Agenda of Regular Meeting

The Board of Trustees
Ector County Independent School District

A Regular Meeting of the Board of Trustees of Ector County Independent School District will be held September 17, 2024, 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:
Crockett Middle School Students Samuel Bauguardner and Justyss Rodriguez
4. Invocation: Pastor Dawn Weaks, Connection Christian Church
5. Special Presentations:
Announcement of AP Scholars, AP Scholars with Honor, and AP Scholars with Distinction
Recognition of Visual Arts Scholastic Event (VASE) State Qualifiers
Presentation of 2023-24 Education Foundation Grants Awards
Recognition of ECISD Employees on TEA Educator Item Review Committees
6. Opening Remarks by Superintendent
7. Public Comment
8. Bond 2023
    - A. Bond 2023 Update 4
    - B. Discussion of and Request for Approval of Bond 2023 Purchases over $50,000 19
9. Board Policy
    - A. Discussion of and Request for Approval of TASB Local Policy Update 123 26
10. Action Items
    - A. Discussion of and Request for Approval of Ordinance to Set 2024 Tax Rate for 2024-2025 93
    - B. Discussion of and Request for Approval of Purchases over $50,000 112
    - C. Discussion of and Request for Approval of 2024-2025 Budget Amendment #2 116
    - D. Discussion of and Request for Approval of the 2024-2025 ECISD Campus Improvement Plans 120
11. Consent Agenda 916
    - A. Request for Approval of Minutes of Meetings 917

B. Request for Approval of Bills for Payment 929
C. Request for Approval of Acceptance of Donations Over $10,000 951
D. 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 999
E. 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 1008
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 - Transition 1011
G. Request for Approval of Modified Schedule State Assessment Testing Days Waiver 1015
H. Request for Approval of Staff Development Waiver 1016
I. Request for Approval of Public School District and Open-Enrollment Charter School Agreement 2024-2025 between Ector County ISD and Texas Virtual School Network 1017
J. Request for Approval of Permian High School Band Student Out-of-State Travel to Costa Rica 1029
K. Request for Approval of Odessa High School Showgirls Student Out-of-State Travel to Orlando, Florida 1035
L. Request for Approval of Educational Specifications Update 1040
M. Request for Approval of Annual Renewal of Memorandum of Understanding with Texas Tech University for Principal Fellow Masters Program 2024-2025 1055
N. Request for Approval of Annual Renewal of Memorandum of Understanding with the University of Texas of the Permian Basin for Principal Fellow Masters Program 2024-2025 1068

12. Report/Discussion Items
A. Discussion of Acceleration Academies, LLC. Partnership Agreement Amendment 1087
B. Presentation of the 2023-2024 ECISD Employee Exit Data 1100
C. Presentation and Discussion of 2024 CCMR Results 1117

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.]
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.]

14. Information Items 1118
A. Added Administrative Professional and Stipend/Supplemental Pay Plan 1119
B. Financials 1120
C. Purchasing Over $50,000 Informational Report 1125
D. Routine Personnel Report 1131

15. Closing Remarks by Superintendent

16. Adjournment

BOND 2023 UPDATE

Interim Superintendent and Board of Trustees will discuss various aspects of the 2023 Bond.

BOND 2023

School Board Update

September 17, 2024





PROJECT IMPLEMENTATION

6

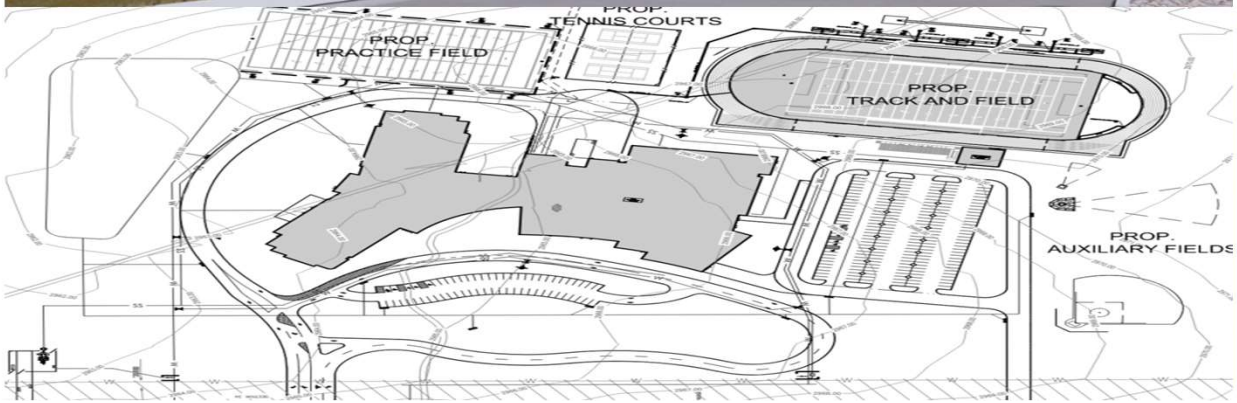
ECISD BOND 2023

SEPTEMBER 17, 2024

ECTOR COUNTY ISD

MIDDLE SCHOOL





CONSTRUCTION UPDATE

DESIGN

- Received the 50% Construction Documents on 8/30/2024
- Estimates from Teinert and Gallagher due on 9/25/2024

ON-SITE ACTIVITY

- Geo-technical boring completed. Draft report has been received. Final report due on 9/20/2024.

COST SUMMARY	
Budget	$ 120,000,000
Encumbrance	$ 5,600,318
Actual	$ 2,730,541
Available	$ 111,669,141
Percentage Complete:	2%



DIFFERENT FROM THE GROUND UP

WWW.GALLAGHERTX.COM

GALLAGHER

SEPTEMBER 17, 2024

ECTOR COUNTY ISD

CAREER & TECHNOLOGIES CENTER



CONSTRUCTION UPDATE

DESIGN

- Advisory Committee Meeting #7 held on 8/22/2024
- Design Development submission due on 10/1/2024

COST SUMMARY	
Budget	$ 80,000,000
Encumbrance	$ 5,160,733
Actual	$ 890,112
Available	$ 73,949,155
Percentage Complete:	1%

CTE Schedule



DIFFERENT FROM THE GROUND UP

GALLAGHER

TLC – Educational Specifications Addendum



Educational Specifications Addendum

Transition Learning Center

Submitted: September 11, 2024

9

Parkhill Architecture Projects

- Parkhill has met multiple times over the last month with ECISD staff:
  - Ag Farm
  - Permian Auditorium
  - JROTC Facility
  - Transportation Facility
- Parkhill & Operations working with City of Odessa to understand ordinances affecting construction.
- Parkhill & ECISD staff evaluating site options

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Ag Farm

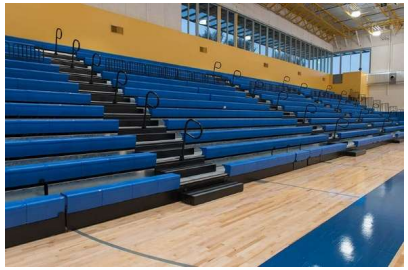
- Land Survey and Geotechnical Evaluation Underway
- Parkhill Architects will provide samples of past projects:
  - Lubbock ISD Ag Educ. Facility – 40,000 sq ft. (2022)
  - Lubbock ISD Animal Barn - 15,500 sq ft (under construction)
  - L-CISD Ag Educ. Facility -15,000 sq ft (2014)
  - L-CISD Ag Educ. Facility – 27,000 sq ft (2020)
  - Plains ISD Ag. Educ. Facility – 15,000 sq ft (2013)

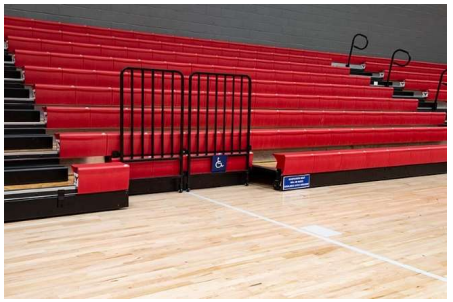
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ECISD BOND 2023

Middle School Bleacher Replacement

- Bonham MS: Cobalt Blue
- Bowie MS: Deep Violet
- Crockett MS: Crimson Red
- Ector MS: Cobalt Blue
- Nimitz MS: Blue Dusk
- Wilson & Young MS: Black





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FINANCE

ECISD BOND 2023

ECISD
Bond 2023
Costs by Project
as of 9/11/2024



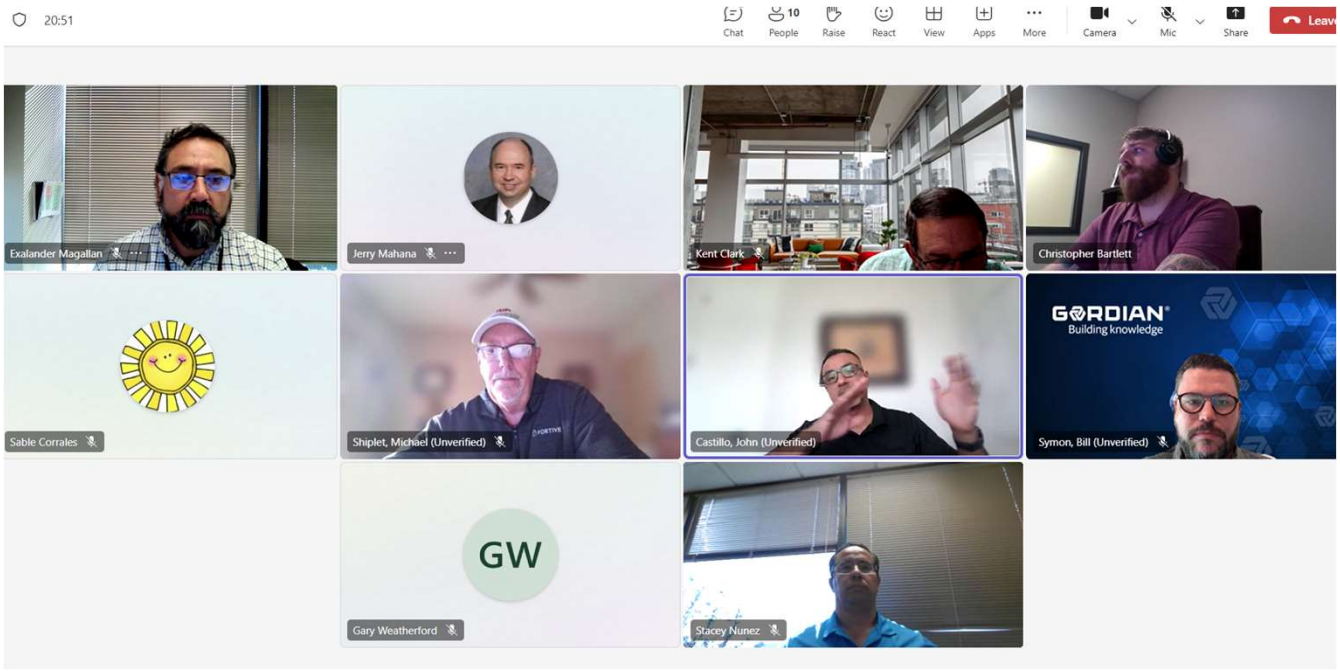
Project Name	Project Budget	Purchase Orders Encumbrance	Paid Actual	Remaining Available	Percentage Complete
MIDDLE SCHOOL	120,000,000	5,600,318	2,730,541	111,669,141	2%
PRIORITY 1&2 ITEMS	117,783,000	5,090,723	441,446	112,250,831	0%
HS/CTE CENTER	80,000,000	5,160,733	890,112	73,949,155	1%
TRANSPORTATION FACILITY	35,000,000	1,480,500	94,500	33,425,000	0%
AUDITORIUM RENO-PHS	12,500,000	725,156	71,719	11,703,125	1%
TECHNOLOGY-PA, BELL, CLOCK, FA SY	10,000,000			10,000,000	0%
LAND PURCHASE	9,000,000	131,314	835,008	8,033,678	9%
TRANSITION LEARNING CENTER	8,000,000	370,500	19,500	7,610,000	0%
AG FARM BUILDINGS-CTE	7,500,000	360,141	5,484	7,134,375	0%
TECHNOLOGY ITEMS-SURVEILLANCE	6,000,000	3,458,327	1,447,995	1,093,678	24%
FINE ARTS INSTRUMENTS	3,665,000	487,568	838,602	2,338,830	23%
TECH ITEMS-FLT PNL BDS,AV EQP	3,500,000		3,422,512	77,488	98%
TECHNOLOGY - PHONE SYS	2,500,000			2,500,000	0%
TRANSPORTATION BUSES	2,450,000			2,450,000	0%
JROTC FACILITY	1,500,000	96,257	7,805	1,395,938	1%
TECHNOLOGY ITEMS - AV EQUIP	1,500,000			1,500,000	0%
ATH-MS GYM BLEACHERS	1,000,000	845,158		154,842	0%
MS UNIF-BAND&MARIACHI	685,000			685,000	0%
ATH-BB & TENNIS LIGHTS-OHS	650,000	42,000	558,000	50,000	86%
ATH-MS TENNIS COURT RESURFACE	480,000	40,121	216,826	223,053	45%
ATH-BASEBALL LIGHTING-PHS	400,000	80,799	319,200	1	80%
MS PERFORMANCE RISERS	150,000	-	30,948	119,052	21%
Totals	**$ 424,263,000**	**$ 23,969,615**	**$ 11,930,198**	**$ 388,363,187**	
Percent	100%	6%	3%	92%	



FUTURE ACTIONS

ECISD BOND 2023

Priority 1 & 2 Items – Electrical Projects Planning



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ECISD BOND 2023

Advisory Committees

Advisory Committees continue to develop for these projects:

- Ag Farm
- JROTC Facilities
- Permian High School Auditorium Renovation
- Transition Learning Center
- New Middle School
- New CTE High School

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ECISD BOND 2023

THANK YOU



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 BOND 2023 PURCHASES OVER $50,000**

DATE: September 20, 2024

As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

****

Administrative Recommendation:
Approval of Bond 2023 Purchases over $50,000

ECISD
Request for Bond Purchases Over $50,000
September 2024

Item	Vendor(s)	Estimated Contract Price	Funding	Requestor/Department	Reference	Service/ Product	Service/Product Summary	Contract Term
1	Accurate Air Solutions The Bosworth Company, LTD	$ 25,000,000	Bond Funds 693	Exalander Magallan District Operations	ECISD AWARDED RFP 25-01	Job Order Contracting Services for Mechanical and HVAC	Build a pool of HVAC contractors for priority 1 and 2 bond projects. As part of the bond package, ECISD will be utilizing general contractors to address and resolves priority 1 and 2 HVAC issues.	2024-2025
2	Bluefin, LLC PBK	$ 25,000,000	Bond Funds 693	Exalander Magallan District Operations	ECISD AWARDED RFQ 24-10	Roofing Consultant Services	Roofing consultants to assist with Design/Engineering Services including but not limited to roof replacement and roof repair projects and miscellaneous related work, as it relates to priority 1 and priority 2 roofing issues.	2024-2025
3	Agnew Associates Inc	$ 2,750,000	Bond Funds 693	Exalander Magallan District Operations	Professional Service	Mechanical, Electrical and Plumbing Engineering Services (MEP)	-Electrical: Electrical Code upgrades and Specifications for Main Distribution Panel replacement in District Buildings -Plumbing: Drawings and Proper Plumbing Code Upgrades, Sizing of Building Water, Sewer Systems and work Inspections. -Mechanical / HVAC: Specifications for HVAC Units and Mechanical Pump Sizing	2024-2025 20

Board Approval:_____

Date: 9/17/2024

RFP #25-01– Rebid Job Order Contracting Services for Mechanical and HVAC

- **Purpose:** Build a pool of HVAC contractors for priority 1 and 2 bond projects.
- **Background Info:** As part of the bond package, ECISD will be utilizing general contractors to address and resolves priority 1 and 2 HVAC issues.
- **Cost:** $25,000,000
- **Funding Source:** 693 - Bond funds
- **Recommended Supplier/Service Provider:**
    - Accurate Air Solutions
    - The Bosworth Company, LTD.

_____ _____

Board Approval **Date**

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TEXAS
RFP 25-01 Rebid Job Order Contracting Services for Mechanical and HVAC
SCORE SHEET
Closed: August 28, 2024 1:00PM

Consolidated

Criteria	Suppliers	
	Accurate Air Solutions LLC	The Bosworth Company, Ltd
Evaluator 1	75	90
Evaluator 2	80	94
Evaluator 3	83	93
Evaluator 4	88	97
Evaluator 5	75	100
Evaluator 6	76	100
Total	**477**	**574**
Average	**80**	**96**

Sam Magallan
Executive Director of District Operations
802 N. Sam Houston
Odessa, TX 79761
432-456-9659

RFQ #24-10 – Roofing Consultant Services

- **Purpose:** District Operations is seeking Roofing Consultant Services for Bond related Priority 1 and Priority 2 construction Supplier/Services with an option to renew for up to four years (4) years. Renewals of the contract may be made in one (1) year intervals with the year immediately following the initial term being the First Renewal Term, not to exceed a total of five years (5) years, at the sole discretion of ECISD.

- **Background Info:** As part of the bond package, The Ector County ISD will be utilizing roofing consultants to assist with Design/Engineering Services including but not limited to roof replacement and roof repair projects and miscellaneous related work, including assessing current school facilities, prioritizing facility needs, assisting the District with selection of a delivery method as set out by current Texas law, preparing designs and specifications, assisting with advertising for bids/proposals, assisting with evaluating the bids/proposals, producing construction documents, comprehensive oversight of the project, authorizing payments to contractor(s), etc. as it relates to priority 1 and priority 2 roofing issues.

- **Costs:** $25,000,000

- **Funding Source:** 693 Bond Fund

- **Recommended Supplier/Service Provider(s):** Bluefin, LLC
  PBK

Professional Service Providers will be used on an as needed basis throughout the district to provide services to students and staff. This award will not be a guarantee of purchase for any goods or services.

Board Approval _____ **Date** _____

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TEXAS
RFQ # 24-10 Roofing Consultant Services
SCORE SHEET
Closed: December 11, 2023 1:00PM

Consolidated

Criteria	Suppliers					
	Amtech Solutions, Inc.	Armko Industries, Inc.	Bluefin, LLC	PBK	Pinnacle Design Group	Terracon Consultants, Inc.
Evaluator #1	64	65	98	98	60	90
Evaluator #2	64	65	98	98	60	90
Evaluator #3	64	65	98	98	60	90
Total	**192**	**195**	**294**	**294**	**180**	**270**
Average	**64**	**65**	**98**	**98**	**60**	**90**

Kent Clark
Facilities Warehouse Supervisor
(432) 456.9559
2225 W 8th
kent.clark@ectorcountyisd.org

Supporting Memo for Bond MEP Engineering Services

- **Purpose:** District Operations and the Facilities Department is seeking to use Agnew Associates INC. for Mechanical, Electrical and Plumbing Engineering Services (MEP)
- **Background Info:** The Operations and Facilities Departments are needing MEP Engineering services for many for the Bond projects across the District. These services will include many of the following services:
  Electrical: Electrical Code upgrades and Specifications for Main Distribution Panel replacement in District Buildings
  Plumbing: Drawings and Proper Plumbing Code Upgrades, Sizing of Building Water, Sewer Systems and work Inspections.
  Mechanical / HVAC: Specifications for HVAC Units and Mechanical Pump Sizing
- **Estimated Yearly Costs:** $2,750,000
- **Funding Source:** 693 Bond Fund
- **Recommended Supplier/Service Provider:**
  Agnew Associates INC.

- Professional Service Providers will be used on an as needed basis throughout the district to provide services to students and staff. This award will not be a guarantee of purchase for any goods or services.

Board Approval **Date**

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capital, and Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF TASB LOCAL POLICY UPDATE 123.**

BBD(LOCAL): BOARD MEMBERS - TRAINING AND ORIENTATION
BBFA(LOCAL): ETHICS - CONFLICT OF INTEREST DISCLOSURES
CCGB(LOCAL): AD VALOREM TAXES - ECONOMIC DEVELOPMENT
CKC(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY PLANS
CKEA(LOCAL): SECURITY PERSONNEL - COMMISSIONED PEACE OFFICERS
CQC(LOCAL): TECHNOLOGY RESOURCES – EQUIPMENT
DCE(LOCAL): EMPLOYMENT PRACTICES - OTHER TYPES OF CONTRACTS
DGBA(LOCAL): PERSONNEL-MANAGEMENT RELATIONS - EMPLOYEE COMPLAINTS/GRIEVANCES
EEH(LOCAL): INSTRUCTIONAL ARRANGEMENTS - HOMEBOUND INSTRUCTION
EF(LOCAL): INSTRUCTIONAL RESOURCES
EFA(LOCAL): INSTRUCTIONAL RESOURCES - INSTRUCTIONAL MATERIALS
EFB(LOCAL): INSTRUCTIONAL RESOURCES - LIBRARY MATERIALS
FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
GF(LOCAL): PUBLIC COMPLAINTS

DATE: September 17, 2024

The Administration requests the Board approve TASB Update 123. Update 123 includes revisions to legal policies based on legislative and regulatory changes.

****

Administrative Recommendation:
Approval of TASB Local Policy Update 123.

TASB Policy Update 123

- Includes revisions to legal policies based on legislative and regulatory changes
- Revisions are recommended to 14 local policies.

Recommended Local Policy Revisions Address:

- Board Member Training & Orientation
- Board Member Conflict of Interest Disclosures
- Economic Development: Chapter 313 Agreements
- Emergency Plans
- Security Personnel
- Technology Equipment
- Other Types of Employment Contracts: Non-Chapter 21 Employee Contracts
- Homebound Instruction
- Instructional Resources & Library Materials

BBD (LOCAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

- HB 3033 authorizes the attorney general to mandate training for trustees on the Public Information Act if a violation is found.

- Specifies that this mandatory training cannot be delegated to the district's Public Information Act coordinator.

