL	8/4/2021
TEVIN MCCASTER	AVID/COACH	ODESSA HIGH SCHOOL	8/4/2021
MARCUS MCGLOWN	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	8/4/2021
MICHAEL MCGUIRE	ESL/READING	BONHAM MIDDLE SCHOOL	8/16/2021
SABRINA MEJRIC	ART	ODESSA HIGH SCHOOL	8/4/2021
TENESIA MELENDEZ	SCIENCE-COACH	ODESSA HIGH SCHOOL	8/4/2021
ASHLEY MENDOZA	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
CHRISTOPHER MURRY	SP ED-COACH	ODESSA HIGH SCHOOL	8/4/2021
LINDA NAGEL	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
JEFFREY NATIVIDAD	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
MONICA NAVIDAD-VERDIN	ENGLISH	PERMIAN HIGH SCHOOL	8/4/2021
BUSUYI OGUNDELE	SCIENCE	ODESSA HIGH SCHOOL	8/4/2021
BREK PAZ	BIM TEACHER/COACH	PERMIAN HIGH SCHOOL	8/4/2021
KAYLEE PAZ	SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
CRYSTAL PUTTY	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
CARLOS RABANEDA TRAVE	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
BRECKON REED	SPEECH-COACH	ODESSA HIGH SCHOOL	8/4/2021
ANDREA RILEY	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021

RICO RIOS	ART	ODESSA HIGH SCHOOL	8/4/2021
ALEJANDRA ROBLES	SPANISH	PERMIAN HIGH SCHOOL	8/12/2021
MARINA SALAZAR	BUSINESS/COACH	ODESSA HIGH SCHOOL	8/4/2021
DANIEL SANDOVAL	SOCIAL STDY-COACH	CROCKETT MIDDLE SCHOOL	8/4/2021
ANNA SCHLOSSER	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
MICHAEL SCOWN	SCIENCE-COACH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
DONNA SEABROOKS	SECONDARY SPED INC/RES	BONHAM MIDDLE SCHOOL	8/4/2021
GABRIEL SMALLWOOD	HEALTH-COACH	ODESSA HIGH SCHOOL	8/4/2021
MICHELLE SORENSEN	SCIENCE	NIMITZ MIDDLE SCHOOL	8/4/2021
NATALIE STEFANIAK	WELDING	ADVANCED TECHNICAL CENTER	8/4/2021
DEVIN STRICKLIN	SOCIAL STDY-COACH	BONHAM MIDDLE SCHOOL	8/4/2021
DAKOTA STULL	ENGLISH	PERMIAN HIGH SCHOOL	8/13/2021
ASHLEY SUTTON	PE-COACH	BONHAM MIDDLE SCHOOL	8/4/2021
CHRISTIAN TOVAR	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
ANDRES VALDOVINOS JR.	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
UVALINDA VALENZUELA	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	8/4/2021
SAMUEL VALERIO JR	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/4/2021
COLIN VALLEY	SP ED-COACH	ODESSA HIGH SCHOOL	8/4/2021
ROSIE VARELA	ENGLISH/LANGUAGE ARTS/READING	WILSON & YOUNG MIDDLE SCHOOL	8/9/2021
DEVON VASQUEZ	SCIENCE	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
VICENTE VILLA	ENGLISH	GEORGE HW BUSH NEW TECH ODESSA	8/4/2021
MATTHEW VINSON	HEALTH-COACH	ODESSA HIGH SCHOOL	8/4/2021
CHRISTI WATSON	SECONDARY- MULTI CLASSROOM LDR	PERMIAN HIGH SCHOOL	8/4/2021
JEFFREY WEBB	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
MEGAN WEBB	ENGLISH	ODESSA HIGH SCHOOL	8/17/2021
CLAYTON WILLMAN	SP ED-COACH	PERMIAN HIGH SCHOOL	8/4/2021
YVONNE WOOD	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
KADESHA WRIGHT	ENGLISH/LANGUAGE ARTS/READING	ODESSA HIGH SCHOOL	8/4/2021
JUSTIN YOUNG	WELDING	ADVANCED TECHNICAL CENTER	8/4/2021
SHI YU	MATH	ODESSA HIGH SCHOOL	8/4/2021
SARA ZUNIGA	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
JALISIA CONEY	SOCIAL WORKER	STUDENT ASSISTANCE SERVICES	8/5/2021
ROSA CRUZ	PRINCIPAL, ELEM	BURLESON ELEM SCHOOL	8/4/2021
GINA EATON	ASST PRINCIPAL, MS	BOWIE MIDDLE SCHOOL	8/2/2021
LAURA GURLEY	SPEECH PATH-ASST	SPECIAL EDUCATION	8/4/2021
CYNTHIA HERMOSILLO	COUNSELOR, EEC	CARVER EARLY EDUC CENTER	8/2/2021
DAWN MILLER	DIR OF ADMINISTRATIVE SERVICES	SECONDARY LEADERSHIP	8/9/2021
NANCY NISH	COUNSELOR, ELEM	ECTOR MIDDLE SCHOOL	8/2/2021
VANESSA RICHARDSON	COORDINATOR, BLENDED LEARNING	INFORMATION TECHNOLOGY	8/9/2021
HOWARD ROBERTSON	MIDDLE SCHOOL DEAN OF STUDENTS	BONHAM MIDDLE SCHOOL	8/9/2021
KELLEE THORPE	SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/4/2021
BETHANY VIZENA	DIETITIAN	FOOD SERVICES	8/2/2021
VANESSA ZOELZER	SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/4/2021