Public Information Coordinator	The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]
After Election or Appointment	
After a Violation	A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

BBFA(LOCAL)

ETHICS: CONFLICT OF INTEREST DISCLOSURES

- Recommends clarifying that a trustee's ethical duty to disclose financial or personal interests in board transactions surpasses statutory requirements in state and federal law.

- The added language aims to demonstrate a commitment to avoiding undue influence, increasing transparency, and preventing the appearance of impropriety in public dealings.

	In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.
	A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]
Annual Financial Management Report	Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

CCGB(LOCAL)

AD VALOREM TAXES: ECONOMIC DEVELOPMENT

31

- The Texas Economic Development Act, Tax Code Chapter 313, Subchapters B and C, expired on December 31, 2022.

- A limitation on appraised value approved before the expiration continues in effect according to the law as it existed immediately before its expiration, and the law is continued in effect for purposes of the limitation on appraised value.

- Changes are mostly deletion of language related to procedures for placing a new application under this Act.

CKC(LOCAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

32

- A Notice Regarding Violent Activity section is recommended to comply with legal requirements. Administrative procedures must be created to align with TEA's model standards.

Notice Regarding Violent Activity

~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

CKEA(LOCAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

33

- The CKE policy series has undergone significant revisions to ensure compliance with HB 3 and other legal requirements.
- Changes include:
    - Updated “Police Authority” subsection to reflect “Police Authority and Duties”
    - “Limitations on Non-school Employment” subsection revised to emphasize officer’s duty to enforce all laws while working off-duty or temporarily assigned to another agency
    - New section outlines the operation of this policy under interlocal agreements with other agencies
    - Edits made for policy style consistency and clarity

CQC(LOCAL)

TECHNOLOGY RESOURCES: EQUIPMENT

- New Policy

34

- Fulfills the legal obligation of adopting a policy for integrating digital devices effectively in the district.

- The policy incorporates TEA and Health Services Commission health and safety guidelines and stipulates that the superintendent will devise implementation guidelines.

Ector County ISD
068901

TECHNOLOGY RESOURCES
EQUIPMENT

CQC
(LOCAL)

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

DCE(LOCAL)

EMPLOYMENT PRACTICES: OTHER TYPES OF CONTRACTS

- Pertains to Non-Chapter 21 Employment Contracts
- Proposed revisions to the Termination During Contract Term section aim to specify that employees can appeal termination during the contract period by requesting a hearing before the board
- Additionally, the revisions seek to differentiate between terminations occurring during the contract term and those at its conclusion.

~~Appeal of Employment Actions~~

~~An~~Termination During Contract Term

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period ~~in accordance with DCE(LEGAL).~~.

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

DGBA(LOCAL)

PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINT/GRIEVANCES

- Extensive revisions in the CKE policy series prompted minor updates to cross-references to other complaint processes
- Minor changes to wording
- No other modifications made to this policy

EEH(LOCAL)

INSTRUCTIONAL ARRANGEMENTS: HOMEBOUND INSTRUCTION

- TEA's revisions to the Student Attendance Accounting Handbook (SAAH) prompted updates to this policy.
- The revisions allow students to receive homebound services for both medical and psychological conditions.
- Furthermore, it is clarified that the weeks of confinement due to these conditions do not need to be consecutive for qualification.

EF(LOCAL)

INSTRUCTIONAL RESOURCES

- Deletion of Policy Recommended

- In alignment with EF(LEGAL), the local policy concerning instructional resources is being removed. Instead, new local policies addressing instructional materials and library materials separately are being introduced at EFA and EFB.

EFA(LOCAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

- New Policy

- The policy on instructional materials is now coordinated with the policy on library materials at EFB(LOCAL). Previously housed provisions from EF(LOCAL) have been moved here with revisions.

- Clarifications include selecting instructional materials in line with objectives and administrative regulations, which may include State Board of Education list items.

- Additionally, the list of individuals eligible to request reconsideration of instructional materials has been revised to allow employees or parents/guardians to submit requests.

EFB(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITIES: LIBRARY MATERIALS

- New Policy

40

- This recommended policy aligns with revisions to the Administrative Code and new library collection development standards for school libraries under HB 900.

- Key Component is the Process for Reconsideration of Library Materials

  - Specifying the location of the formal reconsideration form

  - The position title responsible for appointing the reconsideration committee

  - The number of days allocated for:
    - Appointing the Committee
    - Providing the material for review to the Committee
    - Completing the Committee's final report

FNG(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITES: STUDENT AND PARENT COMPLIANT/GRIEVANCES

41

- Extensive revisions within the CKE policy series prompted minor updates to other complaint processes
- Minor changes to wording
- No other modifications made to this policy

GF(LOCAL)

PUBLIC COMPLAINTS

- Extensive revisions within the CKE policy series prompted minor updates to other complaint processes
- Apart from this adjustment, no other changes were made to this policy.

Questions?

Public Information Coordinator

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After Election or Appointment

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

Reporting Continuing Education Credit

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

Annual Financial Management Report

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

Note: The Texas Economic Development Act, Tax Code Chapter 313, Subchapters B and C, expired on December 31, 2022.

A limitation on appraised value approved before the expiration continues in effect according to the law as it existed immediately before its expiration, and the law is continued in effect for purposes of the limitation on appraised value.

Texas Economic Development Act

Purpose

These provisions outline the District's procedures ~~for accepting, reviewing, and considering applications and amendments to applications, and, when necessary,~~ enforcing agreements under the Texas Economic Development Act (the Act), as set forth in Tax Code Chapter 313. [See CCGB(LEGAL)]

~~Definitions~~

~~In addition to the definitions set out in CCGB(LEGAL), the following definitions apply in this policy:~~

~~"Application review period" means the period during which the Board will consider and act on an application. The application review period begins on the application review start date and ends on the 151st day thereafter, unless the application review period is extended by Board action prior to the expiration date.~~

~~"Appraisal district" means each county appraisal district that appraises property that is the subject of an application.~~

~~"Large project application" means an application for which the qualified investment exceeds $300,000,000.~~

~~**Filing an Application**~~

~~In the form and formats required by the comptroller, an applicant shall file with the Superintendent the original and copies of the completed application along with a searchable electronic copy certified to contain information identical to the original hard copy. [See CCGB(LEGAL) at Required Contents and Format]~~

~~The Superintendent shall hold any incomplete applications or applications submitted without the full application fee until the application is properly completed and the application fee is paid. The Superintendent's determination of whether an application is complete shall be final.~~

~~Confidentiality of Applicant Information~~

~~If the Board decides to consider an application, information provided in connection with an application will not be considered confidential except as allowed by law. [See CCGB(LEGAL) at Confidential Business Information]~~

~~Amending an Application~~

~~An applicant may seek to amend an application at any time prior to final Board action on the application. If an amended application is filed within 60 days of the end of the application review period, the application review period shall be extended automatically to the 61st day after the date on which the last amended application is filed, unless the Board takes action to extend the application review period otherwise.~~

~~The Superintendent shall review and forward to the comptroller any amended application or supplemental information on receipt.~~

~~Standard Application Fee~~

~~An applicant shall pay a standard application fee of $75,000 to the District to cover the District's costs in processing and considering the application. This fee is nonrefundable except as set forth in this policy:~~

~~1. For large project fees after the initial fee submission; or~~

~~2. If the application is rejected after an initial Board review.~~

~~The standard application fee does not include any amount charged by the comptroller to the applicant for the comptroller's economic impact evaluation.~~

~~*Large Project Application Fee*~~

~~For a large project application, the Board may set an application fee higher than the standard application fee if the analysis or evaluation of the application warrants a higher fee. In this case, the applicant shall initially submit the standard application fee. If the Board sets a higher fee, the applicant may withdraw its application and any fee submitted if the applicant disagrees with the higher fee.~~

~~**Processing an Application**~~

~~Upon receipt of an application and application fee, the Superintendent shall:~~

~~Before Initial Board Review~~

~~1. Send the applicant written confirmation of receipt of the application and application fee.~~

~~2. Review the application and, as necessary, require the applicant to submit additional and/or supplementary information, including all required schedules.~~

~~3. Within seven days of receipt of a completed application, submit the application to the comptroller, together with any economic analysis of the proposed project submitted by the applicant.~~

~~4. Obtain necessary conflict of interest disclosures. [See BBFA(LEGAL)]~~

~~Initial Board Review~~

~~As soon as practical after an application is filed, the Board shall conduct an initial review of the application during which the Board may consider the Superintendent's recommendation and written or oral presentations concerning the application.~~

~~If, after the initial review, the Board determines that the application is not in the best interests of the District, the Board shall reject the application and return to the applicant the application fee, less any necessary and reasonable costs of the initial review.~~

~~If the Board accepts a large project application for further consideration, the Board may set an appropriate fee in accordance with this policy.~~

~~After Initial Board Review~~

~~If the Board elects to consider the completed application, the Superintendent shall:~~

~~1. Deposit the application fee and provide required written notice to the applicant and comptroller, with a copy to the appraisal district, that the District has received and will consider the completed application;~~

~~2. Deliver to the comptroller a copy of the application and required material along with a request for an economic impact evaluation;~~

~~3. Accept on behalf of the Board any amendments or supplements submitted by the applicant, and transmit copies to the comptroller within seven days of receipt;~~

~~4. Direct appropriate District personnel to create a link from the District's website to the location on the comptroller's website where copies of applications are posted;~~

~~5. Within the time allowed by law, provide all required supplemental information necessary to assist the comptroller and the Texas Education Agency (TEA) with the required analyses;~~

~~6. On receipt, provide the applicant and District consultants with a copy of the economic impact evaluation and the school facilities impact analysis;~~

~~7. Work with the applicant and District consultants to provide the District and the comptroller with copies of the proposed agreement in a timely manner [see CCGB(LEGAL) at Continued Eligibility];~~

~~8. Take all action necessary or required to process the application;~~

9. Not later than 151 days after the application review start date, present to the Board an agreement for final approval or a request for extension of the application review period;

10. If an extension of the application review period is requested, report each such request to the comptroller within seven days of the decision to grant the extension; and

11. After Board action on the application, if any, transmit all necessary and required information to the comptroller, the applicant, and the appraisal district.

District Consultants

On retention by the Board, District consultants, including legal counsel, shall review the application to ensure it includes all required information. District consultants shall also begin an analysis of the application, consider any legal implications of the application, draft and negotiate an appropriate revenue protection agreement, and evaluate the analyses from the comptroller and TEA on receipt.

District consultants shall be paid for services from the application fee and shall complete their analyses in time to assist the Board, as appropriate, in its initial review or final determination on the application.

Board Action on Application

Completed applications may be considered for approval by the Board only after completion of the economic impact evaluation and the school facilities impact analysis and receipt of the comptroller's certification, as required by the Act.

Public Hearing

The Board's final determination on an application shall be made after a public hearing at which the Superintendent, District consultants, the applicant, and members of the public may provide input and information concerning the proposed application. The comptroller's certification shall be disclosed at the public hearing.

The public hearing shall be held at a time that allows the Board to approve or disapprove an application before the expiration of the application review period, unless the deadline has been extended.

Findings of Fact

After the public hearing, the Board shall make specific written findings as required by law. [See CCGB(LEGAL) at Approval]

Adoption of Agreement

After considering the comptroller's certification, the economic impact evaluation, the school facilities impact analysis, information from District consultants, and any other relevant information, the Board may approve the application and enter into an agreement that complies with all legal requirements. [See CCGB(LEGAL) at Agreement] The Board shall also consider and adopt an agreement with the applicant to provide protection from or compensation for

any financial risks undertaken by the District in accepting the application.

~~Waiver of Jobs Requirement~~

~~The Board may waive the new jobs creation requirement in accordance with the law. [See CCGB(LEGAL) at Waiver of New Jobs Creation Requirement] If an applicant makes a waiver request subsequent to the original application, the Board may charge the applicant a fee to cover the costs of any consultant required by the Board in making the requisite finding.~~

Superintendent Responsibilities After Agreement

During the term of any agreement, the Superintendent shall ensure that all reporting requirements are met in a timely manner by the District and the applicant. The Superintendent is authorized to delegate this function to District consultants.

Statements Regarding Conflicts of Interest

~~Each Board member and any District employee who is a local government official under Local Government Code Chapter 176~~Within 60 days after each Board election or appointment, each new Board member shall submit a conflict of interest statement confirming or denying the existence of a conflict of interest or a substantial business interest in each project that is the subject of an ~~application,~~ agreement~~,~~ or amendment to an agreement with the District. ~~Within~~This requirement to submit a conflict of interest statement within 60 days ~~after each Board election or the appointment of a Board member, each new Board member~~ shall ~~complete~~also apply to any new District employee who is a ~~statement.~~local government official under Local Government Code Chapter 176. The completed statements shall be retained by the District with each affected ~~application or~~ agreement. If a conflict or substantial interest exists, the appropriate disclosure forms shall be completed and filed as required by law. [See BBFA(LEGAL)]

Emergency Operations Plan

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing~~:~~:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Notice Regarding Violent Activity

~~4.~~ The Superintendent shall develop procedures to notify parents regarding violent activity that has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

District Police Department

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Police Authority and Duties

~~Police officers employed by the~~Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police ~~officers~~officer shall ~~have the authority to~~:

1. Protect the safety and welfare of any person in the jurisdiction of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

A District police ~~officers~~officer shall not be assigned routine classroom discipline or administrative tasks.

~~*Temporary Assignment*~~

~~District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.~~

Limitations on Nonschool Employment

No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.

No District police officer shall be allowed to work for an outside employer that serves alcoholic beverages and/or promotes behavior inconsistent with the District's purposes.

Relationship with Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into ~~a memorandum~~memoranda of understanding and other appropriate interlocal agreements that ~~outlines~~outline reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the ~~memorandum~~memoranda of understanding and other agreements at least once every year. ~~The memorandum of understanding~~All such agreements shall be approved by the Board.

Interlocal Agreement for Mutual Aid

While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

~~Body-Worn Cameras~~

~~District officers shall use body-worn cameras only for a law enforcement purpose and in accordance with the provisions of the District police department's body-worn camera program. Officers shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.~~

Access to Recordings	Recordings from video equipment in police cars and from body-worn cameras shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)] A member of the public may request access to these recordings in accordance with the procedures set out in state law. [See GBA and GBAA]
Body-Worn Cameras	A District police officer shall use a body-worn camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. Each District police officer shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.
Training	~~All~~Each District ~~officers~~police officer shall receive at least the minimum amount of education and training required by law.
Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
Racial Profiling	The chief of police shall develop and implement regulations to ensure compliance with ~~state law~~laws regarding racial profiling. ~~Police officers employed by the~~A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
Use of Force	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
High-Speed Pursuit	~~Officers~~A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.
Complaints	Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person

making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint.

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

[See CKE(LEGAL) and CKEA(LEGAL)]

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

Non-Chapter 21 Contracts

The Board may employ by written contract personnel not eligible for a contract under Chapter 21 of the Education Code. Such contracts shall not be governed by the provisions of Chapter 21 of the Education Code.

Reasonable Assurance of Employment

The District shall provide an employee a letter of reasonable assurance of employment if a new contract is not issued prior to the last working day of the current contract and the employee is reasonably expected to report to work at the beginning of the following academic term.

~~**Appeal of Employment Actions**~~

~~An~~Termination During Contract Term

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period ~~in accordance with DCE(LEGAL).~~.

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with the DIA series.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with the DIA series.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with the DIA series.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Direct Communication with Board Trustees	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
Formal Process	An employee may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee's absence.

Response	At Levels One and Two, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process. The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.
Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor or the District administrator with authority to remedy the alleged problem.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three

presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

General Education

Consistent with ~~TEA's~~the Texas Education Agency (TEA) *Student Attendance Accounting Handbook* (*SAAH*), a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~The weeks ~~of confinement~~ need ~~to~~not be consecutive.

~~If the ARD~~If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH,* and a student's individualized education program ~~(IEP),~~, as applicable.

Note: For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional resources" may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District's educational program.

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

Selection Criteria

In the selection of instructional resources, professional staff shall ensure that the resources:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.

3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.

4. Are designed to help students gain an awareness of our pluralistic society.

5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.

6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.

Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.

Controversial Issues

District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Resources

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.

2. The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.

3. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.

4. If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.

Formal Reconsideration

A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.

3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

trator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

Frequency of Review

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Additional Update 123 Revisions

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

Collection Development Policy

In this policy, "library materials" may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.

5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and Evaluation of Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.

2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.

3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.

4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.

2. Consultation with District teachers and library staff.

3. Consultation with library staff from other districts.

4. Extensive review of the library material.

5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

Library materials shall not include "harmful material" as defined by Penal Code 43.24(a)(2); "obscene" material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

Guiding Principles

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student's parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Informal Reconsideration

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material. and direct the requestor to the digital learning coordinator.

Formal Request for Reconsideration

The District shall ~~make a~~ provide a form to request reconsideration of library material at the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

Reconsideration Committee

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The ~~principal~~ digital learning coordinator shall appoint a reconsideration committee and notify the reconsideration committee ~~members~~ within 10 days of receiving the request for reconsideration form.

The reconsideration committee shall include a certified librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The District shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review This policy shall be reviewed at least every three years and revised as necessary.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   In most circumstances, students and parents shall file Level One complaints with the campus principal.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider

the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board

shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

	deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.
Response	At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process. The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the

complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

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 2024 TAX RATE FOR 2024-2025**

DATE: September 17, 2024

Tax rate is as follows:

Maintenance & Operations	(M&O)	.7596
Debt Service	(I&S)	.2544
Total		1.014

****

Administrative Recommendation:

Approval of Ordinance to set the 2024 Tax Rate for 2024-2025 at $ 1.014

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 17, 2024

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 2024 at a total tax rate of $1.014 to be assessed and collected by the duly specified assessor and collector as follows:

$ .7596 for the purpose of maintenance and operation, and

$ .2544 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.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 1.4 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $15.00.

Adopted this 17th day of September, 2024, by the Ector County ISD Board of Trustees.

Signed: _____
Chris Stanley, President, Board of Trustees

Attest: _____
Dr. Steve Brown, Secretary, Board of Trustees

Ector County ISD

Tax Rate

2024 – 2025

Presented by: Deborah Ottmers, ECISD Chief Financial Officer

9/17/2024

50-280 (Rev -4-22/6)

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 18, 2024 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	$ .7596	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax approved by local voters	$ .2544	/$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	2.32 %	increase
Debt service	.63 %	increase
Total expenditures	2.12 %	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	$ 24,232,771,178	$ 24,339,746,048
Total appraised value* of new property**	$ 839,819,651	$ 1,836,819,063
Total taxable value*** of all property	$ 18,054,865,100	$ 17,582,027,735
Total taxable value*** of new property**	$ 617,331,002	$ 1,479,809,046

* "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* $ 344,365,000

* Outstanding Principal for 2024/25

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	$ .75960	$ .25440	$ 1.01400	$ 5,987	$ 5,784
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ .74974	$ .24998	$ .99971	$ 5,962	$ 5,778
Proposed Rate	$ .75960	$ .25440	$ 1.01400	$ 5,963	$ 5,794

** 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.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 202,180	$ 220,486
Average Taxable Value of Residences	$ 81,635	$ 85,984
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.014	$ 1.014
Taxes Due on Average Residence	$ 827.78	$ 871.88
Increase (Decrease) in Taxes		$ 44.10

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-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.014. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of $1.014.

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)	$ 43,535,927
Interest & Sinking Fund Balance(s)	$ 4,831,267

A school district may not levy the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Visit Texas.gov/PropertyTaxes to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property. The 86th Texas Legislature modified the manner in which the voter-approval tax rate is calculated to limit the rate of growth of property taxes in the state.

Property Tax

Based on estimated property values in April 2024

Published in Newspaper on 6/8/24 for Budget Hearing and Adoption

Propose adopting $1.014 rate

…same rate as prior year

…total tax rate is the same as the Voter-Approval rate

…total tax rate is effectively higher than the No New Revenue tax rate due to value increases

Values and estimated tax

ECISD Calcs for Notice For year 24/25 Tax Rate: $1.01400		as of July 2023 for 23/24 Ector County	as of April 2024 for 24/25 Ector County	Difference
Values:				
Total Market value of All property		$ 24,232,771,178	$ 24,339,746,048	0.441%
Total Market value of New property		$ 839,819,651	$ 800,000,000	-4.741%
Net Taxable value of All property		$ 18,054,865,100	$ 17,582,027,735	-2.619%
Net Taxable value of New property		$ 617,331,002	$ 600,000,000	-2.807%
Average Residence:				
Market Value average		$ 202,180	$ 220,486	9.054%
Exemption average (with state & local homestead)		$ 120,545	$ 134,502	11.578%
Taxable Value average		$ 81,635	$ 85,984	5.327%
Tax estimate	1.014	$ 827.78	$ 871.88	$ 44.10
Tax est for each year's tax rate				
$100,000 home value				$ 20.00 ($15 M&O & $5 I&S)

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The $44 increase is due to a combination of increased average values and increased exemptions which lowered the taxable value.

The $20 increase is based on a $100,000 taxable home value.

Property Tax

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	$ .75960	$ .25440	$ 1.01400	$ 5,987	$ 5,784
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ .74974	$ .24998	$ .99971	$ 5,962	$ 5,778
Proposed Rate	$ .75960	$ .25440	$ 1.01400	$ 5,963	$ 5,794

** 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.

…even though the total tax rate is the same ($1.014),

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the state considers this an increase

because the No New Revenue tax rate (or the Rate to Maintain Same Level at .99971) calculates at a lower rate.

This occurs due to property value increases.

Maximum Compressed Rate (MCR)

Appendix

ESC 13 template

This tab calculated your max M&O tax rate w/o voter approval and what your VATRE would be.

88th Legislature SS #2

		2024-25
1) Compressed Tax Rate (MCR)		0.6213
2) Plus: Greater of (A) or (B):		
(A) Enrichment Tax Rate for Preceding Year	0.1383	
Less: Compression of Copper Pennies	0.0000	
	0.1383	
(B) $0.05	0.0500	0.1383
3) M&O "Voter-Approval" (Rollback) Rate		0.7596
(4) Plus Debt Rate		0.2544
(5) Total Maximum Rate Without TRE (#3 + #4)		1.0140

Calculated rates were the same using the estimated and certified values

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Maximum Compressed Rate (MCR)

Appendix

Texas Education Agency

TEA final calculated rate in early August prior to adoption of tax rate in September.

It is the same rate when budget was adopted in mid June.

68901	ECTOR COUNTY ISD
TY 2023 Value Lost to the Local Optional Homestead Exemption	$1,209,699,330
TY 2023 Comptroller Certified School District Taxable Value for M&O Purposes (T2)	$18,351,234,763
TY 2023 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll ($100K HSE)	$18,054,865,100
TY 2024 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll ($100K HSE)	$17,967,940,049
CAD Value Growth (calculated)	-0.48%
TY 2024 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 313, Tax Code	$0
TY 2024 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 311, Tax Code	$0
Total Exemption expiry (E) (per TEC §48.2551 (a))	$0
Growth Net of Expiring Chapter 313 or 311 Agreements (calculated)	-0.48%
TY 2024 Local Optional Homestead Exemption Value Loss	$1,309,222,524
Local Optional Homestead Exemption Value Change (calculated)	$99,523,194
Estimated TY 2024 Comptroller Certified School District Value for M&O purposes (T2)	$18,368,230,127
Prior Year (TY 2023) Maximum Compressed Tax Rate (MCR)	0.6213
Local Preliminary MCR = (1.025 ((TY 2023 DPV+E) * PYMCR)) / TY 2024 T2	0.6213
TY 2024 State Compression Percentage (lesser of PY State MCR or 0.6880 * (1.025/1.0287) - 0)	0.6855
TEC §48.2552 TY 2024 Limitation on Maximum Compressed Tax Rate (0.6855 * 0.9)	0.6169
MCR (lesser of state or local compression) (greater of local compression limitation under TEC §48.2552)	**0.6213**

Based on certified property values in July 2024

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Maximum Compressed Rate (MCR)

Texas Education Agency

Appendix

Texas Education Agency

Tax Year 2024 (School Year 2024-2025)

Final Maximum Compressed Tax Rate (MCR)

August 29, 2024

District Number	District Name	Tax Year 2024 MCR
68901	ECTOR COUNTY ISD	0.6213

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Voter Approved Tax Rate (VATR)

Appendix

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.	
Data entry cells are highlighted in yellow in column B. Do not enter data in other cells containing formulas.	
ECTOR COUNTY ISD	
District's total adopted (**allowed**) TY 2023 M&O tax rate	$0.7596
Enter TY 2023 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax Code	$ -
District's total adopted (**allowed**) TY 2023 M&O tax rate net of pennies adopted to respond to disaster	$0.7596
Maximum Tier one tax rate (limited to 90% of highest taxing district)	***$0.6213***
Golden Pennies	$0.0800
Copper Pennies	$0.0583
Unequalized pennies for certain Harris County districts under special law	$0.0000
TY 2024 Total M&O tax rate with no increase	**$0.7596**
Voter Approval Tax Rate for TY 2024	
Section 26.08 (n) (A) District Maximum Compressed Tax Rate (MCR)	**$0.6213**
(B) (i) Districts TY 2023 enrichment Tax rate	$0.1383
(B) (ii) 5 cents if applicable	$0.0000
Enter TY 2024 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax Code	$ -
TY 2024 I&S Tax Rate	$ 0.2544
Voter Approval Tax Rate	**$1.0140**

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Ector County Appraisal District calculation of no new revenue tax rates (Form 50-884)

2024 Tax Rate Calculation Worksheet

Form 50-884

School Districts with Chapter 313 Agreements

Ector County ISD

School District's Name

Phone *(area code and number)*

School District's Address, City, State, ZIP Code

School District's Website Address

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GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per $100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts with Chapter 313 agreements only**. School districts that do not have a Chapter 313 agreement should use Comptroller Form 50-859 *Tax Rate Calculation Worksheet, School District without Chapter 313 Agreements*.

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Chapter 313 agreements allow a school district to limit the value of certain qualified property subject to the agreement for the purposes of maintenance and operations (M&O) taxation. The value of the same property is not limited for the purposes of debt service, or interest and sinking (I&S) taxation. School districts that have entered into a Chapter 313 agreement must calculate the NNR tax rate for M&O and I&S purposes separately and then add together to determine the current year total NNR tax rate.

Ector County Appraisal District calculation of No New Revenue tax rates (Form 50-884)

		proposed
34.	**Current year NNR M&O tax rate.** Divide line 21 by line 32 and multiply by $100. Please consult with counsel before using this rate for the purposes of Tax Code §26.05(b).	$ 0.770892 /$100 — .7596
35.	**Current year NNR I&S tax rate.** Divide line 22 by line 33 and multiply by $100.	$ 0.257366 /$100 — .2544
36.	**Current year NNR total tax rate.** Add Line 34 and Line 35.	$ 1.028258 /$100 — 1.014

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Note: The same total tax rate of $1.014 does not exceed the No New Revenue total tax rate cap of $1.028258 that the ECAD has calculated.

The M&O tax rate of .7596 does not exceed the No New Revenue rate of .770892.

Ector County Appraisal District calculation of no new revenue tax rates (Form 50-884)

SECTION 2: Voter-Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.[18]

1. **Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per $100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.[19]
2. **Enrichment Tax Rate:** [20] A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than $0.17. The enrichment tax rate is divided into 'golden pennies' and the 'copper pennies.' School districts can claim up to 8 'golden pennies, not subject to compression, and 9 'copper pennies' which are subject to compression with any increases in the guaranteed yield.[21]
3. **Debt Rate:** The debt rate includes the debt service necessary to pay the school district's debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

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The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. [22]

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election. [23] Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the declaration without conducting an efficiency audit. [24]

Districts should review information from TEA when calculating their voter-approval tax rate.

Ector County Appraisal District calculation of no new revenue tax rates (Form 50-884)

Line	Voter-Approval Tax Rate Worksheet		Amount/Rate
37.	**Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [25]		$ 0.621300 /$100
38.	**Current year enrichment tax rate.** Enter the greater of A and B. [26]		
	A. The district's prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f)	$ 0.1383 /$100	
	B. $0.05 per $100 of taxable	$ 0.0500 /$100	$ 0.1383 /$100
39.	**Current year maintenance and operations (M&O) tax rate (TR).** Add Lines 37 and 38. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate. [27]		$ 0.7596 /$100

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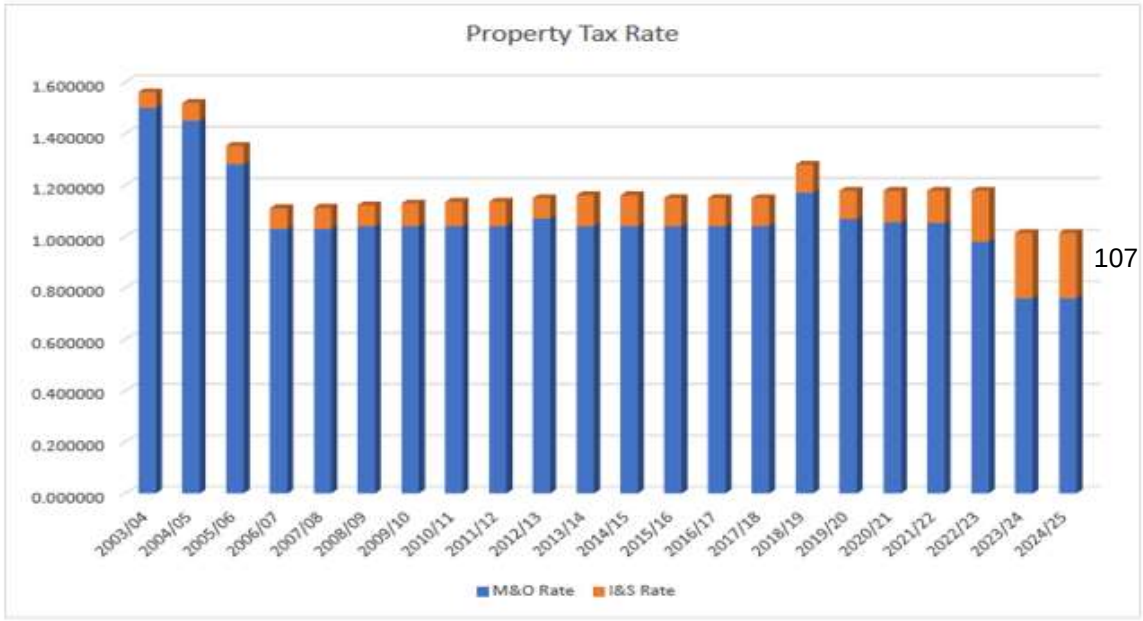
Proposed .2544 Debt Service rate is lower than allowable .265098

46.	**Current year debt rate.** Divide Line 44 by Line 45 and multiply by $100.	$ 0.265098 /$100
47.	**Current year voter-approval tax rate.** Add Lines 39 and 46. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 39 and 46.[32]	$ 1.024698 /$100

Ector County ISD
Tax Rate History
Per $100 valuation
Required by Section 26.16 Texas Tax Code

ECISD Finance Division

Fiscal Year	M&O Rate	I&S Rate	Total Tax Rate	Change
2003/04	1.500000	0.061000	1.561000	
2004/05	1.450000	0.069200	1.519200	-2.68%
2005/06	1.280000	0.072500	1.352500	-10.97%
2006/07	1.030000	0.080000	1.110000	-17.93%
2007/08	1.030000	0.082000	1.112000	0.18%
2008/09	1.040000	0.082000	1.122000	0.90%
2009/10	1.040000	0.088600	1.128600	0.59%
2010/11	1.040000	0.095000	1.135000	0.57%
2011/12	1.040000	0.095000	1.135000	0.00%
2012/13	1.070000	0.079500	1.149500	1.28%
2013/14	1.040000	0.121000	1.161000	1.00%
2014/15	1.040000	0.121000	1.161000	0.00%
2015/16	1.040000	0.110000	1.150000	-0.95%
2016/17	1.040000	0.110000	1.150000	0.00%
2017/18	1.040000	0.109570	1.149570	-0.04%
2018/19	1.170000	0.109570	1.279570	11.31%
2019/20	1.068350	0.109570	1.177920	-7.94%
2020/21	1.054700	0.123220	1.177920	0.00%
2021/22	1.051700	0.126220	1.177920	0.00%
2022/23	0.981000	0.196920	1.177920	0.00%
2023/24	0.759600	0.254400	1.014000	-13.92%
2024/25	0.759600	0.254400	1.014000	0.00%



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Proposed Tax Rate compared to prior year

- The total tax rate is the same as the prior year.
- The M&O tax rate is the same.
- The I&S tax rate is the same.
- The total tax rate is at or below the voter approval rate, and therefore less than the maximum tax rate allowed without a tax rate election.
- The M&O tax rate is at or below the voter approval tax rate.
- The I&S tax rate is at or below the allowable to cover bond costs.

No New Revenue Tax Rate

- However, while the ECAD calculates the proposed rate is less than the No New Revenue tax rate, the state's template calculations show that the No New Revenue/Rate to Maintain rate is lower.

- Therefore, it is wise to utilize the required motion to adopt a tax rate that exceeds the No New Revenue tax rate.

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- We are required to obtain a supermajority (at least 5 of 7) vote in favor of the proposed rate because the proposed tax rate of $1.014 is higher than the calculated No New Revenue rate of $0.99971.

- Difference in revenue would be about $2.5 million less without this favorable vote which would increase the deficit budget.

Tax Rate ordinance special wording

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 1.4 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $15.00. 110

Ector County ISD

Tax Rate

2024 – 2025

Presented by: Deborah Ottmers, ECISD Chief Financial Officer

9/17/2024

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 17, 2024

As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

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Administrative Recommendation:
Approval of Purchases over $50,000

ECISD
Request for purchases over $50,000
September 2024

Item	Vendor(s)	Estimated Contract Price	Funding	Requestor/Department	Reference	Service/ Product	Service/Product Summary	Contract Term
1R	Acceleration Academies	$ 3,000,000	General Funds 199	Alicia Syverson Student and School Support	Renewal ECISD Awarded 21-31	Alternative Dropout Prevention Recovery School Program	Partner 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.	2024-2025 / 2025-2026
2R	7 Mindsets	$ 71,992	Title IV 289	Taylor Roy Guidance, Counseling, and Wellness	Renewal ECISD Awarded 21-04	BASE Modules from 7 Mindsets	Response to the increasing student mental health concerns, the need for enhanced academic performance, and the importance of developing strong interpersonal skills. Proven positive outcomes in improving behavior, emotional regulation, and academic achievement align with our district's goals.	2024-2025

Board Approval:_____

Date: 9/17/2024

Alicia Syverson
Associate Superintendent, Student and School Support
(432) 456.0008
alicia.syverson@ectorcountyisd.org

Student and School Support

Renewal RFP 21-31 ALTERNATIVE DROPOUT PREVENTION/RECOVERY PROGRAM

Purpose: Partnership with an organization or agency that will provide a high quality and high impact community-based 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. It is the District expectation that eligible students receive academic services sufficient to re-engage them in regular learning which will support students to meet District graduation requirements. This partnership will also allow the District to recover a percentage of lost ADA generated through dropout recovery efforts and through inclusion in the Optional Flexible School Day Program (OFSDP) application to TEA.

Background Info: On July 27, 2021 ECISD Board of Trustees approved the partnership between the District and Acceleration Academies. This request allows ECISD to continue to partner with Acceleration Academies to recover students who have dropped out of school and to provide an alternative for students who need credit recovery and are at risk of dropping out of school.

Cost:
2024-2025: $1,500,000
2025-2026: $1,500,000
Total: $3,000,000

Funding Source: 199 - General Funds

Recommended Service Provider: Acceleration Academies

Authority Reference: RFP 21-31

_____ _____

Board Approval **Date**

Renewal RFP #21-04– Social Emotional Learning, Behavioral and Mental Health Program for Synchronous, Asynchronous and/or In-class Implementation

- **Purpose:** To obtain an evidence and research based Social Emotional Learning (SEL) Curriculum supplement for K-12 grade students to include ADA compliant accessibility and availability in Spanish. Additionally, the curriculum will provide adult SEL for parents to support their children. The curriculum will align with and support Texas Essential Knowledge and Skills Standards.

- **Background Info:** ECISD is requesting to renew our contract for BASE Modules from 7 Mindsets to meet the growing need for comprehensive Social-Emotional Learning (SEL) in our schools. This request comes in response to the increasing student mental health concerns, the need for enhanced academic performance, and the importance of developing strong interpersonal skills. The BASE Modules were selected due to their evidence-based framework, engaging curriculum, student-centered approach, scalability, and flexibility. Their proven positive outcomes in improving behavior, emotional regulation, and academic achievement align with our district's goals. Furthermore, BASE Modules include parent components to extend SEL efforts beyond the classroom and encourage collaboration between schools and families. This initiative complements our recent adoption of the iLead curriculum, which was provided to the district free of charge. BASE Modules address critical topics such as substance use prevention, coping strategies, goal setting, and truancy, providing a comprehensive support system for both academic and personal challenges. ECISD is therefore seeking the implementation of this Social Emotional Learning, Behavioral, and Mental Health Program in synchronous, asynchronous, and/or in-class formats.

- **Premium Renewal Cost:** $52,000 for all secondary campuses and $19,992 for all elementary campuses for a total of $71,992.

- **Funding Source:** 289 - Title IV

- **Recommended Supplier/Service Provider:** 7 Mindsets, a K- 12th grade Spanish bilingual social emotional learning supplemental curriculum.

_____ _____

Board Approval **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 OF 2024-2025 BUDGET AMENDMENT # 2**

DATE: September 20, 2024

Attached is a summary of the recommended Budget Amendment # 2 for the 2024-2025 budget.

Please be advised, these are changes in estimated budgeted funds, to fund items as noted on attached.

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Administrative Recommendation:

Approval of 2024-2025 Budget Amendment # 2.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2024 THRU JUNE 30, 2025
FISCAL YEAR 2024-2025

		GENERAL FUND				SCHOOL NUTRITION FUND				DEBT SERVICE FUND			
		ORIGINAL BUDGET 7/1/2024	ADJUSTED BUDGET 08/31/2024	Additions (Deductions) #2	AMENDED BUDGET 08/31/2024	ORIGINAL BUDGET 7/1/2024	ADJUSTED BUDGET 8/31/2024	Additions (Deductions) #2	AMENDED BUDGET 8/31/2024	ORIGINAL BUDGET 7/1/2024	ADJUSTED BUDGET 8/31/2024	Additions (Deductions) #2	AMENDED BUDGET 8/31/2024
REVENUES													
5700	Local and Intermediate	$ 147,226,062	$ 147,226,062	$ 2,197,136	$ 149,423,198	$ 702,700	$ 702,700	$ -	$ 702,700	$ 46,249,195	$ 46,249,195	$ -	$ 46,249,195
5800	State	186,521,938	186,521,938	2,478,062	189,000,000	434,000	434,000	-	434,000	-	-	-	-
5900	Federal	3,500,000	3,500,000	-	3,500,000	19,140,615	19,140,615	2,230,730	21,371,345		-	-	-
	Total - All Revenues	337,248,000	337,248,000	4,675,198	341,923,198	20,277,315	20,277,315	2,230,730	22,508,045	46,249,195	46,249,195	-	46,249,195
APPROPRIATIONS by FUNCTION													
11	Instruction	200,591,101	200,591,101	959,857	201,550,958	-	-	-	-	-	-	-	-
12	Instructional Resources and Media Services	2,080,846	2,519,424	-	2,519,424	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	9,812,543	9,812,543	-	9,812,543	-	-	-	-	-	-	-	-
21	Instructional Leadership	5,236,712	5,236,712	-	5,236,712	-	-	-	-	-	-	-	-
23	School Leadership	19,788,203	19,788,203	850,279	20,638,482	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	16,622,717	16,622,717	-	16,622,717	-	-	-	-	-	-	-	-
32	Social Work Services	1,898,930	1,898,930	-	1,898,930	-	-	-	-	-	-	-	-
33	Health Services	3,206,566	3,206,566	-	3,206,566	-	-	-	-	-	-	-	-
34	Student Transportation	10,848,013	11,740,543	-	11,740,543	-	-	-	-	-	-	-	-
35	Food Services	-	-	-	-	20,327,315	21,787,925	2,230,730	24,018,655	-	-	-	-
36	Co/Extra Curricular Activities	8,062,579	8,149,196	-	8,149,196		-	-	-	-	-	-	-
41	General Administration	8,517,284	8,517,284	185,000	8,702,284		-	-	-	-	-	-	-
51	Plant Maintenance and Operations	36,845,955	37,561,769	-	37,561,769		-	-	-	-	-	-	-
52	Security and Monitoring Services	8,225,177	8,401,312	-	8,401,312	-	-	-	-	-	-	-	-
53	Data Processing Services	9,325,521	9,749,507	-	9,749,507	-	-	-	-	-	-	-	-
61	Community Services	1,511,998	1,511,998	375,000	1,886,998	-	-	-	-	-	-	-	-
71	Debt Services	1,388,000	1,388,000	12,000	1,400,000	-	-	-	-	16,849,195	16,849,195	-	16,849,195
81	Facilities Acquisition and Construction	3,000,000	4,759,526	-	4,759,526	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	2,260,855	2,260,855	-	2,260,855	-	-	-	-	-	-	-	-
	Total - All Appropriations	349,223,000	353,716,186	2,382,136	356,098,322	20,327,315	21,787,925	2,230,730	24,018,655	16,849,195	16,849,195	-	16,849,195
OTHER FINANCING SOURCES/(USES)													
7000	Other Financing Sources	500,000	500,000	-	500,000	50,000	50,000	-	50,000	-	-	-	-
8000	Other Financing (Uses)	(525,000)	(525,000)	-	(525,000)	-	-	-	-	-	-	-	-
	Total Other Financing Sources (Uses)	(25,000)	(25,000)	-	(25,000)	50,000	50,000	-	50,000	-	-	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	(12,000,000)	(16,493,186)	2,293,062	(14,200,124)	-	(1,460,610)	-	(1,460,610)	29,400,000	29,400,000	-	29,400,000
	Fund Balance Beginning July 1 (Estimated)	111,484,383	111,484,383		111,484,383	7,166,340	7,190,505		7,166,340	16,820,602	16,820,602		16,820,602
3000	Fund Balance Ending June 30 (Estimated)	$ 99,484,383	$ 94,991,197	$ 2,293,062	$ 97,284,259	$ 7,166,340	$ 5,729,895	$ -	$ 5,705,730	$ 46,220,602	$ 46,220,602	$ -	$ 46,220,602
APPROPRIATIONS by OBJECT													
6100	Payroll Costs	$ 271,822,140	$ 272,078,133	$ (445,886)	$ 271,632,247	$ 8,732,859	$ 8,732,859	$ -	$ 8,732,859	$ -	$ -	$ -	$ -
6200	Purchased/Contracted Services	34,947,842	35,363,310	619,360	35,982,670	166,000	211,805	-	211,805	-	-	-	-
6300	Supplies and Materials	22,794,566	23,402,739	817,637	24,220,376	11,256,956	11,268,746	2,227,730	13,496,476	-	-	-	-
6400	Other Operating Expenses	12,180,452	12,323,723	860,616	13,184,339	101,500	81,500	3,000	84,500	-	-	-	-
6500	Debt Service	1,388,000	1,400,000	-	1,400,000		-	-	-	16,849,195	16,849,195	-	16,849,195
6600	Capital Outlay	6,090,000	9,148,281	530,409	9,678,690	70,000	1,493,015	-	1,493,015	-	-	-	-
	Total - All Appropriations	$ 349,223,000	$ 353,716,186	$ 2,382,136	$ 356,098,322	$ 20,327,315	$ 21,787,925	$ 2,230,730	$ 24,018,655	$ 16,849,195	$ 16,849,195	$ -	$ 16,849,195

Ector County ISD
Finance Department
Budget Amendment **# 2**
Requests to be Appropriated
2024/2025 **FISCAL YEAR 2024-2025**

Description	Requestor	Amount
GENERAL FUND		
The following will result in a decrease to fund balance.		
Superintendent search firm		$ 100,000
Interim Superintendent		85,000
		$ 185,000
The following will result in no change to fund balance.		
Holdsworth Leadership Donation		$ (850,279)
Leadership travel		$ 850,279
Inspiration Station Vehicle Donation		$ (361,357)
Vehicle		$ 361,357
Phillips 66 Donation		$ (972,000)
ST Math Software License		$ 972,000
Sewell Ford Donation		$ (13,500)
Gifted and Talented Super Saturday		$ 13,500
		$ -
The following will result in an increase to fund balance.		
Foundation School Fund		$ 2,478,062
		$ 2,478,062
Net effect to fund balance		**$ 2,293,062**

SCHOOL NUTRITION FUNDS

The following will result in a decrease to fund balance.