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
ANNE ADAMS	KINDER (REG)	JOHNSON ELEM SCHOOL	8/17/2021
AILEC ESCONTRIAS	FIRST GRADE (REG)	BURNET ELEMENTARY	8/12/2021

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
VICENTE VILLA	ENGLISH LEARNING AND READING	NEW TECH ODESSA	8/17/2021
COOPER BARNETT	ENGLISH LEARNING AND READING	BONHAM MIDDLE SCHOOL	8/24/2021
IGNACIO DE SAINT-GERMAIN	MATH	BONHAM MIDDLE SCHOOL	8/17/2021

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
HOSSEIN HOSSEINI	SPECIALIST, EDUCATIONAL DATA	ASSMT, RESEARCH, PRGM REV	8/31/2021
NANCY NISH	COUNSLR-SEC-REG	ECTOR MIDDLE SCHOOL	8/19/2021
SANDRA RODRIGUEZ	COORDINATOR, ESL	BILINGUAL EDUCATION	8/31/2021
DONNA ZIRIAX	DIRECTOR, BENEFITS/RISK MNG	BENEFITS/RISK MANAGEMENT	8/31/2021

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Certification Waivers for September 2021

DATE: 9/21/2021

Certification Waivers

NAME	JOB CLASS	CAMPUS
ARCHIE GLASPELL	SOCIAL STUDIES	PERMIAN HIGH SCHOOL
BRONSON WIRE	TEEN LEADERSHIP	BONHAM MIDDLE SCHOOL
BRUCE MCKNIGHT	AVID	BONHAM MIDDLE SCHOOL
BYRON RAMIREZ	3RD GRADE	NOEL ELEMENTARY SCHOOL
CANDI HERNANDEZ	PE/COACH	PERMIAN HIGH SCHOOL
CRYSTAL PUTTY	MATH	BONHAM MIDDLE SCHOOL
CYNTHIA HIDALGO	MATH	ODESSA HIGH SCHOOL
DAKOTA STULL	ELAR	PERMIAN HIGH SCHOOL
DEVIN STRICKLIN	PE/COACH	BONHAM MIDDLE SCHOOL
EMILIO BENAVENTE	COMPUTER SCIENCE	ODESSA HIGH SCHOOL
EVELYN RAMOS	ELAR	BOWIE MIDDLE SCHOOL
GEORGINA COX	FRENCH	ODESSA HIGH SCHOOL
IRMA RIZO	4TH GRADE	NOEL ELEMENTARY SCHOOL
JEFFREY GUEVARA	ELAR	NIMITZ MIDDLE SCHOOL
JESUS MARTINEZ	PHYSICAL EDUCATION	WILSON & YOUNG
JOYCLYN FREEMAN	1ST GRADE	BURNET ELEMENTARY SCHOOL
KRISHLENE FABIAN	MATH	ODESSA HIGH SCHOOL
LINNEY SAVANNAH	MATH	BONHAM MIDDLE SCHOOL
MELISSA ESSIEN	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL
MUHAMMET AKAR	MATH	BONHAM MIDDLE SCHOOL
VALERIE STEWARD	ART	ALTERNATIVE EDUCATION CENTER