None	$	-
	$	**-**

The following will result in no change to fund balance as there is a equal revenue and expenditure component.

Supply Chain Grant - Revenue	$	2,230,730
Milk	$	(2,230,730)
	$	**-**

The following will result in an increase to fund balance.

None	$	-
	$	-

Net effect to fund balance	**$**	**-**

DEBT SERVICE FUND

The following will result in a decrease to fund balance.

None	$	-
	$	**-**

The following will result in no change to fund balance as there is a equal revenue and expenditure component.

None	$	-
	$	**-**

The following will result in an increase to fund balance.

None	$	-
	$	-

Net effect to fund balance	**$**	**-**

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Mauricio Marquez, Executive Director of Leadership

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2024-2025 ECISD CAMPUS IMPROVEMENT PLANS**

DATE: September 17, 2024

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.

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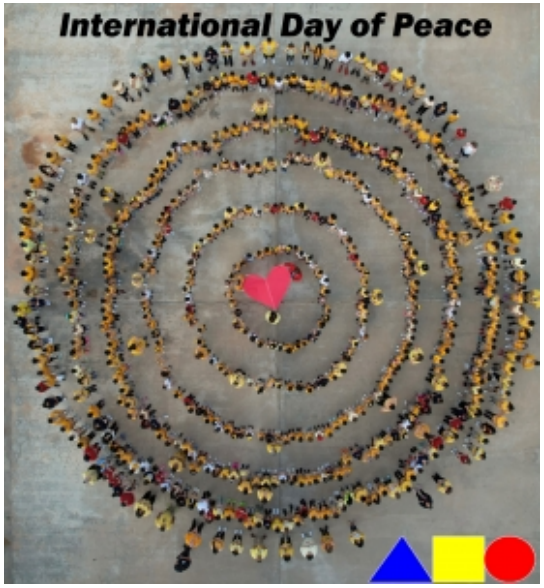
Administrative Recommendation:

Approval of the 2024-2025 ECISD Campus Improvement Plans

Ector County Independent School District

Austin Montessori Elementary

2024-2025



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Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the percent of students performing at the MEETS level on 3rd -5th Math STAAR will increase from 28% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the percent of students performing at the MEETS level on 3rd -5th Reading STAAR will increase from 49% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May
				123

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, the percent of students performing at the MEETS level on 5th Science STAAR will increase from 21% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their Reading RIT goal will increase from 49% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			125
Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percent of K-3rd students will show growth from 50% to 60% on their Reading MAP assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their Reading STAAR ASSESSMENT will increase from 28% to 45%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level teams implement the data driven instructional process and plans for student mastery of learning objective through Montessori lesson/TEK studies.	Formative			Summative
	Oct	Jan	Mar	May
				127

Strategy 2 Details	Reviews			
Strategy 2: Teachers will conference with students to assess and adjust teaching strategies based on student assessment data and observations while students track skill progress and set achievement goals with teacher support.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Grade levels will utilize Montessori materials and district resources consistently within instructional tiers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will raise the level of rigor and hold students to high expectations.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School Connectedness Panorama data will increase from 66% to 75%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will implement a student mentorship program utilizing 6th grade students.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			128
Strategy 2: Austin Montessori will provide opportunities for students to engage with peers across grade levels STEM and cultural studies.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student daily attendance will increase from 94.7 to 95%

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Focus Attendance Report

Strategy 1 Details	Reviews			
Strategy 1: Austin Montessori will uphold Choice Schools Parent Contract expectations in regards to attendance.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori will implement student incentives such as Free Dress Fridays based on weekly classroom attendance percentages.	Formative			Summative
	Oct	Jan	Mar	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Exclusionary disciplinary infractions will decrease by 10%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will continue utilizing the Montessori Peace curriculum, Grace and Courtesy lessons, Conscious Discipline, and iLead.				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: 100% of Austin students will utilize AVID planners to promote college readiness by May 2025.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: AVID Certification Protocol

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of 3rd-6th grade students will utilize AVID planners to promote college readiness by May 2025.				131



No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Barbara Jordan Elementary

2024-2025



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Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 24% to 40%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. **Strategy's Expected Result/Impact:** Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				133

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 10 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus will conduct 5 minute formative loop sessions daily, with every student to help increase fluency levels of students. **Strategy's Expected Result/Impact:** Will increase students ability to recall grade level skills. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				134

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 30% to 45%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. **Strategy's Expected Result/Impact:** Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				135

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 10 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 9% to 25%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Tests, SCA's, Local Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. **Strategy's Expected Result/Impact:** Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				137

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 10 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 53% to 60%

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 10 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				139

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. **Strategy's Expected Result/Impact:** Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage K-3 students will show growth from 53% to 60% on their READING MAP ASSESSMENT.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 10 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				141

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. **Strategy's Expected Result/Impact:** Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 39% to 50%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				142

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. **Strategy's Expected Result/Impact:** Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School Connectedness panorama data will increase from 63% to 75%.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Fall and Spring Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School counselor and teachers will implement daily SEL lessons (iLead) every morning from 7:30-8:00 am to increase school connectedness, culture, attendance and overall student engagement. **Strategy's Expected Result/Impact:** Increase in school connectiveness. **Staff Responsible for Monitoring:** Counselor, Assistant Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				144

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Jordan will conduct three content nights to include Science, Reading and Math. **Strategy's Expected Result/Impact:** Increase parent engagement with campus and close the engage gaps with parents and school. **Staff Responsible for Monitoring:** Counselor, and Administration **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student daily attendance will increase from 93.6% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly Attendance Updates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truancies. **Strategy's Expected Result/Impact:** Improved attendance and overall student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				146

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. **Strategy's Expected Result/Impact:** Improved attendance and overall student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: 100% of 3rd-5th grade students will utilize AVID planners to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. **Strategy's Expected Result/Impact:** Walkthroughs will move to showing more students engaged and organized. **Staff Responsible for Monitoring:** Assistant Principal and Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				147

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. **Strategy's Expected Result/Impact:** Students will demonstrate mastery of AVID binder organizational skills and strategies. **Staff Responsible for Monitoring:** Assistant Principal and Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

Blackshear Elementary

2024-2025



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Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 40% to 50%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
IReady Diagnostic Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Istation Monthly Reading Growth - Students meeting Istation Goals SCA at meets level MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** FTEs MCLs Principals **Title I:** 2.4, 2.5, 2.6 - **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: K-5 classroom teachers will target at risk populations and 4th-5th will utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY SCA scoring at meets level **Staff Responsible for Monitoring:** FTEs MCLS Principals **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 47% to 55 %.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
Diagnostic IReady Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in Lessons Growth in Istation Reading **Staff Responsible for Monitoring:** FTEs MCLs Principals **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				151

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth in Istation Reading Students meeting Istation monthly Goals **Staff Responsible for Monitoring:** FTEs MCLs Principals **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 42% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in lessons Alignment to District Framework **Staff Responsible for Monitoring:** MCLs FTES Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				153

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student Progress in Math MAP Goals Met **Staff Responsible for Monitoring:** MCLs FTEs Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 40% of students will perform at the Meets level in 3rd-5th Reading STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA
IReady Reports
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Understanding of TEKS Rigor in lessons **Staff Responsible for Monitoring:** MCLs FTEs Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				155

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth on Istation Reading **Staff Responsible for Monitoring:** MCLs FTEs Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 26% to 36%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % **Staff Responsible for Monitoring:** K-2 Teachers MCLs Principals **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				157

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** Classroom Teachers K-3MCLs Principals **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 70% of K-2 students will show growth on their READING MAP ASSESSMENT.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % **Staff Responsible for Monitoring:** K-2 teachers MCLs in K-2 Principals **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				159

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR SCAs. **Strategy's Expected Result/Impact:** Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % **Staff Responsible for Monitoring:** FTEs MCLs Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 70% of 3rd grade students will show growth on their READING MAP.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity **Staff Responsible for Monitoring:** K-3 teachers MCLs in K-3 Principals **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				161

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, reading interventions three times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity **Staff Responsible for Monitoring:** K-3 teachers MCLs in K-3 Principals **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-3 **Staff Responsible for Monitoring:** K-3 teachers MCLs in K-3 Principals **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				163

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize reading interventions four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** Classroom Teachers K-3MCLs Principals **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organization two way communication **Staff Responsible for Monitoring:** Teacher AVID Site team **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				165

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** organization rigor **Staff Responsible for Monitoring:** AVID site team Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 72% to 75%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Reduce Discipline Referrals Build Positive relationships **Staff Responsible for Monitoring:** Teachers Counselor SEL Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				167

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** Self regulation Positive Relationships among All Problem Solving Skills **Staff Responsible for Monitoring:** Teachers Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Student daily attendance will increase from 92.8% to 93.8%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance.	Formative			Summative
Strategy's Expected Result/Impact: 95% attendance EOY rate **Staff Responsible for Monitoring:** Grade level Attendance Liaisons **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Liaisons, supplies and materials to support attendance - Title One School-wide	Oct	Jan	Mar	May

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Blanton Elementary

2024-2025



170

Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33% to 60%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark,STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using MAP, SCA, and STAAR interim data leadership will implement the DDI process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **Title I:** 2.4, 2.5 **- 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning. Teachers will ask at least two depth of knowledge questions daily that align with the TEK, which will be evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 45% to 53%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using MAP, SCA, and STAAR interim data leadership will implement the DDI process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1				173

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning. Teachers will ask at least two depth of knowledge questions daily that align with the TEK, which will be evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** Grade level teachers will have a full understanding of the depth of the grade level TEK and use the exemplar to compare student samples to. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Leadership will conduct focused walkthroughs to identify the GAP, meet with the grade level teacher to name the GAP, and coach the teacher to practice the activity or lesson before presenting it to students in the classroom. **Strategy's Expected Result/Impact:** Through focused walkthroughs and collaborated discussions between leadership team, Instructional Coach or Lab Team Member, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach, LAB Team **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase to 50%

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Tests, SCA's, Local Benchmark

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be exposed to academic vocabulary in all grade levels. Teachers will create interactive science word walls and anchor charts. Students will create and use interactive science journals while using specific note-taking strategies. **Strategy's Expected Result/Impact:** Teachers will see an increase in student's understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations. **Staff Responsible for Monitoring:** Leadership, IC, Teachers **Problem Statements:** Demographics 2				175

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS. Planning for the reteach and reassess will be rehearsed during PLCs. Leadership will follow up to observe the reteach lessons. **Staff Responsible for Monitoring:** Teachers, IC, Leadership team **Problem Statements:** School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Using MAP, SCA, and STAAR interim data leadership will implement the DDI process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Leadership will conduct focused walkthroughs to identify the GAP, meet with the grade level teacher to name the GAP, and coach the teacher to practice the activity or lesson before presenting it to students in the classroom. **Strategy's Expected Result/Impact:** Through focused walkthroughs and collaborated discussions between leadership team, Instructional Coach or Lab Team Member, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach, LAB Team				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 39% to 45%

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP data from BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 3 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1				177

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction through LLI, Guided Reading, and Sirius will be used at a minimum of 3 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Instructional Coach, Campus Leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

178

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: The percentage K-3 students will show growth from 30% to 35% on their READING MAP ASSESSMENT.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 3 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Demographics 1				179

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction through LLI, Guided Reading, and Sirius will be used at a minimum of 3 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

180

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: The percent of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 22% to 27%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: All teachers will be well prepared to deliver quality Tier 1 instruction.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **Title I:** 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 Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - School Culture and Climate 1				181

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two depth of knowledge questions daily that align with the TEK, which will be evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career or military Ready will increase from 56% to 65% by May 2024

Performance Objective 1: School Connectedness panorama data will increase from 66% to 75%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Increase in panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will engage students in socioemotional learning through the iLead curriculum to build positive relationships among students and staff members. **Strategy's Expected Result/Impact:** Teachers will utilize curriculum to address the wholistic needs of all students. **Staff Responsible for Monitoring:** Leadership, teachers **Title I:** 2.4 **- ESF Levers:** Lever 3: Positive School Culture				183

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth. **Strategy's Expected Result/Impact:** Student connectedness will increase to 75%. **Staff Responsible for Monitoring:** Teachers, leadership, counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career or military Ready will increase from 56% to 65% by May 2024

Performance Objective 2: Student daily attendance will increase from 93% to 95%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: monthly attendance records, rewards for the grade level with the highest attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will contact parents after the students have missed more that two consecutive days or if the student is consistently tardy. **Strategy's Expected Result/Impact:** better daily attendance **Staff Responsible for Monitoring:** Attendance clerk, teachers, admin. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				184

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create a monthly grade level attendance bulletin board and provide incentives for students with perfect attendance over a 9-week period. **Strategy's Expected Result/Impact:** Increase student attendance to 95% **Staff Responsible for Monitoring:** attendance clerk, teachers, admin.				

No Progress


Accomplished

Continue/Modify

Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career or military Ready will increase from 56% to 65% by May 2024

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 4% to 2%

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: PEMIS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Create and utilize positive office referrals for students who are exemplifying positive behaviors and academic achievements. **Strategy's Expected Result/Impact:** Students will feel connected through the acknowledgement of positive academic and behavioral accomplishments **Staff Responsible for Monitoring:** teachers, admin **ESF Levers:** Lever 3: Positive School Culture				185

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Maintain clear expectations and continue to implement CHAMPS schoolwide. Teachers will use the discipline flowchart which tiers behavior, and includes specific classroom strategies for the teacher to employ to strengthen positive classroom management, in redirecting students to engage in the classroom learning environment. **Strategy's Expected Result/Impact:** Decrease in referrals for the 2024-25 school year **Staff Responsible for Monitoring:** teachers, admin. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career or military Ready will increase from 56% to 65% by May 2024

Performance Objective 4: Blanton will create _____a sense of belonging.....

Ector County Independent School District

Bonham Middle School

2024-2025



187

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 57% to 69% in the 2025 school year.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. **Strategy's Expected Result/Impact:** Overall student performance on MAP Math assessments across 6th-8th grade will increase. **Staff Responsible for Monitoring:** Math Department Chair, MCL/MTRT, AP and Principal **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will offer personalized interventions to address the diverse needs of students during Tier 1 instruction. This will include delivering high-quality, grade-level instruction, providing accelerated learning opportunities through differentiated questioning to enhance student comprehension, and offering remedial support through additional math instruction that scaffolds content and methodologies to benefit all learners. **Strategy's Expected Result/Impact:** The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs, MCL, DC, **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

189

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 45% to 69% in the 2025 school year.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. **Strategy's Expected Result/Impact:** Teachers will effectively implement and monitor personalized instruction through iReady and Level Literacy Instruction that correlates with MAP performance and progress. **Staff Responsible for Monitoring:** Principal, APs, teacher, MCL, coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				190

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide, and monitor personalized intervention to students that are identified in sub categories (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB 4545, ethnicity) as a gauge to determine that all student educational gaps are being minimized. **Strategy's Expected Result/Impact:** Students in sub categories will be performing within 5% relative to other student groups. The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will close educational gap through mandatory tutoring either through high impact tutoring or after school tutoring. **Strategy's Expected Result/Impact:** The disparity in performance levels among students--those exceeding grade expectations, those meeting grade expectations, and those falling below--will be reduced. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: Students overall achievement (6th-8th) on Math STAAR will increase from 56% to 70% by the end of 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR MATH Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** MCLs/MTRT ,DCs, APs, Principal **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				192

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. **Strategy's Expected Result/Impact:** Student engagement will be evident in all classrooms. Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Results Driven Accountability**				193

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Title 1 Tutoring - Title One School- Improvement - $12,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

194

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: Students overall achievement (6th-8th) on Math STAAR will increase from 54% to 65% by the end of 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				195

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. **Strategy's Expected Result/Impact:** Student engagement will be evident in all classrooms. Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				196

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 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: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

197

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: Students overall achievement on 8th grade Science STAAR will increase from 37% to 65% by the end of 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR Science Assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Administration **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				198

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. **Strategy's Expected Result/Impact:** Student engagement will be evident in all classrooms. Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Results Driven Accountability**				199

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Title 1 Tutoring - Title One School- Improvement - $12,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

200

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 6: Students overall achievement on 8th grade Social Studies STAAR will increase from 24% to 65% by the end of 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Social Studies STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** MCLs/MTRT ,DCs, APs, Principal **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				201

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. **Strategy's Expected Result/Impact:** Student engagement will be evident in all classrooms. Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in every classroom. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 2.4, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **- Results Driven Accountability**				202

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers identified in achieving high student performance and student growth will be assigned for after school tutoring in Reading and Math a minimum of twice weekly. **Strategy's Expected Result/Impact:** Students will show improvement in their overall performance and progress through quality instruction, identified personalized intervention and support to close academic gaps in Reading and Math. **Staff Responsible for Monitoring:** Principal, APs MCLs, teachers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Title 1 Tutoring - Title One School- Improvement - $12,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

203

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

204

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Bonham will raise the connectedness indicator within Panorama from 36% to 65% by the end of the 2025 school year.

High Priority

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bonham will host at least two family nights to help encourage parent involvement. **Strategy's Expected Result/Impact:** Positive feedback on the Panorama data and campus surveys regarding campus culture. **Staff Responsible for Monitoring:** Counselors and Adminstration **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				205

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bonham will build a team culture of diversity and acceptance through implementing House Systems through personality surveys. **Strategy's Expected Result/Impact:** Overall connectedness will increase as staff and students are identified in respective Parliaments. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, 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: Utilize Panorama tools including: social, emotional, learning data, Playbook strategies and student Success Platform (iLead) to support social emotional needs. **Strategy's Expected Result/Impact:** Increase in positive learner behavior. Successful demonstration of resiliency and self -control life principles, increase learner self advocacy and communication skills addressing needs, reduce discipline and behavior incidents, specifically involving student conflict **Staff Responsible for Monitoring:** Counselors, Administration **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: 90% of Bonham students will utilize AVID interactive journals in core subject areas to implement organizational skills, goal setting, and progress monitoring by May 2025.

High Priority

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Evidence of student journal, planner and goals setting sheets being utilized by every student

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Bonham will raise the attendance rate from 92% to 95% by the end of May 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student attendance will be monitored on a weekly basis and level of support will be provided to student and families to address truancy issues. **Strategy's Expected Result/Impact:** Attendance will increase and truancy measures addressed. **Staff Responsible for Monitoring:** Teachers, Attendance Clerks, Counselors, Admin **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				208

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considering College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: The number of discipline referrals, DAEP placement, student absences, and student achievement will be impacted.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs will lead subject area teams during PLCs- Reading and Math. **Strategy's Expected Result/Impact:** Teachers will be consistently supported in planning during PLCs, effective instructional strategies, coached in teaching best practices, lead in the DDI process. **Staff Responsible for Monitoring:** APs and Principal **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				209

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Bowie Middle School

2024-2025



210

Board Goals

Board Goal 1: 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.

Performance Objective 1: Students Meeting or Exceeding individual growth projections on Math MAP will increase from 2024 44% Math to District Goal of 60% MAP by May 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP 2024 fall and MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Math EOY MAP data for data tracking, and update with Math BOY EOY (Beginning of Year, and End of Year). Teachers and students will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track their own data for successes. **Staff Responsible for Monitoring:** Campus Admin, MCLs, content leads, and students tracking their own data. **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

2.11

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage parents in the process by communicating with parents about Beginning of the Year Math MAP data, to set goals and talk about student progress on Math MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Math data reports and progress reports to parents through the School Status software and phone calls. **Strategy's Expected Result/Impact:** 60% of students will meet their EOY Math MAP targeted growth. **Staff Responsible for Monitoring:** Classroom teachers, Admin, **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

212

Board Goal 1: 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.

Performance Objective 2: Students Meeting or Exceeding individual growth projections on Reading MAP will increase from 2024 35% to District Goal of 60% Reading MAP by May 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading EOY MAP data for data tracking, and update with BOY EOY (Beginning of Year, and End of Year). Teachers and students will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track their own data for move up. **Staff Responsible for Monitoring:** Campus Admin, MCLs, content leads, and students tracking their own data. **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Results Driven Accountability**				213

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage parents in the process by communicating with parents at Beginning of the Year Reading MAP data, to set goals and talk about student progress on Reading MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Reading data reports and progress reports to parents through the School Status software and phone calls. **Strategy's Expected Result/Impact:** 60% of students will meet their EOY Reading MAP targeted growth. **Staff Responsible for Monitoring:** Classroom teachers, Admin, **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: 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.

Performance Objective 3: Students in grade 6 through 8 (reading) will close learning gaps by showing a 22% increase in STAAR Meets in reading. We will reach 60% Meets in Reading STAAR 2025.
(2024 STAAR Meets 38% Reading).

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: 2025 State STAAR Accountability will show that Bowie increased 22% in each of Reading and to move to A or B status with accountability for 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie has 2 Reading LEAP grant teachers, and 1 Reading MCL to broaden our reach among and across reading grade levels to ensure job-embedded PD, Data Process Protocols, observation/feedback cycles and modeling of rigorous Tier 1 teaching. **Strategy's Expected Result/Impact:** Students will show increased scores on Reading SCA, MAP and 2024 STAAR accountability **Staff Responsible for Monitoring:** IC, MCL and admin team **Title I:** 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 **Funding Sources:** Teacher Lead Stipend for leading and coaching team (2 not eligible for other stipends) - Title One School-wide - $8,000, 1 Reading MCL - Title One School-wide - $17,000, Parent Engagement Funds for Content night - Title One School-wide - $3,300, Instructional Coach (not used by MCL funds 2024 2025) - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Year one implementation of ECISD Blended Learning 6th - 8th Reading with individualized learning paths for students focused on rigor and data tracking which will occur in the single block, as well as the extended blocks for filling gaps. Bowie Blended Learning Team will work with district and follows the progress of Reading from Planning, PLCs, classroom observations through to Data meetings and Data Response meetings. This partnership will allow growth in student content knowledge, and will allow the team to work closely on targeted and individualized student learning paths. The Blended Learning and leadership team will conduct walkthroughs to measure depth and quality of implementation of Blended Learning in the RLA classrooms, and they will provide professional development, meaningful and quality feedback and coaching cycles to the teachers and leadership team in a timely manner. **Strategy's Expected Result/Impact:** 2025 STAAR results will show 60% Meets in Reading. **Staff Responsible for Monitoring:** Principal, Blended Learning Team, Campus Leadership Team, District Blended Learning Team. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Professional Development including Reading for teachers, Admin, MCL, Leads (Coaching and Feedback - JobEmbedded) - Title One School-wide - $40,000				216

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 1: 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.

Performance Objective 4: Students in grade 6 through 8 Math will close learning gaps by showing a 30% increase in STAAR Meets in math. We will reach 60% Meets in Math. STAAR 2025.

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: 2025 State STAAR Accountability will show that Bowie increased 30% in Math to move to A or B status with accountability for 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie has two high quality Math MCLs (Multi Classroom Leads) who have earned Teacher Incentive Allotment status. These Multi Classroom Leads are on our LEAP team and work closely with teachers within and outside of their grade level daily in their PLC (Professional Learning Communities). They provide quality coaching/feedback cycles and model quality Tier 1 instruction, and provide job-embedded professional development. They follow YAG (Year at A Glance), pacing, backward planning, and lead data informed instruction discussions. **Strategy's Expected Result/Impact:** Students will show increased scores on Math SCA, MAP and 2025 STAAR accountability **Staff Responsible for Monitoring:** IC, MCL and admin team **Title I:** 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 - **Results Driven Accountability** **Funding Sources:** 2 Math MCLs (one 6th and one 7th) - Title One School-wide - $34,000, Contracted Services - Coaching PLC and teachers - Title One School-wide - $30,000, Software Services for Intervention and Filling Gaps 6-8 Math - Title Two Professional Development - $19,000, High Impact Tutoring (FEV) - Title One School-wide - $125,000				217

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principal assigned to Math content again this year and follows the progress of Math from Planning, PLCs, and through Data meetings and Data Response meetings. The principal will attend and support high quality planning and lesson planning design, and will attend each PLC at least twice weekly. This alignment will allow the principal to assign leads and/or assistant principal to become more engaged and familiar with the content and work more closely with campus content teachers and district content coordinators to improve content rigor and depth in the instructional classroom. The principal and assistant principals will conduct walkthroughs on the same content teachers and provide meaningful and quality feedback to the teachers in a timely manner. **Strategy's Expected Result/Impact:** 2025 STAAR results will show 60% Meets in Math. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

218

Board Goal 1: 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.

Performance Objective 5: By May of 2025, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 34% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR 2025 will show in crease from 34% of meets to 50% on Algebra 1 EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Algebra 1 Teacher teachers will meet in daily PLCs with MCL, LEAP Team Coach to plan rigorous, and targeted lesson plans using backward planning and using district resources. **Strategy's Expected Result/Impact:** STAAR 2025 will show in crease from 34% of meets to 50% on Algebra 1 EOC. **Staff Responsible for Monitoring:** Alg 1 Teacher, MCL LEAP Team Coach, Principal **Title I:** 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 5: Effective Instruction				219

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principal and MCL LEAP Team member assigned to Algebra content and follows the progress of Algebra 1 instruction from Planning, PLCs, and through Data meetings and Data Response meetings. Students not meeting progress in Algebra by the 6th week will have parent meeting, discussion, and be placed on probationary status for possible removal before week 12 if no improvement is made to passing as measured by classwork, homework, SCAs and data checks. **Strategy's Expected Result/Impact:** The classroom Algebra 1 teacher will understand expectations, and feel supported and grow students to 100% passing of the STAAR 2025 STAAR test., and have 50% meets. **Staff Responsible for Monitoring:** Alg 1 Teacher, MCL LEAP Team Coach, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

220

Board Goal 1: 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.

Performance Objective 6: By May of 2025, the % of students performing at the MEETS level on 8th Science STAAR will increase from 19% to 40%

High Priority

Evaluation Data Sources: STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Science teachers will meet in daily PLCs with MCL, and with assigned Assistant Principal to plan rigorous, and targeted lesson plans using backward planning and using district resources. **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%. **Staff Responsible for Monitoring:** Assistant Principal, MCL, principal, **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				221

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 8th Grade Science teachers will engage in Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%. **Staff Responsible for Monitoring:** Assistant Principal, MCL, principal, **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Contract Services Observation, Coaching Feedback cycles for Science - Title One School-wide - $40,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

222

Board Goal 1: 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.

Performance Objective 7: By May of 2025, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 9% to 25%.

High Priority

Evaluation Data Sources: STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 8th Grade Social Studies teachers will meet in daily PLCs with Department Chair, and with assigned Assistant Principal to plan rigorous, and targeted lesson plans using backward planning and using district resources. **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%. **Staff Responsible for Monitoring:** Assistant Principal, Department Chair, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				223

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 8th Grade Social Studies teachers will engage in Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies **Strategy's Expected Result/Impact:** STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%. **Staff Responsible for Monitoring:** Assistant Principal, Department Chair, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Contract Services Observation, Coaching Feedback cycles for Social Studies - Title One School-wide - $40,000				

No Progress | Accomplished | Continue/Modify | Discontinue

224

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

225

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Bowie Middle School will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success which leads to post-secondary and career readiness which will increase the number of students accepted into choice school by 5% by May 2025.

Indicators of Success:
Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2024.)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie new AVID Site lead will attend bimonthly professional development on AVID organization with cross grade level consistency. **Strategy's Expected Result/Impact:** The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2024.) **Staff Responsible for Monitoring:** Bowie AVID site team, admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				226

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will make sure that the majority of Exit slips and daily summative assessments incorporate student purposeful talk, student discussion and open-ended responses. **Strategy's Expected Result/Impact:** Bowie will show an increase of students, Emerging Bilinguals, who exit ESL increase by 10% from May 2024 to May 2025 **Staff Responsible for Monitoring:** MCLs, Admin team, content leads **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

227

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Bowie Middle School will increase School Connectedness - Panorama results from 35% to 50% for the 2024-2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Spring 2025 survey data will show School Connectedness move from a 35% to a 50%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Assistant Principal's roles and responsibilities realigned so that each is assigned one grade level. One assigned as the 6th Grade principal, one assigned as the 7th grade principal, and one assigned as the 8th grade principal. These principals will work with their grade level to build positive relationships to improve students campus experiences. **Strategy's Expected Result/Impact:** Student connectedness results in fall of 2024 and spring of 2025 will showed marked increase as the grade level principal works closely with students and families to build positive relationships. We expect to move from a 35% to a 50% School Connectedness. **Staff Responsible for Monitoring:** Admin, assistant principals **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				228

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie teachers will use the Pre-Referral checklist which tiers behavior, which includes specific classroom strategies for the teacher to employ to strengthen positive classroom management, in redirecting students to engage in the classroom learning environment. **Strategy's Expected Result/Impact:** Classroom referrals will decrease 5% from May 2024 to May 2025. **Staff Responsible for Monitoring:** classroom teachers, administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

229

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Bowie Middle School will increase student Sense of Belonging - Panorama results from 30% to 45% for the 2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Spring 2025 survey data will show Sense of Belonging will increase to 45% for the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will realign the two counselors to be Grade Level Counselors so that they each work with a grade level community instead of random assistance. **Strategy's Expected Result/Impact:** Students will feel an increased sense of belonging that an adult cares about them per the Panorama survey, and will increase Sense of Belonging to 50% of the Spring Panorama survey. **Staff Responsible for Monitoring:** grade level counselors, admin, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**				230

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of Teachers will each write and post their individual teaching Vision Statements outside their classroom door and embed the vision in their classroom culture. (This is based on school PD with Hearne and Hearne, using their "why" statement and commitment in building their legacy each and every day via their personal Vision statement. **Strategy's Expected Result/Impact:** Teachers will work more closely with students in a positive manner as evidenced with an increase in Panorama student belonging results Spring 2025 to 50% for the 2025 school year. **Staff Responsible for Monitoring:** classroom teachers, admin, counselors **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** School Wide Positive Postings Throughout the Building - Local - $1,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

231

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly attendance from Attendance Dash board and daily School Status attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to broaden our Attendance committee made up of Counselors, Grade Level APs, teachers, and work weekly on attendance, look at data, and make a plan to increase campus attendance. **Strategy's Expected Result/Impact:** Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2025. **Staff Responsible for Monitoring:** Grade Level Principals, Teachers, clerks, Attendance committee, Principal, SAS liaison **Title I:** 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 5: Effective Instruction **Funding Sources:** Incentive reward items for attendance - Local - $2,500, Parent/Family communication training for 5 grade level and office clerks - Title One School-wide - $1,750				232

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive back to school intense training in the TTESS rubric to make note and highlight the "opportunity" features listed in each of the dimensions, paying attention to "academic and social emotional success" listed in the rubric, and will choose an area from Domain II (instruction) to incorporate into their individual TTESS goals for growth. **Strategy's Expected Result/Impact:** Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2025. **Staff Responsible for Monitoring:** Grade Level Principals, Teachers, clerks, Attendance committee, Principal, SAS liaison **Title I:** 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: Strategic Staffing **- Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

233

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Exclusionary disciplinary infractions, disproportionality of special education students who receive out of school or alternative education placement, will decrease at Bowie.

Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will receive back to school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025. **Strategy's Expected Result/Impact:** Focus campus "incidence report" disciplinary infractions will decrease from 4.9% to 4.5% of all middle school campuses. **Staff Responsible for Monitoring:** Assistant Principals, classroom teachers, department chairs, counselors. **Title I:** 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 3: Positive School Culture **- Results Driven Accountability**				234

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will implement Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing student engagement, which will include MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025. **Strategy's Expected Result/Impact:** Focus campus "incidence report" disciplinary infractions will decrease from 4.9% to 4.5% of all middle school campuses. Disproportional reports (sped and two or more races,)will show Bowie well below the state standard. for out of school and alternative education placement centers. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, classroom teachers, department chairs. **Results Driven Accountability**				

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Burnet Elementary

2024-2025



235

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: At Burnet Elementary, the percentage of students 1-5 meeting or exceeding their Reading RIT goal will increase from 38th to 48th percentile from Spring 2024 to Spring 2025.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Reading Coach Teachers **Title I:** 2.4, 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: Teachers will be coached and implement district curriculum, instructional frameworks, and TEK training to efficiently deliver Tier One instruction and targeted small group intervention. **Strategy's Expected Result/Impact:** Increased student engagement and student accountability to mastery of targeted TEKS **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Reading Coach Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students at Burnet Elementary K-5 meet or exceeding their Math RIT goal will increase from 42nd to the 52nd percentile to close the achievement gap from Fall to Spring MAP.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Math and My Math Academy Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin, Instructional Coach, MCL, and District Reading Coach Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				238

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted, small group intervention at all grade levels to improve reading at grade level for teachers and identified students after school and training to increase student achievement. **Strategy's Expected Result/Impact:** High impact tutoring growth and leveled literacy intervention increasing success in Reading **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Reading Coach Teachers **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

239

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, students at Burnet Elementary will increase from 22% Meets to 40% Meets on STAAR Math.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Math Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive targeted intervention in Math incorporating Do the Math and Lonsestar as well as increasing coaching for Tier One Instruction. **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Curriculum Support Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				240

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: DDI process to understand and implement instruction, goal setting, and increased student engagement and student accountability. **Staff Responsible for Monitoring:** Admin, Instructional Coach, MCL II, and district curriculum support Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

241

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, students at Burnet Elementary will perform at the Meets level in 3rd-5th Reading STAAR increasing from 24% in 2024 to 35% in 2025.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student goal-setting, parent data talks, and small group targeted intervention incorporating the Science of Teaching Reading (K-3) and High impact tutoring. **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Reading Coach. MCL II, Teachers				242

No Progress


Accomplished

Continue/Modify

Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 2% in 2024 to 30%.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Beginning. Middle, and End of Year Science MAP Reports
Implementing and Monitoring New Science Curriculum
Short Cycle Assessments in Science (3rd-5th grades)
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: At Burnet Elementary, the percentage of 3rd grade students performing at the Meets level will increase from 21% in 2024 to 40% on the 2025 STAAR Reading test.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Beginning. Middle, and End of Year MAP Reports
Monthly iReady Reading Usage Reports
Monthly Short Cycle Assessments in Reading
PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities weekly to focus on Tier 1 instruction and implement the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade students will receive intentional intervention on Reading using Leveled Literacy Instruction, iReady personalized learning paths, and small group reading lessons for Tier 2 and Tier 3 progress monitoring. **Strategy's Expected Result/Impact:** Third grade students will be monitored on small growth goals every three weeks and long term goals using SCAS, Beginning and Middle of the Year MAP, and Fall and Spring District Benchmarks. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3rd grade students at Burnet Elementary will be strategically placed in intervention groups using End of Year MAP data for high impact tutoring in Reading using AirTutors or FEV tutoring according to student learning need. **Strategy's Expected Result/Impact:** Students will increase vocabulary skills and comprehension to meet targeted goals in reading and writing. **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff				

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 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: At Burnet Elementary, K-2nd grade students will show growth on their Reading MAP Assessment from 32% to 55% of meeting or exceeding their individual growth goal from Spring to Spring data. (Kinder Fall to Spring)

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
Monthly Short Cycle Assessments in Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder to 2nd grade students at Burnet Elementary will be provided with high quality lessons during Tier 1 whole group instruction time and focuses targeted intervention during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by iReady and MAP. **Staff Responsible for Monitoring:** Admin Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				246

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet Professional Learning Communities will focus on targeted TEK instruction and the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: At Burnet Elementary, K-3rd grade students meet achievement on Reading MAP Assessment from 26% to 38% on their individual achievement target from Spring to Spring data. (Kinder Fall to Spring)

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
Monthly Short Cycle Assessments in Reading
Fall and Spring District Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers Kinder to 3rd grade will receive coaching and support to increase student engagement and accountability on grade level readiness TEKS with a focus on vocabulary and comprehension. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Admin, Instructional Coach, and District Reading Coach, MCL II Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				248

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for45 minutes per group; iReady reading usage 30 minutes daily while adhering to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by weekly iReady student usage reports to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT goal is met. **Staff Responsible for Monitoring:** Classroom Teachers, Reading Coach, Targeted Tutoring Admin **Title I:** 2.4				

 No Progress  Accomplished  Continue/Modify  Discontinue

249

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: School Connectedness panorama data will increase from 59% to 75%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Teachers and Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Schoolwide discipline plan with a focus on CHAMPS and PBIS in all grade levels K-5th to foster a strong and positive school climate and culture. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Administrators and Teachers **ESF Levers:** Lever 3: Positive School Culture				

250

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Student daily attendance will increase from 92% to 95% by May 2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Monthly Attendance Dashboard, Parent Communication regarding the importance of attendance, Parent conferences including attendance growth goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team will hold attendance celebrations once a month for students and/or grade levels meeting 95% attendance. **Strategy's Expected Result/Impact:** Increased instructional minutes and student achievement **Staff Responsible for Monitoring:** Teachers, Data Clerk, Counselor, and Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will follow the district truancy plan to contact parents at two absences a month and document in Eduphoria on Contact form. **Strategy's Expected Result/Impact:** Increased communication and student attendance **Staff Responsible for Monitoring:** Teachers, Data Clerk, Counselor, and Admin **TEA Priorities:** Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: 100% of 4-5 grade students will utilize AVID strategies to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. **Strategy's Expected Result/Impact:** Improve AVID knowledge and understanding. Improve AVID implementation. **Staff Responsible for Monitoring:** Admin , Counselor, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				252

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2023-24 school year. **Strategy's Expected Result/Impact:** Increased engagement, goal-setting and college and career readiness. **Staff Responsible for Monitoring:** Teachers, Admin, Counselors				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

Cameron Dual Language Elementary

2024-2025

253

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, the percentage of 3rd-6th grade students achieving Meets in Math STAAR will increase from 54% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hold DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PreK through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $16,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron 3rd-6th grade students will receive weekly virtual tutoring lessons from Air Tutors. **Strategy's Expected Result/Impact:** Students will receive additional individualized math intervention based on their beginning-of-the-year MAP scores. **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Kinder - 6th-grade teachers will be trained in analyzing iReady diagnostic data to address the areas of need for each student. **Strategy's Expected Result/Impact:** Students will make one year's growth. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist.				

No Progress



Accomplished


Continue/Modify


Discontinue

255

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, the percentage of 3rd-6th grade students achieving Meets in Reading STAAR will increase from 49% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hold unit DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				256

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $16,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron 3rd-6th grade students will receive weekly virtual tutoring lessons from Air Tutors. **Strategy's Expected Result/Impact:** Students will receive additional individualized math intervention based on their beginning-of-the-year MAP scores. **Staff Responsible for Monitoring:** Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Kinder - 6th-grade teachers will be trained in analyzing iReady diagnostic data to address the areas of need for each student. **Strategy's Expected Result/Impact:** Students will make one year's growth. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist.				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May 2025, the percentage of 5th-grade students achieving Meets in Science STAAR will increase from 19% to 30%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hold unit DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist. **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Achievement 2				258

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-6th grade teachers will attend PLC meetings for each unit to ensure that the new Science TEKS are embedded in the lesson and that teachers are prepared to use the new Science curriculum and its resources. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide rigorous Science instruction that meets the specificity of the new TEKS and that the lessons include hands-on activities. **Staff Responsible for Monitoring:** Administrators.				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: By May 2025 the percentage of Kindergarten -2nd grade students achieving or exceeding their Reading RIT goal will increase from 50% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder - 6th grade teachers will meet every month to analyze iReady and IStation monthly assessment data to address the areas of need for each student. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will hire two full-time aides for kindergarten. A full-time aide will be assigned to each partner pair. **Strategy's Expected Result/Impact:** The expectation is that aides are available to support the teachers with behavior, classroom management, the preparation of instructional materials, and other duties so that teachers can focus on whole-group and small-group instruction with minimal disruptions. **Staff Responsible for Monitoring:** Administrators and kindergarten teachers. **Problem Statements:** Student Achievement 1 **Funding Sources:** Two full time positions - Title One School-wide - $56,900				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: By May of 2025, the percentage of K-2 students who score in the 61% percentile or above will improve from 55% to 65%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, and EOY MAP percentiles

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation/iReady Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Problem Statements:** Student Achievement 1 **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $2,145				261

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing iReady diagnostic data to address the areas of need for each student. **Strategy's Expected Result/Impact:** Students will make one year's growth. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers **Problem Statements:** Student Achievement 1 **Funding Sources:** iReady Professional Learning Sessions - Title One School-wide - $4,400				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: By May of 2025, the percentage of 3rd-grade students achieving Meets in Reading STAAR will increase from 51% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation and iReady Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				262

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation and iReady monthly assessment data to address the areas of need for each student. **Strategy's Expected Result/Impact:** Students will make one year's growth. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Kinder - 6th grade teachers will be trained in analyzing iReady diagnostic data to address the areas of need for each student. **Strategy's Expected Result/Impact:** Students will make one year's growth. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist.				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: 100% of 3rd-6th grade students will utilize Avid planners to promote college readiness.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 3rd-6th grade teachers. **Strategy's Expected Result/Impact:** AIVD Strategies are used in the classroom and are evident in student work. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Dual Language Specialist.				

Strategy 2 Details	Reviews			263
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All staff members will be encouraged to participate in college awareness days. **Strategy's Expected Result/Impact:** Students are exposed and made aware of all the options that they have for college. **Staff Responsible for Monitoring:** Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: By Spring 2025, School Connectedness Panorama Data will increase from 67% to 73%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week. **Strategy's Expected Result/Impact:** Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers. **Staff Responsible for Monitoring:** Principal and Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal and Dual Language Specialist				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: By May 2025, student daily attendance will increase from 95.7% to 97%.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Daily and weekly attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and receive help if needed. **Staff Responsible for Monitoring:** Attendance Clerk, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hold attendance raffles at the end of every nine weeks. **Strategy's Expected Result/Impact:** Encourage students to attend school every day. **Staff Responsible for Monitoring:** Principal and attendance clerk				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: By May 2025, exclusionary disciplinary infractions will decrease from 6% to 2%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: FOCUS data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week.. **Strategy's Expected Result/Impact:** The expectation is that students will learn how to monitor their mental health and be aware of their reaction. **Staff Responsible for Monitoring:** Administrators and Counselor.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All PreK-6th grade students will participate in at least one Guidance Lesson per month provided by the school counselor. **Strategy's Expected Result/Impact:** The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations. **Staff Responsible for Monitoring:** Administrators and Counselor.				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Carver Early Education Center

2024-2025

267

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: 92% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2024-2025 school year.

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning and modeling during PLC's to teach letters and alphabet principles daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Classroom structures will provide learning expectations for all PreK4 students. **Staff Responsible for Monitoring:** Administrator, Instructional Coach and Teachers **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				268

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: ESGI will be used to drive instructional focus for differentiation in literacy center and Small Groups. **Strategy's Expected Result/Impact:** Monthly testing will provide on-going PreK Data. **Staff Responsible for Monitoring:** Classroom teachers and administrator **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrators and Instructional Coach will conduct weekly walkthrough observations/coaching sessions coaching cycles to and provide actionable feedback to increase student performance. **Strategy's Expected Result/Impact:** Instruction in classroom will remain focused and rigorous. **Staff Responsible for Monitoring:** Campus Administrator and Instructional Coach. **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				269

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 100% of the time. Carver will collaboratively create specific processes, procedures, and routines for the campus to facilitate smooth transitions, rigorous instruction and maximize emotional regulation in the classroom to minimize office intervention.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans, PLC walk through feedback, CLI data, Coaching peer and administrative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PLC Learning walks with Instructional Coach and campus administrator led calibration of best practices conducted for Classroom Teachers 2 times a month. **Strategy's Expected Result/Impact:** Teachers will see classroom strategies in action to improve their teaching styles. **Staff Responsible for Monitoring:** Administrators and Classroom Teachers **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				270

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Training, Feedback and support from IC and campus administrators on Whole School Conscious Discipline Routines or similar emotional trainings. **Strategy's Expected Result/Impact:** Teachers and Instructional Aides will feel supported with training opportunities through out the school year. Students will be successful with routines and procedures. **Staff Responsible for Monitoring:** Conscious Discipline Action Team, Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Instructional Aides will participate in monthly PLC to develop strategies to plan, practice, and model effective small group instruction. **Strategy's Expected Result/Impact:** Instructional Aides will support the Classroom Teacher in achieving student growth. **Staff Responsible for Monitoring:** Classroom Teacher and Administrators **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				271

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Carver will utilize Title One money to hire a highly qualified PreK Instructional Coach. **Strategy's Expected Result/Impact:** Instructional Coach will reinforce online programs by checking data using a laptop and printing ideas to share provide best practices to ensure students are provided with individualized instruction based on data collected. **Staff Responsible for Monitoring:** Administrative Team **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Instructional Coach - Title One School-wide - $70,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

272

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: 92% of Pre-K 4 students will be able to rote count to 30 by the end of the 2024-2025 school year.

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning during PLC's to teach number principles daily through Morning Message, Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Classroom structures will provide learning expectations for all PreK4 students. **Staff Responsible for Monitoring:** Campus Administrator and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				273

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Report Card Data and monthly ESGI will be used to drive instructional focus for differentiation in Learning Centers and Small Groups. **Strategy's Expected Result/Impact:** 9 week Report Card will provide on-going PreK Data. **Staff Responsible for Monitoring:** Campus Administrator and Instructional Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize number charts, posters, or flashcards displaying numbers 1 to 30 to help student associate the numeral with its quantity. **Strategy's Expected Result/Impact:** Classroom structures will provide learning expectations for all PreK4 students. **Staff Responsible for Monitoring:** Teachers, Campus Administrators and Instructional Coach **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

274

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 85% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2024-2025 school year.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre K 4 students will leave Carver with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **Title I:** 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, Lever 5: Effective Instruction				275

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student. **Strategy's Expected Result/Impact:** Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home. **Staff Responsible for Monitoring:** Administrators, and Classroom Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, 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: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback. **Strategy's Expected Result/Impact:** Classroom Instruction will improve to meet the needs of students. **Staff Responsible for Monitoring:** Administrators and Instructional Coach **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

276

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Increase Phonological Awareness performance to 85% between the CLI BOY and EOY.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Create rhyming activities to recognize, identify, and distinguish during PLCs for small groups and RTI (response to Intervention). **Strategy's Expected Result/Impact:** Students will engage in activities that involve identifying and generating rhyming words. Ex. rhyming books, poems, and word play **Staff Responsible for Monitoring:** Teachers and Instructional Aides **Title I:** 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				277

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will add specific strategies for segmenting and blending sounds in Lesson Plans for centers and small groups to support all learners. **Strategy's Expected Result/Impact:** Students will be taught during small group instruction to break words into individual sounds. All students will have pictorial support and increase rigor without pictorial support. **Staff Responsible for Monitoring:** Teachers and Instructional Aides **Title I:** 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Using singing and chanting with songs in the Frog Street Curriculum. **Strategy's Expected Result/Impact:** Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns. **Staff Responsible for Monitoring:** Teachers and Instructional Aides **Title I:** 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				

 No Progress  Accomplished  Continue/Modify  Discontinue

278

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: Assess students' understanding by having them correctly identify and use at least 75% of words within a four week unit during interactive activities, such as story time or picture identification.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: BOY and EOY CLI scores, Report Card Data, Istation Data, and Small Group Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The display of the vocabulary word with drawings, illustration, or photographs on the board during the current unit and then on the word wall after the unit. **Strategy's Expected Result/Impact:** Students language and understanding of new vocabulary words will help an abstract object become a concrete thought. **Staff Responsible for Monitoring:** Leadership Team, Teachers, and Instructional Aides **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				279

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Read storybooks that include the new vocabulary. **Strategy's Expected Result/Impact:** A growth in vocabulary and conceptual knowledge. **Staff Responsible for Monitoring:** Leadership, Teacher and Instructional Aides. **Title I:** 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Create text to self connections or real world experiences within discussions, read alouds, and center activities. **Strategy's Expected Result/Impact:** Enhancing comprehension and learning about content, language, and culture. **Staff Responsible for Monitoring:** Leadership, Teacher and Instructional Aides. **Title I:** 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				280

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge. **Strategy's Expected Result/Impact:** Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				281

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conscious Discipline Team Support System **Strategy's Expected Result/Impact:** Staff will feel supported by trained Team Members. **Staff Responsible for Monitoring:** Administrators and Conscious Discipline Team **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: Parent Conscious Discipline Training **Strategy's Expected Result/Impact:** Parents will understand how to expand the Conscious Discipline Strategies at home. **Staff Responsible for Monitoring:** Conscious Discipline Team, Classroom Teachers, Instructional Aides **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Classroom teachers, instructional staff, and administrators will participate in Conscious Discipline coaching. **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working with a Conscious Discipline coach. **Staff Responsible for Monitoring:** Administrator and Conscious Discipline Team **Title I:** 2.5, 2.6 **- 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: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students. **Strategy's Expected Result/Impact:** Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors. **Staff Responsible for Monitoring:** Administrator, Secretary **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: 100% of Carver families will participate in Parent and Family Engagement opportunities and projects to increase school and home connections.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice. **Staff Responsible for Monitoring:** Teachers and Administrator **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** ex magnetic letters, numbers, data folders - Title One Instructional Continuity - $1,700				283

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. **Strategy's Expected Result/Impact:** Positive image of Carver Early Education Center and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Carver student attendance will increase from 88% to 90% by the end of the 2024-2025 school year.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 9 Week Perfect Attendance Recognition. **Strategy's Expected Result/Impact:** Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a $50 gas card. **Staff Responsible for Monitoring:** Campus Administrator will provide T-shirts and gas card. **Title I:** 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 5: Effective Instruction				284

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% communication between school and home, when students have been out more than 3 consecutive days. **Strategy's Expected Result/Impact:** Families will feel supported and know their child has been missed. **Staff Responsible for Monitoring:** Office Staff, Administrator, Classroom Teacher and School Counselor **Title I:** 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 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Using Conscious Discipline, Teachers and Instructional Aides will create routine books, visuals, and curriculum to increase success for all students by creating a Safe Place within our school. **Strategy's Expected Result/Impact:** Staff and students will create routines. **Staff Responsible for Monitoring:** Conscious Discipline Team, Administrator, and Instructional Coach **Title I:** 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 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Cavazos Elementary

2024-2025



286

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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 areas.

Performance Objective 1: By May of 2025, the percent of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 18% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Cavazos will use district and campus data to monitor student progress, NWEA MAP growth, and iReady lessons passed. 287

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will incorporate the content and learning objectives in each lesson and refer to the academic language in the TEKS throughout the lesson as well as invite the students to respond using sentence stems with the academic language. **Strategy's Expected Result/Impact:** Student comprehension of the objective will increase which will contribute to NWEA MAP, STAAR, Short Cycle Assessments, and TELPAS. **Staff Responsible for Monitoring:** Principal, assistant principal and MCLs (Multi-Classroom Leaders). **Title I:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cavazos teachers will engage in PLC (Professional Learning Communities) and DDI (Data-Driven Instruction) to identify specific gaps in foundational skills. **Strategy's Expected Result/Impact:** Student foundational skills will increase as evidenced by NWEA MAP, STAAR, and Short Cycle Assessments (SCAs). **Staff Responsible for Monitoring:** Multi-Classroom Leader (MCLs) and principal **Title I:** 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 **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutors will provide individualized small group instruction during the school and after school using district approved resources. **Strategy's Expected Result/Impact:** Increase in student growth as reflected on NWEA MAP, STAAR, and Short Cycle Assessments. **Staff Responsible for Monitoring:** Principal and teachers and teacher leaders **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 3, 4 **Funding Sources:** - Title One School-wide				288

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will utilize research based digital instructional resources to extend their learning and target learning gaps. **Strategy's Expected Result/Impact:** Students will use research based strategies to support their digitial base instructional learning through iReady resources and NWEA MAP MATH. **Staff Responsible for Monitoring:** Principal, AP, MCLs. **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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 areas.

Performance Objective 2: By May of 2025, the percent of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 21% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Cavazos will monitor student growth through the use of iReady lesson passed, NWEA MAP, and district and campus assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cavazos teachers will engage in PLC (Professional Learning Communities) and DDI (Data-Driven Instruction) to identify specific gaps in foundational skills. **Strategy's Expected Result/Impact:** Student foundational skills will increase as evidenced by NWEA MAP, STAAR, and Short Cycle Assessments (SCAs). **Staff Responsible for Monitoring:** MCL (Multi-Classroom Leaders) and principal **Title I:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutors will provide individualized small group instruction during the school and after school using district approved resources. **Strategy's Expected Result/Impact:** Increase in student growth as reflected on NWEA MAP, STAAR, and Short Cycle Assessments. **Staff Responsible for Monitoring:** Principal, classroom teachers, lead teachers. **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will receive professional staff development to enhance their repertoire of strategies for delivering effective instruction. **Strategy's Expected Result/Impact:** Teachers will be better equipped to deliver Tier I instruction which in turn will increase teacher confidence and student academic performance. **Staff Responsible for Monitoring:** Principal, assistant principal, and MCL (Multi-Classroom Leaders). **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Achievement 1 **Funding Sources:** - Title One School-wide				291

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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 areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 4% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP SCIENCE, STAAR science, and Short Cycle Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in professional growth opportunities through district supports, MCL modeling, and participation in PLC in order to build their teaching tools to enhance their Tier I instruction. **Strategy's Expected Result/Impact:** Teacher confidence and sense of beloning will increase due to receiving quality feedback, modeling, and coaching. **Staff Responsible for Monitoring:** Principal, APs, professional developement representatives, and MCLs (Multi-Classroom Leaders). **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Achievement 4 **Funding Sources:** - Title One School-wide				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in PLC (Professional Learning Communities) weekly decompose the student learning standards in order to deliver rigorous instruction. **Strategy's Expected Result/Impact:** Teachers will be better equipped to deliver rigorous instruction which will be revealed in student increased learning via NWEA MAP Science, STAAR, and Short Cycle Assessments. **Staff Responsible for Monitoring:** Principal and AP. **Title I:** 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Achievement 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 60% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 33 percentile to 50 percentile.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use mClass, iReady Reading, iStation, and short cyle assessments to monitor student growth. **Strategy's Expected Result/Impact:** Increased student achievement will be reflected in NWEA MAP READING, iReady, and iStation. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, and principal **Title I:** 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 **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1				294

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutors will work in small groups with students who are not making progress according to iReady, NWEA MAP Reading, mClass, and iStation. **Strategy's Expected Result/Impact:** Students in K-3 will demonstrated increased reading skills via NWEA MAP Reading, mClass, and iStation. **Staff Responsible for Monitoring:** Classroom teachers and principal **Title I:** 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** - Title One School- Improvement				

No Progress



Accomplished


Continue/Modify


Discontinue

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 60% by May 2024.

Performance Objective 2: The % K-3 students will show growth from a negative 2.48 to 10% on their READING MAP ASSESSMENT.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Student growth will be monitored via iReady usage and lesson passes and Data Driven Instruction during PLC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will hold student conferences and guide students to create individual growth goals and document these in their individual data folders. **Strategy's Expected Result/Impact:** Students will be able to track their growth and as a result will have increased Reading RIT on NWEA MAP when compared to BOY to MOY and EOY. **Staff Responsible for Monitoring:** Classroom teacher and Lead Teachers **Title I:** 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				296

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 60% by May 2024.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 18% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Spring 2025 STAAR Reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receiving tutoring from virtual tutor, in person tutor, and after school tutoring. **Strategy's Expected Result/Impact:** Increased student achievement will be reflected in iReady, NWEA MAP Reading, short cycle assessments, and STAAR. **Staff Responsible for Monitoring:** Classroom teacher, MCLs, principal **Title I:** 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				297

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in DDI during PLC in order to understand student growth trends and gaps. **Strategy's Expected Result/Impact:** Student reading skills will increase as a result of the deciphering of data. **Staff Responsible for Monitoring:** Classroom teacher, MCLs. **Title I:** 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 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - Title One School-wide				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School Connectedness Panorama datain the are of student Self-efficancy will increase from 58% to 68%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey will be used to monitor student Self-Efficacy.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will track their academic growth using data tracking folders. **Strategy's Expected Result/Impact:** Students' self-efficacy will increase. **Staff Responsible for Monitoring:** AP and teachers **Title I:** 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 **- Targeted Support Strategy - Results Driven Accountability**				299

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: iLead program will be used to help students build their leadership skills as well as have a positive impact on their self-management, social awareness, and self-efficacy. **Strategy's Expected Result/Impact:** Students' self-efficacy, social awareness, and self-management skills will increase based on the Panorama Survey. **Staff Responsible for Monitoring:** AP, teachers, and counselor **Title I:** 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 **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be exposed to college and career experiences via college visits and inviting visitors to campus. **Strategy's Expected Result/Impact:** Decreased student referrals esepcially in the areas of Hispanic and male category. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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 **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 **Funding Sources:** - Title One School-wide				300

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student daily attendance will increase from 92% to 95%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: ECISD Weekly attendance and Cavazos daily attendance will be monitored for attendance growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student attendance will be monotired daily and made public to students and teachers. Celebrations will take place during morning assembly. **Strategy's Expected Result/Impact:** Student attendance will increase. **Staff Responsible for Monitoring:** AP and clerk **Title I:** 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 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title One School-wide				301

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student recognition such as birthday celebrations, academic growth celebrations, and exhibiting positive behaviors will be recognized during morning assembly. **Strategy's Expected Result/Impact:** Student daily attendance will increase. **Staff Responsible for Monitoring:** AP and clerk **Title I:** 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 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Disciplinary infractions resulting in out of school suspension, DAEP placement, and detention hall will remain below 70%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Review Focus student incident reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and administrators will clearly define the school-wide expectations for behavior and communicate with the parents through a variety of methods such as principal newsletter communication and communication through Focus. **Strategy's Expected Result/Impact:** Decreased out of school suspesion, DAEP placement, and detention hall. **Staff Responsible for Monitoring:** AP and teachers **Title I:** 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 **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 **Funding Sources:** - Title One School-wide				303

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: iLead framework will be implemented in all the classrooms to ensure everyone is using a common language and students are receiving exposure to strategies that will help them contribute to a positive learning environment. **Strategy's Expected Result/Impact:** Decreased student referrals **Staff Responsible for Monitoring:** AP, counselor, teachers **Title I:** 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 **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Crockett Middle School

2024-2025



305

Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 1: Students Meeting or Exceeding individual growth projections on Math MAP will increase from 49% Math to the goal of 60% MAP by May 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: IB Assessments, Short Cycle Assessments, STAAR

306

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Enhance Curriculum Alignment with IB MYP Frameworks: Integrate IB MYP principles into the math curriculum to emphasize inquiry-based learning, real-world problem-solving, and interdisciplinary connections, ensuring a rigorous and engaging academic experience. Align math instructional materials and activities with IB MYP standards, incorporating tasks that challenge students to apply mathematical concepts in diverse contexts and foster higher-order thinking skills. **Strategy's Expected Result/Impact:** Data-Driven Instruction and Targeted Interventions: Utilize MAP assessment data to identify individual student strengths and areas for growth, creating personalized learning plans tailored to address specific needs and gaps in mathematical understanding. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and after-school support, to provide additional assistance for students who are not meeting growth projections. Professional Development and Collaborative Planning: Provide ongoing professional development for math teachers focused on effective instructional strategies, differentiation, and the use of formative assessments to monitor and support student progress. Facilitate regular collaborative planning sessions for math teachers to share best practices, analyze student data, and align instructional strategies with both MAP growth goals and IB MYP standards. Engaging and Relevant Math Curriculum: Integrate real-world applications and problem-solving activities into the math curriculum to make learning more engaging and relevant, fostering a deeper understanding of mathematical concepts and their practical uses. Encourage the use of inquiry-based learning and interdisciplinary projects that connect math to other subjects and global contexts, enhancing student engagement and motivation to achieve growth targets. **Staff Responsible for Monitoring:** Principal, APs, MCLs, IB Coordinator, 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				307

Strategy 2 Details	Reviews			
Strategy 2: Data-Driven Instruction and Personalized Learning:	Formative			Summative
	Oct	Jan	Mar	May
Utilize MAP assessment data to track individual student progress, identify specific areas of need, and create personalized learning plans that target these areas for improvement. Implement targeted interventions and differentiated instruction, such as small group sessions and one-on-one support, based on data insights to address gaps in student understanding and promote individual growth. **Strategy's Expected Result/Impact:** Data-Driven Instruction and Targeted Interventions: Utilize MAP assessment data to identify individual student strengths and areas for growth, creating personalized learning plans tailored to address specific needs and gaps in mathematical understanding. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and after-school support, to provide additional assistance for students who are not meeting growth projections. Professional Development and Collaborative Planning: Provide ongoing professional development for math teachers focused on effective instructional strategies, differentiation, and the use of formative assessments to monitor and support student progress. Facilitate regular collaborative planning sessions for math teachers to share best practices, analyze student data, and align instructional strategies with both MAP growth goals and IB MYP standards. Engaging and Relevant Language and Literature Curriculum: Integrate real-world applications and problem-solving activities into the math curriculum to make learning more engaging and relevant, fostering a deeper understanding of mathematical concepts and their practical uses. Encourage the use of inquiry-based learning and interdisciplinary projects that connect math to other subjects and global contexts, enhancing student engagement and motivation to achieve growth targets. **Staff Responsible for Monitoring:** Principal, APs, MCLs, IB Coordinator **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** TexasIB Training, FLIBSchools Training, Lead4ward - Title One School- Improvement				308

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Personalized Learning and Targeted Interventions: Utilize MAP assessment data to create personalized learning plans for students, identifying specific areas for growth and tailoring instruction to address these needs. Develop targeted intervention programs, such as small group instruction, reading workshops, and one-on-one tutoring, to provide additional support for students who are not meeting growth projections, ensuring they receive the necessary resources and guidance to improve their reading skills. **Strategy's Expected Result/Impact:** Consistent and Aligned Instruction: Teachers will deliver more consistent and aligned instruction across all content areas, ensuring that lessons adhere to both IB MYP standards and state assessment requirements. This alignment will lead to a more seamless and coherent learning experience for students. The focused planning sessions will help identify gaps and overlaps in the curriculum, allowing teachers to address these areas effectively and ensure comprehensive coverage of essential concepts and skills. Enhanced Student Outcomes: Students will show improved performance on state assessments, as the collaborative planning sessions will ensure that critical thinking and conceptual understanding are emphasized across the curriculum. This will contribute to the goal of increasing the percentage of students meeting or exceeding the standard from 32% to 60% by May 2024. By fostering a deeper understanding of subject matter and promoting higher-order thinking skills, students will be better prepared for future academic challenges and success in higher education. Professional Growth and Cohesive Teaching Practices: Teachers will experience professional growth through regular collaboration, sharing of best practices, and joint problem-solving. This collective effort will enhance their instructional skills and pedagogical knowledge, particularly in areas such as critical thinking and conceptual understanding. The collaborative environment will create a strong sense of community and shared responsibility among teachers, leading to more cohesive teaching practices and a supportive professional culture within the school. **Staff Responsible for Monitoring:** Principal, APs, MCLs, IB Coordinator **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 Instructional Materials and Assessments, Lever 5: Effective Instruction				309

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 2: Students Meeting or Exceeding individual growth projections on Reading MAP will increase from 57% to the goal of 68% by May 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate IB MYP Frameworks into Reading Curriculum: Align the reading curriculum with IB MYP principles to emphasize inquiry-based learning, critical thinking, and global contexts, creating a more engaging and relevant learning experience. Develop interdisciplinary reading projects that connect literature to other subjects and real-world issues, helping students apply reading skills in diverse contexts and deepen their understanding.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize Data-Driven Instruction and Targeted Support: Analyze NWEA MAP assessment data to identify individual student needs and create personalized learning plans that address specific areas for growth in reading. Implement targeted interventions, such as differentiated small group instruction and individualized support, to provide focused assistance and enhance student progress toward meeting growth projections.				310

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Personalized Learning and Targeted Interventions: Utilize MAP assessment data to create personalized learning plans for students, identifying specific areas for growth and tailoring instruction to address these needs. Develop targeted intervention programs, such as small group instruction, reading workshops, and one-on-one tutoring, to provide additional support for students who are not meeting growth projections, ensuring they receive the necessary resources and guidance to improve their reading skills.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 3: Student Meets achievement (6th-8th) on Math STAAR will increase from 28% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate Middle Years (IB MYP) programming.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Strategy 1 Details	Reviews			
Strategy 1: Align Curriculum with IB MYP Frameworks and STAAR Requirements: Integrate the IB MYP frameworks into the math curriculum to provide a cohesive and rigorous academic experience, emphasizing inquiry-based learning, real-world applications, and interdisciplinary connections. Ensure that the curriculum aligns with STAAR requirements by mapping IB MYP standards to STAAR objectives, creating a clear and consistent pathway for students to meet or exceed state standards.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			311
Strategy 2: Data-Driven Instruction and Continuous Monitoring: Utilize STAAR and formative assessment data to identify student strengths and areas for growth, allowing for personalized learning plans and targeted interventions tailored to individual needs. Implement regular data review sessions where teachers analyze student performance data, adjust instructional strategies, and track progress toward meeting the 50% achievement goal.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Professional Development and Collaborative Planning: Provide professional development focused on IB MYP instructional practices, effective differentiation, and the use of data to inform instruction, ensuring teachers are equipped to support all students. Facilitate regular collaborative planning sessions for math teachers to share best practices, develop aligned instructional materials, and coordinate efforts to address identified gaps and reinforce critical mathematical concepts.	Formative			Summative
	Oct	Jan	Mar	May

No Progress


Accomplished

Continue/Modify

Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 4: Student Meets achievement (6th-8th) on Reading STAAR will increase from 35% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate IB MYP Frameworks into Reading Curriculum: Align the reading curriculum with IB MYP frameworks to provide a rigorous and engaging academic experience that emphasizes inquiry-based learning and global contexts, helping students make connections across subjects. Ensure the curriculum meets STAAR requirements by mapping IB MYP standards to STAAR objectives, creating a cohesive instructional plan that guides students toward achieving state standards.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Driven Instruction and Targeted Interventions: Use STAAR and formative assessment data to identify student strengths and areas for improvement, creating personalized learning plans that address specific needs and monitor progress. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and reading workshops, to provide additional support for students who are not meeting achievement benchmarks.				312

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional Development and Collaborative Planning: Offer ongoing professional development for teachers on IB MYP instructional practices, data-driven instruction, and effective differentiation strategies to support diverse learners. Facilitate regular collaborative planning sessions for reading teachers to analyze student performance data, share best practices, and align instructional strategies with IB MYP standards and STAAR objectives, ensuring consistent and effective teaching practices.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 5: Crockett 8th grade student Meets achievement on Science STAAR will increase from 26% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Align Curriculum with IB MYP Frameworks and STAAR Requirements: Integrate IB MYP science frameworks into the curriculum to ensure a cohesive and rigorous academic experience, emphasizing inquiry-based learning, real-world applications, and interdisciplinary connections. Align new science curriculum with STAAR objectives by mapping IB MYP standards to STAAR requirements, creating a clear instructional plan that prepares students to meet state standards.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Driven Instruction and Targeted Interventions: Utilize STAAR and formative assessment data to identify student strengths and areas for growth, allowing for the creation of personalized learning plans and targeted interventions tailored to individual needs. Implement regular data review sessions where teachers analyze student performance data, adjust instructional strategies, and monitor progress toward meeting the 50% achievement goal.				313

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional Development and Collaborative Planning: Provide professional development focused on IB MYP instructional practices, effective differentiation, and the use of data to inform instruction, ensuring teachers are equipped to support all students. Facilitate regular collaborative planning sessions for science teachers to share best practices, develop aligned instructional materials, and coordinate efforts to address identified gaps and reinforce critical scientific concepts.				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 6: Crockett 8th grade student Social Studies Approached achievement Science STAAR will increase from 26% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Integrate IB MYP Frameworks into Social Studies Curriculum: Align the social studies curriculum with IB MYP frameworks to promote inquiry-based learning, interdisciplinary connections, and global perspectives, ensuring a rigorous and engaging academic experience. Develop and implement units that connect historical and social concepts to real-world issues and global contexts, enhancing student relevance and understanding.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Data-Driven Instruction and Targeted Support: Use STAAR and formative assessment data to identify individual student needs and areas for improvement, creating personalized learning plans and targeted interventions to address gaps in knowledge and skills. Conduct regular data review meetings with social studies teachers to analyze student performance, adjust instructional strategies, and implement effective interventions to support student progress.				314

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional Development and Collaborative Planning: Provide professional development focused on IB MYP instructional strategies, effective differentiation, and data-driven instruction, equipping teachers with the tools and techniques needed to improve student achievement. Facilitate collaborative planning sessions where social studies teachers can share best practices, align instructional materials with IB MYP standards and STAAR objectives, and develop strategies to address specific student needs and enhance achievement.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Crockett will develop comprehensive College and Career Exploration Programs for all students within the IB MYP curriculum.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Teachers will include projects and that introduce students to various career paths and college environments. We will integrate career-related learning experiences into interdisciplinary units to help students understand the relevance of their academic subjects to future career and educational goals.	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Crockett MS will enhance academic rigor and skill development for all students within the IB Program by offering advanced coursework and enrichment opportunities aligned with IB MYP standards to build foundational skills in critical thinking, problem-solving, and subject-specific knowledge that prepare students for high school and beyond and provide targeted support and intervention programs to help students develop essential academic and technical skills, ensuring they are well-prepared for advanced studies and career pathways.	Oct	Jan	Mar	May
				315

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Crockett will strengthen guidance and support systems by establishing a robust advisory program by developing a system for tracking student progress and providing personalized support, including mentoring and academic coaching, to ensure students are on track to meet their future readiness goals.	Oct	Jan	Mar	May

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Crockett will increase the connectedness indicator within Panorama from 48% to 58% for the 2024-25 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett MS will enhance student engagement and community building by implementing school-wide initiatives and programs that foster a sense of belonging and community, such as student clubs, leadership opportunities, and cross-grade mentoring programs that encourage positive peer interactions and support, and also by organizing regular school events, including social activities, service projects, and team-building exercises, to strengthen relationships among students and between students and staff.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Crockett will strengthen support services by implementing the new social-emotional learning platform, to help students build resilience, develop interpersonal skills, and leadership skills, and address any issues impacting their sense of connectedness. Train teachers and staff in SEL strategies and create a supportive environment where students feel valued and heard, ensuring that all students have access to the emotional support they need.				316

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increase Family and Community Engagement: Engage families and the broader community. Host informational sessions, parent engagement nights, and a variety of presentations to educate families about the various IB middle school pathways available to students. Encourage family participation in academic planning and support, creating a strong network around each student to promote success.				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Student daily attendance will increase from 92% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a Positive Attendance Incentive Program: Develop a system to reward students for consistent attendance. This could include monthly and quarterly rewards such as certificates, school-wide recognition, special privileges, or small prizes for students who achieve perfect or improved attendance.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Family and Community Engagement: Build strong relationships with families by regularly communicating the importance of daily attendance for student success. Host workshops or family nights that educate parents and guardians about how attendance impacts academic achievement and long-term outcomes. Provide families with resources and strategies to overcome barriers to attendance, such as transportation or morning routines.				317

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Create a Welcoming and Inclusive School Environment: Foster a positive school climate where students feel safe, supported, and engaged. Encourage teachers to build strong relationships with students and create an inclusive classroom environment. Implement programs that promote social-emotional learning, peer connections, and a sense of belonging, making students more motivated to attend school daily.				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 15 % to 5%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Foster a Positive and Inclusive School Climate: Cultivate a positive school climate where all students feel respected, valued, and included. Encourage teachers to build strong relationships with students and create an inclusive classroom environment. Implement programs that promote diversity, equity, and inclusion, and address any systemic biases that may contribute to disproportionate disciplinary actions.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Strengthen Teacher Support Teams and Interventions: Develop a multidisciplinary support team to identify and support students who are at risk of exclusionary disciplinary infractions. Use data to identify patterns in behavior and implement individualized behavior intervention plans (BIPs). Provide ongoing support through counseling, mentoring, and check-ins to help students manage their behavior and succeed in school.				318

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Enhance Social-Emotional Learning (SEL) Programs: Integrate SEL into the daily curriculum to help students develop self-awareness, self-regulation, and interpersonal skills. Use SEL lessons to teach conflict resolution, emotional management, and decision-making skills. By fostering a deeper understanding of emotions and behaviors, students are more likely to engage positively with peers and staff, reducing the need for exclusionary discipline.				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

DAEP

2024-2025



319

Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May 2025, the percentage of students performing at the MEETS level on the Reading STAAR assessment will increase as follows:
6th grade: from 25% to 30%
7th grade: from 6.67% to 12%
8th grade: from 12.77% to 18%

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

320

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May 2025, the percentage of students performing at the MEETS level on the Math STAAR assessment will increase as follows:

6th grade: from 12.50% to 18%
7th grade: from 0% to 5%
8th grade: from 2.22% to 8%

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 0% to 5%.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				324

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May 2025, the percentage of students performing at the MEETS level on the 8th Science STAAR assessment will increase from 2.08% to 8%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				326

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, the percentage of students performing at the MEETS level on 8th Social Studies STAAR will increase from 0% to 5%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, End of Year STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will each conduct ten weekly walkthroughs to ensure the effective implementation of district-approved K-12 instructional frameworks and resources across all subject areas. These walkthroughs will focus on verifying the alignment of instructional practices with district expectations, ensuring the use of approved curricula, and identifying areas for instructional improvement. Feedback from these walkthroughs will be shared with teachers and instructional teams to foster continuous improvement and adherence to best practices. **Strategy's Expected Result/Impact:** Implement the district's curriculum framework and meet students' academic needs with quality Tier I instruction. **Staff Responsible for Monitoring:** AEC administrators, teachers, and district curriculum specialist **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				328

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly Professional Learning Community (PLC) Meetings: Utilize the Data-Driven Instruction (DDI) process to inform backward planning and adjust instruction to meet the needs of all learners. Teachers will collaboratively plan lessons by identifying desired outcomes based on standards and assessments, then design instruction and assessments that align with these outcomes. After each formative or summative assessment, PLCs will analyze student performance data to identify trends, strengths, and areas requiring reteaching. **Strategy's Expected Result/Impact:** Foster teacher data awareness and instructional effectiveness while promoting student academic improvement. **Staff Responsible for Monitoring:** AEC administrators, teachers, reading and math interventionists, and district curriculum specialist **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The After-School and Saturday Student Support program will provide on-site staff to assist students as needed, addressing individual learning needs, technical issues, and content comprehension. The program will offer multiple opportunities for students to recover lost credits, with a particular focus on students transitioning from youth centers and those with chronic absenteeism. Students will utilize Edgenuity and other district platforms to complete coursework, receive academic intervention, and regain lost credits. Teachers and administrators will closely monitor the program to track student progress, including completion rates and performance on assessments. **Strategy's Expected Result/Impact:** Enhance student credit accumulation to meet the required grade-level standards. **Staff Responsible for Monitoring:** AEC administrators, teachers, guidance counselor, and ECYC probation officers **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development, and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

330

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: School Connectedness panorama data will increase from 29% to 34 % with 6th-8th grades and 26% to 31% with 9th-12th graders.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Three Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the iLead SEL program to deliver the ten essential social-emotional learning competencies to our students. **Strategy's Expected Result/Impact:** Foster an environment that promotes a positive mindset towards positive self-awareness, self-efficacy, perseverance, and overall well-being and personal growth." **Staff Responsible for Monitoring:** AEC administrators, guidance counselor, Student Assistant Service Counselor, and teachers. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				331

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement monthly Family Nights to promote discussions on mental health, substance abuse topics, proper computer etiquette, dangers of gang and gun violence, and other subjects related to strategies and support for rehabilitation. **Strategy's Expected Result/Impact:** Enhance awareness among students and families while expanding avenues of support to address potential dangers within our communities. **Staff Responsible for Monitoring:** AEC administrators, behavior interventionists, Student Assistant Service and Guidance Counselors, ECYC probation officers, Communities in School representative, and Permian Basin Juvenile Gang and Serious Crime members. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Student daily attendance will increase from 78.5% to 85%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Conduct daily attendance checks, biweekly student celebrations, monthly attendance meetings for parents and students, and maintain an attendance log for after-school and Saturday services."

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Communities in Schools (CIS) representative and the AEC campus office team will collaborate by holding bi-weekly meetings to review student attendance data, identify students with chronic absenteeism, and develop intervention plans. After identifying students with chronic absenteeism, the team will proactively reach out to families to help and address barriers to regular attendance. Families will be provided with tailored resources, such as counseling services, transportation support, or academic interventions, to help students return to consistent attendance. The team will continuously monitor the effectiveness of support strategies and adjust as needed to ensure that interventions remain responsive to the needs of the students and their families. **Strategy's Expected Result/Impact:** Increase attendance and academic performance. **Staff Responsible for Monitoring:** AEC administrators, attendance clerk, teachers, Communities in School representative, and Community Outreach Center representative **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				333

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development, and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from % to %.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: End of year discipline report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Communities in Schools (CIS) representative and the AEC Behavior Interventionist will collaborate by holding bi-weekly meetings to review student behavior concerns and develop intervention plans. Once students with behavior concerns are identified, a Multi-Tiered Support System (MTSS) meeting will be held with their families. Tailored resources, such as counseling services, transportation support, or academic interventions, will be provided to help students achieve their behavior and academic goals. The team will continuously monitor the effectiveness of support strategies and make adjustments as needed to ensure the interventions remain responsive to the needs of both students and their families. **Strategy's Expected Result/Impact:** Increase attendance and academic performance. **Staff Responsible for Monitoring:** AEC administrators, attendance clerk, teachers, Communities in School representative, and Community Outreach Center representative **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				334

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Dowling Elementary

2024-2025



335

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP Math will increase from 55% to 65%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students who did not meet their individual RIT Growth scores in MAP Math the previous year will receive high-impact tutoring for at least 2 hours weekly. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade-level teacher, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7				336

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 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 Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				337

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Generation Genius videos will be shown to students during morning arrival and lunch multiple times weekly to build background knowledge in math. **Strategy's Expected Result/Impact:** An increase in students' math knowledge will be evidenced by increased MAP scores. **Staff Responsible for Monitoring:** Principal, teachers **Title I:** 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 Instructional Materials and Assessments **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** Generation Genius Subscription - Local - $1,795				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Brain Pop videos will be shown to students during morning arrival and lunch to build background knowledge in math. **Strategy's Expected Result/Impact:** An increase in students' math knowledge will be evidenced by increased MAP scores. **Staff Responsible for Monitoring:** Teachers, Principal **Title I:** 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 Instructional Materials and Assessments **Problem Statements:** Student Achievement 6, 7 **Funding Sources:** Brain Pop Subscription - Local - $4,500				338

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP English Reading will increase from 44% to 60%, and MAP Spanish Reading will increase from 48% to 60%, as measured from fall 2024 to spring 2025.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in grades K-5 will participate in at least 20 minutes of independent reading daily. Kindergarten students will listen to books using Epic. Students in grades 1-5 will read and test using Epic. Emergent Bilingual students in grades 2-5 will alternate reading in English and Spanish. **Strategy's Expected Result/Impact:** Increased reading stamina of all students. Increase in student's reading comprehension. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Epic School Plus - Title One School-wide				339

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students who did not meet their individual RIT Growth scores in MAP Reading (English and Spanish) the previous year will receive high-impact tutoring for at least 2 hours weekly from either a classroom teacher or an online tutor. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade-level teachers, campus leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 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 Instructional Materials and Assessments **Problem Statements:** Student Achievement 1, 8, 10, 11, 13				340

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All teachers in grades 1-5 use Target RLA Plus from Lone Star Learning for the Do Now portion of the writing lesson. Only monolingual first-grade students will use this resource. **Strategy's Expected Result/Impact:** Increase in students' MAP and STAAR reading scores. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 13 **Funding Sources:** Target RLA Plus - Local - $6,097				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Kindergarten and first-grade bilingual teachers will use Estrellita daily with fidelity. **Strategy's Expected Result/Impact:** Increase in Spanish reading scores. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 11, 13				341

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP Science will increase from 50% to 60%, as measured from fall 2024 to spring 2025.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				342

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom teachers will use Generation Genius and Brain Pop to supplement science lessons. Videos from this platform will be used to build background knowledge and spiral in previously taught material in science. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All classrooms will participate in a school-wide science fair where each classroom conducts and presents a project. **Strategy's Expected Result/Impact:** Increased knowledge of the scientific process. **Staff Responsible for Monitoring:** Classroom teachers, leadership team **Title I:** 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 12 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** Science Boards for Each Classroom - Title One School-wide - $125				343

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources. **Strategy's Expected Result/Impact:** Increase in student engagement; build background knowledge in science **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. **Strategy's Expected Result/Impact:** Students will continue to review previously learned material throughout the year. **Staff Responsible for Monitoring:** 5th-grade teachers, 5th-grade MCL **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				344

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 4: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR math will increase from 28% to 45%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 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 **Problem Statements:** Student Achievement 1, 6, 7 - Curriculum, Instruction, and Assessment 2				345

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their math lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 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 **Problem Statements:** Student Achievement 1, 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				346

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use Kagan Cooperative Learning structures and AVID instructional strategies daily to increase student participation during math lessons. **Strategy's Expected Result/Impact:** Student engagement will increase as measured by TTESS walkthroughs. **Staff Responsible for Monitoring:** Teachers, MCLs, and Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Daily, all students will write during the math block. K-2 teachers will model writing in mathematics until students are able to do this independently. This will be included in lesson plans. **Strategy's Expected Result/Impact:** Clarify understanding, reinforce learning, and participate in critical thinking. **Staff Responsible for Monitoring:** Teachers, MCLs **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				347

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teachers will use blended learning to differentiate learning during math. **Strategy's Expected Result/Impact:** Students diverse needs will be met **Staff Responsible for Monitoring:** Teachers, MCLs **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Teachers will have two full-day planning days in August and September, led by the MCLs. **Strategy's Expected Result/Impact:** All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction. **Staff Responsible for Monitoring:** Administrators MCLs **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7, 8, 11, 12, 13 **Funding Sources:** Subsitutes - State Grant - $5,000				

No Progress Accomplished Continue/Modify Discontinue

348

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 5: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR reading will increase from 27% to 45%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 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 **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				349

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their reading lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				350

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use Kagan Cooperative Learning structures and AVID instructional strategies daily to increase student participation during math lessons. **Strategy's Expected Result/Impact:** Student engagement will increase as measured by TTESS walkthroughs. **Staff Responsible for Monitoring:** Teachers, MCLs, and Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Daily, all students will write during the RLA block. Kindergarten teachers will model writing until students are able to do this independently. This will be included in lesson plans. **Strategy's Expected Result/Impact:** Clarify understanding, reinforce learning, and participate in critical thinking. **Staff Responsible for Monitoring:** Teachers, MCLs **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				351

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teachers will use blended learning to differentiate learning during reading stations. **Strategy's Expected Result/Impact:** Students diverse needs will be met **Staff Responsible for Monitoring:** Teachers, MCLs **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Teachers will attend professional learning and planning with the MCLs on weekends during August and September. **Strategy's Expected Result/Impact:** All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction. **Staff Responsible for Monitoring:** Administrators MCLs **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7, 8, 11, 12, 13 **Funding Sources:** Teacher Pay - State Grant - $5,000				

No Progress Accomplished Continue/Modify Discontinue

352

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 6: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 7% to 25%.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				353

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom teachers will use Generation Genius and Brain Pop to supplement science lessons. Videos from this platform will be used to build background knowledge and spiral in previously taught material in science. **Strategy's Expected Result/Impact:** Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All classrooms will participate in a school-wide science fair where each classroom conducts and presents a project. **Strategy's Expected Result/Impact:** Increased knowledge of the scientific process. **Staff Responsible for Monitoring:** Classroom teachers, leadership team **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				354

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources. **Strategy's Expected Result/Impact:** Increase in student engagement; build background knowledge in science **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. **Strategy's Expected Result/Impact:** Students will continue to review previously learned material throughout the year. **Staff Responsible for Monitoring:** 5th-grade teachers, 5th-grade MCL **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

355

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 7: Dowling teachers will be trained in Blended Learning and use the framework daily.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Classroom walkthroughs will show a minimum of 95% of students engaged in learning at any given time.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blended Learning training will be provided by the blended learning coordinator every 4-6 weeks. **Strategy's Expected Result/Impact:** All teachers will receive initial training in blended learning by May 2025. **Staff Responsible for Monitoring:** Principal **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7, 8, 10, 11, 12, 13				356

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will incorporate flexible seating in their classrooms during blended learning. **Strategy's Expected Result/Impact:** Students will have a voice and choice during their learning. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Furniture for Blended Learning - Title One School-wide - $40,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

357

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten students who meet their projected growth on MAP English reading will increase from 41% to 61%, and Spanish reading from 46% to 66% by May 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL and Leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				358

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish. **Strategy's Expected Result/Impact:** Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, teacher **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10 **Funding Sources:** Heggerty ONline - Local - $1,246				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Kindergarten monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, teachers **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10				359

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: An MCL will be hired to plan and implement PLCS and coach kindergarten teachers. **Strategy's Expected Result/Impact:** Kindergarten teachers will receive coaching using the district protocol and high quality PLCs. **Staff Responsible for Monitoring:** Principal, Opportunity Culture Department **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** MCL I stipend - Title One School-wide - $15,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Opportunity Culture will be used on campus. Five MCLs will lead grade-level PLCs and coach teachers using the district coaching framework. **Strategy's Expected Result/Impact:** All teachers will receive coaching using the district protocol and high-quality PLCs. **Staff Responsible for Monitoring:** Principal, Opportunity Culture Department **Title I:** 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 **Problem Statements:** Student Achievement 1, 8, 10, 11 **Funding Sources:** OC Funding - Title One School-wide - $24,000				360

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of first-grade students who meet their projected growth on MAP English reading will increase from 45% to 65%, and Spanish reading from 26% to 60% by May 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				361

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: First-grade teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish. **Strategy's Expected Result/Impact:** Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL,team lead, teachers **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 13				362

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of second-grade students who meet their projected growth on MAP English reading will increase from 41% to 61%, and Spanish reading from 50% to 70% by May 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				363

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Second-grade teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish and English following the district language of the day calendar. **Strategy's Expected Result/Impact:** Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Monolingual and bilingual teachers will use Saxon phonics daily with fidelity. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, teachers **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 13				364

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of third-grade students who meet their projected growth on MAP English reading will increase from 43% to 63%, and Spanish reading from 77% to 85% by May 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, teachers **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				365

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, MCL, leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 10, 13				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of classrooms will use AVID strategies across all subjects.

Evaluation Data Sources: AVID Site Team documentation
Lesson Plans
Student planners and binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies. **Strategy's Expected Result/Impact:** AVID Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				367

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. **Strategy's Expected Result/Impact:** 100% of classrooms will use AVID strategies Documentation will be collected monthly **Staff Responsible for Monitoring:** AVID Site Team **Title I:** 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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Panorama data in School Connectedness will increase from 66% to 75% by May 2024.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Attendance Data, Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Psycho-social barriers for students struggling with attendance and academic progress will be removed. **Staff Responsible for Monitoring:** CIS Coordinator, Counselors, Administrators **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				368

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS. **Strategy's Expected Result/Impact:** Panorama data for the question related to belonging at school will increase from 62% to 75%. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All staff will receive Conscious Discipline training multiple times yearly during after-school professional learning. **Strategy's Expected Result/Impact:** Increase in student connectedness. **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Conscious Discipline E Course and books - Title One School-wide - $1,600				369

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All students K-5 will participate weekly in iLead. **Strategy's Expected Result/Impact:** An increase in students' values-based leadership ability. **Staff Responsible for Monitoring:** Teachers **Title I:** 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: Staff will participate in iLead Transformation Tables at weekly staff meetings. **Strategy's Expected Result/Impact:** Panorama data in belonging will increase from 53% to 70%; Well-being will increase from 51% t0 70%; school climate will increase from 65% to 80%; **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				370

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: A team will attend the Conscious Discipline conferences on Self-Regulation and Academics and Strengthening Executive Function and Stamina in September 2024. Upon returning to the campus, the team will train the staff. **Strategy's Expected Result/Impact:** Panorama data in self-management will increase from 65% to 70%, and efficacy will increase from 57% to 62% by May 2025. Referrals will decrease. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Conference Fee, Travel, Hotel, and Meals for a team of 5 - State Grant - $20,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

371

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Student Panorama data for Self-Efficacy will increase from 57% to 70% by May 2025.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem. **Strategy's Expected Result/Impact:** Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				372

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A mentoring program will be developed and used for students with challenging behaviors. **Strategy's Expected Result/Impact:** Improved self-esteem, role-modeling; behavioral improvements **Staff Responsible for Monitoring:** AP, mentors, Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. **Strategy's Expected Result/Impact:** Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence. **Staff Responsible for Monitoring:** Teachers, CIS, Counselors **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

373

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Psycho social barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** CIS Coordinators Campus Registrar Counselor Teachers Principal/AP **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				374

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and 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 will be expected to increase to 94%. **Staff Responsible for Monitoring:** Registrar Counselor Teachers Principal / AP **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communities in Schools Site Coordinator will target these students for support. **Strategy's Expected Result/Impact:** Increase in grades and attendance. **Staff Responsible for Monitoring:** CIS Site Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Parental involvement will increase through planned activities.

Evaluation Data Sources: Parent sign in sheets
Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will hold grade-level-specific parent meetings at the beginning of the school year to review expectations and provide activities to reinforce learning at home. **Strategy's Expected Result/Impact:** Increased number of students meeting growth measure on MAP reading and math. Increased attendance percentages in kindergarten and first grade. **Staff Responsible for Monitoring:** Teachers Administrators Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				376

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parent conferences will be held a minimum of twice a year for all parents. **Strategy's Expected Result/Impact:** Parental awareness of student progress. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Dowling "Family Days" will be held four times per year. Families will be invited to the classrooms during the school day to participate in learning with students. **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Teachers Leadership CIS Coordinator **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Materials for Parent/Child Activities - Title One School-wide - $2,595				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Dowling will host a minimum of two Family Nights focusing on how parents can help students at home. **Strategy's Expected Result/Impact:** Increase in parental involvement. **Staff Responsible for Monitoring:** CIS Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				377

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: Dowling will meet the needs of students new to the campus.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Attendance Data
Panorama Data
Parent Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will develop and implement a student leadership team. The student leaders will present a welcome orientation to new students and serve as peer buddies. **Strategy's Expected Result/Impact:** Increase in new students' feeling of welcome to the campus. **Staff Responsible for Monitoring:** AP CIS Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				378

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A Dowling Family Handbook will be given to all students. **Strategy's Expected Result/Impact:** Increase in parental involvement; Welcoming environment **Staff Responsible for Monitoring:** Office Staff Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Ector Middle School

2024-2025

380

Board Goals

Board Goal 1: 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.

Performance Objective 1: By May 2025, the percentage of students achieving or exceeding their READING RIT goal will increase from 69% to 71%.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP 2024 fall and MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				381

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 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 5: Effective Instruction				382

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- 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

383

Board Goal 1: 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.

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their MATH RIT goal will increase from 65% to 70%.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP 2024 fall and MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Math End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 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: Strategic Staffing, Lever 5: Effective Instruction				384

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				385

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Improve Quality Tier 1 Instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- 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

Board Goal 1: 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.

Performance Objective 3: By May of 2025, the % of students performing at the MEETS level on 6th-8th Math STAAR will increase from 38% to 55%.

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: 2025 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Math End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				387

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				388

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Improve Quality Tier 1 Instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: 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.

Performance Objective 4: By May of 2025, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 42% to 55%

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: 2025 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				390

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				391

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

392

Board Goal 1: 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.

Performance Objective 5: By May of 2025, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 93% to 98%.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: ALG 1 EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				393

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 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 5: Effective Instruction				394

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- 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

395

Board Goal 1: 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.

Performance Objective 6: By May of 2025, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 12% to 40%.

High Priority

Evaluation Data Sources: STAAR 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				396

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 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 5: Effective Instruction				397

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- 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

398

Board Goal 1: 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.

Performance Objective 7: By May of 2025, the % of students performing at the MEETS level on 8th Science STAAR will increase from 38% to 55%.

High Priority

Evaluation Data Sources: 2025 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2024 Reading End of Year MAP data for data tracking and update it with beginning-of-year and end-of-year data throughout the year. Teachers and students will track progress by specific TEK from each assessment to show progress. This information will be used to plan interventions and tutoring blocks, build student capacity, and celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track progress throughout the year. **Staff Responsible for Monitoring:** Campus administration, department heads, teachers and students tracking their own data. **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				399

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classroom objectives, rigor, and multiple response strategies will be monitored to ensure lesson planning, coaching cycle, and boosting participation ratio fidelity. Administrators will conduct ten walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during walkthrough and observation. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, ICs **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will undergo a "feedback cycle" by administrators, department heads, and instructional coaches to provide "on the spot" coaching, feedback, and modeling. This will build the capacity of teachers to strengthen their content and pedagogy in the classroom. **Strategy's Expected Result/Impact:** Build capacity in teachers to improve overall scores. **Staff Responsible for Monitoring:** Admin, Department Heads and Instructional Coaches **Title I:** 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 5: Effective Instruction				400

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use SCAs for planning using "Know and Shows," "backward planning," "coaching and feedback cycle follow-through," data desegregation, and next steps in weekly PLC meetings with admin, department heads, and instructional coaches. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction **Staff Responsible for Monitoring:** Admin, Dept. Heads, ICs **Title I:** 2.4, 2.5 **- 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

401

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

402

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School Connectedness panorama data will increase from 37% to 50 %.

Evaluation Data Sources: Spring 2025 Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level assistant principals have been assigned to 6th, 7th, and 8th grades, along with a counselor and a clerk. Each grade-level assistant principal and counselor will work together to build positive relationships with students, teachers, and family members. APs and counselors will rotate with their students the following year to building capacity and trust with their students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				403

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level counselors will conduct SEL lessons and hold peer-to-peer mentoring groups to support and build positive relationships with students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student daily attendance will increase from 92% to 95%.

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level counselors will conduct SEL lessons and hold peer-to-peer mentoring groups to support and build positive relationships with students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Counselors **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				404

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level assistant principals, counselors, and teachers will hold attendance/truancy meetings with parents throughout the six weeks to assist with truancy prevention and provide support for families with transportation, SEL, and/or resources. **Strategy's Expected Result/Impact:** Increase campus culture, discipline, and attendance. **Staff Responsible for Monitoring:** Assistant Principals, counselors, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Exclusionary disciplinary infractions will decrease.

Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will receive back to school CHAMPS Classroom Management Training to build teacher-capacity in classroom management. **Strategy's Expected Result/Impact:** Decrease in referrals and discipline. **Staff Responsible for Monitoring:** Assistant Principals, classroom teachers, counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			405
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will be trained on "referral checklist" to guide and assist teachers with steps for better classroom management in the beginning, middle and end of year. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Assistant Principals, Classroom Teachers, Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: ECP will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success.

Evaluation Data Sources: Increase instructional routines and organization for students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ector will train and introduce AVID strategies to teacher and students and the AVID Site Team Lead will hold one meeting in the Fall and one meeting in the Spring to assist with implementation. **Strategy's Expected Result/Impact:** Increase instructional routines and organization for students. **Staff Responsible for Monitoring:** AVID teacher, admin, counselors **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				406

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors will meet with students in the beginning of the year, middle of the year, and end of the year to demonstrate to students how to set academic and career goals as well as encourage them to create short and long-term goals for achieving academic success and skill development. **Strategy's Expected Result/Impact:** Increase instructional routines and organization for students. **Staff Responsible for Monitoring:** Admin, counselors **Title I:** 2.5, 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

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: ECP will increas student Sense of Belonging - Panorama results from 33% to 50% for the 2025 school year.

Evaluation Data Sources: Spring 2025 Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level assistant principals have been assigned to 6th, 7th, and 8th grades, along with a counselor and a clerk. Each grade-level assistant principal and counselor will work together to build positive relationships with students, teachers, and family members. APs and counselors will rotate with their students the following year to building capacity and trust with their students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				407

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level counselors will conduct SEL lessons and hold peer-to-peer mentoring groups to support and build positive relationships with students. **Strategy's Expected Result/Impact:** Building a positive relationship with parents and students and rebuilding the trust within our community. **Staff Responsible for Monitoring:** Admin, Assistant Principals, Counselors **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

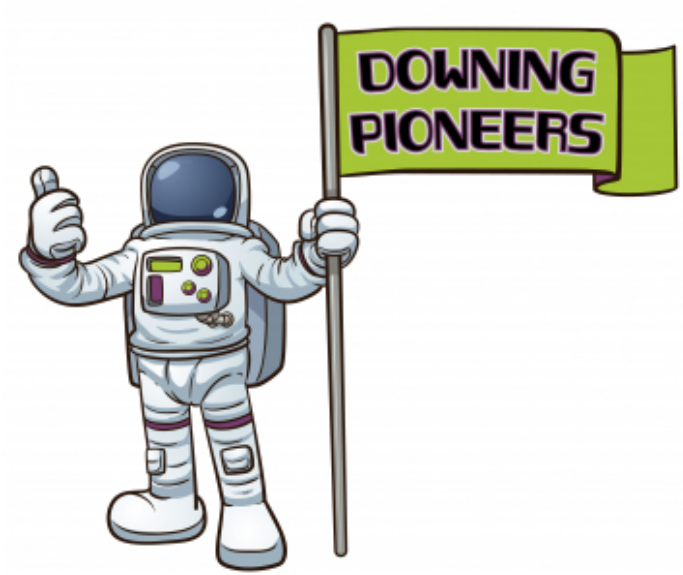
 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Edward K. Downing Elementary

2024-2025

Accountability Rating: Not Rated



408

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, 40 % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 20% to 35%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: SCAs, iReady, MAP, district Benchmarks

Strategy 1 Details	Reviews			409
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional development for teachers focused on evidence-based math instruction strategies (AVID,LEAP, iReady, Blended Learning, ect.) **Strategy's Expected Result/Impact:** Increase student growth in MEETS. **Staff Responsible for Monitoring:** Administrators, MCL and Instructional Coach **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Use STAAR data to identify specific areas where students are struggling from the previous year and create TEKS bins-electronically and paper based for additional support in the struggling areas for the individual student. **Strategy's Expected Result/Impact:** Using STAAR data to identify precise skill deficiencies and comprehension gaps in students, enabling targeted interventions and personalized instruction. This data-driven approach aims to improve overall reading proficiency, advancing students from "Approaches" to "Meets" and "Masters" levels on the STAAR reading assessment. Ultimately, it seeks to enhance academic outcomes and promote greater student success. **Staff Responsible for Monitoring:** All 3-5 grade teachers, Instructional Coach, MCLs, Assistant Principal and Principal **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement small group math instruction to target struggling areas from the previous STAAR assessment. **Strategy's Expected Result/Impact:** Implementing targeted small group math instruction based on identified areas of struggle from previous STAAR assessment results enhances teaching effectiveness and personalization. This approach fosters better comprehension of mathematical skills, increases student engagement, and accelerates progress for those requiring extra support. As a result, it boosts the number of students achieving "Meets" and "Masters" levels on future STAAR math assessments, showcasing substantial improvements in academic achievement and overall performance. **Staff Responsible for Monitoring:** 3-5 grade math teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and Principal **Title I:** 2.4, 2.5, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				410

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, 70% of all 3rd, 4th, and 5th Grade students will reach Approaches on Reading, 53% of all 3rd, 4th, and 5th Grade students will reach Meets or above on Reading, and 15% of all 3rd, 4th, and 5th Grade students will reach Mastery on Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: SCAs, Benchamarks, MAP, iReady, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd-5th graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing targeted small group math instruction based on identified areas of struggle from previous STAAR assessment results enhances teaching effectiveness and personalization. This approach fosters better comprehension of literary skills, increases student engagement, and accelerates progress for those requiring extra support. As a result, it boosts the number of students achieving "Meets" and "Masters" levels on future STAAR reading assessments, showcasing substantial improvements in academic achievement and overall performance. **Staff Responsible for Monitoring:** 3-5 grade reading teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and Principal **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: EKD will contract Dr. Diana Ramirez-DMR Educational Consulting, Inc. to provide ECR writing and comprehension skills strategies covering Module 1 Literary Elements (Comprehension Skills, Vocabulary TEKS, Elements of Fiction, Author's Purpose and Craft, Response Skills-SCR) Module 2 Informational Text (Comprehension Skills, Vocabulary TEKS, Purpose, Text features, Organizational Patterns, Author's Purpose and Craft, Response Skills-SCR) Module 7 ECR Informational Writing and Module 7 ECR Argumentative/Opinion Writing (Effective introduction, Central Idea/Claim, Structure Development of Ideas, Effective Conclusion, Student Roles) **Strategy's Expected Result/Impact:** Teacher understanding of writing and comprehension skills strategies to implement during Reading instruction. **Staff Responsible for Monitoring:** Principal, MCLs, Instructional Coach, Assistant Principals and teachers **Title I:** 2.4, 2.5, 2.6 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

412

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 65% of 5th Grade students will reach Approaches on STAAR Science, 30% of the students will reach Meets, and 15% of the students will reach Mastery.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: SCAs. MAP, district benchmarks, STAAR

413

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, students in grades 1st-5th Reading will reach 60% growth on targets for MAP.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd-5th graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd-5th graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** 3-5 grade reading teachers, Resource Teacher, Inclusion teacher, Instructional Coach, AP, MCL and Principal **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				414

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: By May of 2025, 60% of all 3rd Graders will meet their MAP Reading Targeted Growth Goal.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP interval exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Reading Coach, MCLs, Assistant Principal and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				415

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: By May of 2025, 70% of 3rd Graders will reach Approaches on Reading, 40% of the 3rd Graders will reach Meets on Reading, and 20% of the 3rd Graders will reach Mastery on STAAR. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Reading Coach, MCLs, Assistant Principal and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

416

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: By the end of the academic year, increase student proficiency in using AVID strategies across all grades K-5th by 20%, using WICOR strategies and Note Making organizer.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs, Lesson plans, PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement AVID K-5 WICOR strategies throughout all contents **Strategy's Expected Result/Impact:** Create a culture of organization and a connection to CCRS **Staff Responsible for Monitoring:** K-5 teachers, Instructional leaders, Instructional coach, MCLS **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lesson plans will have the AVID component within the lesson **Strategy's Expected Result/Impact:** WICOR strategies to help students write and organize **Staff Responsible for Monitoring:** all staff, teachers, IC, and APs **Title I:** 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

418

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: 100% of K-5th grade students will utilize Avid planners to promote college readiness by creating student math, reading and attendance goals.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: walkthroughs, spot checks of evidence through PLCs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3-5 will have binders, dividers and notebook paper for all contents and utilize planners to support WICOR strategies. **Strategy's Expected Result/Impact:** WICOR strategies, increase in student data interpretation and goal setting **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Assistant Principals, Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will plan lessons with AVID component to increase academic student growth **Strategy's Expected Result/Impact:** Teachers plan to increase student growth and growth for students will impact writing skills in their state assessments **Staff Responsible for Monitoring:** All staff, APs, IC, MCLs, teachers and Principal **Title I:** 2.4, 2.5, 2.6 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Improve EKD Elementary School PTO membership by offering incentives to classes where 60% or more parents enroll in PTO. This initiative aims to foster community engagement, strengthen school-parent partnerships, and enhance support for student success through increased parental involvement.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Parental engagement list of participants, attendance of parents during Title 1 meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: By December of 2024, EKD Elementary will increase its PT0 membership from 10 members to 25 or more members. **Strategy's Expected Result/Impact:** By incentivizing classes with high PTO enrollment, EKD Elementary expects to cultivate stronger school-community relationships, enhance parental engagement in school activities, and ultimately enrich the educational experience and support for all students. **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, 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: Parental engagement through Movie Nights and other activities during the school year. **Strategy's Expected Result/Impact:** A continuous parent/teacher relationship to support student academic growth **Staff Responsible for Monitoring:** Principal, APs and all teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: By May 2025, Attendance at EKD elementary will increase from 92% to 97% for all grade levels.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: daily, weekly and monthly verification reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will implement an incentive system to reward students throughout the 4th week, and 9th week mark. **Strategy's Expected Result/Impact:** Increase attendance to 97% or higher to meet state's requirement **Staff Responsible for Monitoring:** All teachers, attendance clerk, APs, Counselors, Principal **Title I:** 2.4, 2.5, 2.6 **- 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: Active effort from teachers to communicate with parents and reiterate importance of attendance during 3rd and 4th 6 weeks **Strategy's Expected Result/Impact:** parent teacher communication and parental engagement, students' academically gain instruction **Staff Responsible for Monitoring:** All teachers. attendance clerk, APs, Counselors, and Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Sending home a school letter requiring parent signature when students have missed 5 days, 10 days, 15 days, 20 days etc.. The letter will include a graphic explaining the importance of school attendance. **Strategy's Expected Result/Impact:** Connectedness from campus to community **Staff Responsible for Monitoring:** All teachers. attendance clerk, APs, Counselors, and Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				424

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 5: To enhance student success and well-being, our objective is to establish a comprehensive partnership with Communities in Schools (CIS) that supports key areas including attendance improvement, parental engagement, social-emotional support, and campus food security

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Reports and meeting notes from coordination meetings with CIS.
Purpose: Review the progress of program implementation, identify any challenges, and ensure that strategies are being executed as planned.

Strategy 1 Details	Reviews			425
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop and apply targeted interventions for students with chronic absenteeism, such as personalized follow-ups from counselors or mentors. CIS will help call parents to monitor attendance. **Strategy's Expected Result/Impact:** Increase attendance and student academic achievement **Staff Responsible for Monitoring:** CIS coordinator, APs, Building clerk, teacher, Principal and counselors **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize CIS resources to offer additional support, such as home visits or counseling, to address barriers to regular attendance. Provide workshops for students and parents on the importance of regular attendance and strategies to overcome common challenges **Strategy's Expected Result/Impact:** Connectedness between Campus and Community, this will impact attendance and academic achievement **Staff Responsible for Monitoring:** CIS coordinator, building clerk, APs, counselors, Principal and teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

426

Ector County Independent School District

G.E."Buddy" West Elementary

2024-2025

Accountability Rating: F



427

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 57% to 67%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
I-Ready Diagnostic Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** I-ready Monthly Reading Growth - Students meeting I-ready Goals SCA at meets level MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 2.4, 2.5, 2.6 **- 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: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY SCA scoring at meets level **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 57% to 67%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Diagnostic IReady Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in Lessons Growth in I-ready reading **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				430

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; I-ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth in I-ready reading Students meeting I-ready monthly goals **Staff Responsible for Monitoring:** MCLs and Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

431

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
I-ready Diagnostic Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in lessons Alignment to District Framework **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				432

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student progress in math and MAP Goals met **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
SCA
IReady Reports
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Understanding of TEKS Rigor in lessons **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				434

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; I-Ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth on I-ready Reading **Staff Responsible for Monitoring:** MCLs and Administrators **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

435

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: The percentage of Kindergarten-2nd grade students who meet their projected growth on Reading MAP will increase 12% compared to 23-24 (English Testers: Kindergarten-35%, 1st Grade-39%, 2nd Grade-45%) (Spanish Testers: Kindergarten-30%, 1st Grade-50%, 2nd Grade-47%).

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: iReady, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCL's and leadership will implement the Data Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with fidelity Increase Meets on MAP EOY in K-2 Increase students meeting projected growth goals **Staff Responsible for Monitoring:** Teachers, MCLs, Leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				436

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize LLI a minimum of three times a week for 20-25 minutes per group; small group instruction and aggressive monitoring a minimum of four times per week to effectively tailor instruction to meet the needs of the students; iReady for 30 minutes three times a week; adhere to ECISD ELAR framework; use approved rigorous instructional materials. **Strategy's Expected Result/Impact:** Increase students meeting projected growth on MAP assessment Increase students reading on grade level Increase quality of instruction and provide earlier intervention **Staff Responsible for Monitoring:** Teachers, MCLs, Leadership **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: The percentage of 3rd grade students who meet their projected growth on Reading MAP will increase 10% compared to 23-24 (English Testers: 58%) (Spanish Testers: 72%).

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: iReady, MAP, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Number of students meeting MAP growth goal will increase. **Staff Responsible for Monitoring:** Teachers, MCLs and leadership team **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				438

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IReady Reading progress and ELAR SCAs. Teachers will conference with students to discuss data folders and provide new goals each grading period. **Strategy's Expected Result/Impact:** Students will increase MAP reading growth, iReady goal and show mastery of SCAs in ELAR. **Staff Responsible for Monitoring:** Teachers, MCLs and leadership team **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: The percentage of 3rd grade students who performed at the APPROACHES and MEETS level on their Reading STAAR will increase 10% (English Testers: Approaches 66%, Meets 37%) (Spanish Testers: Approaches 48%, Meets 18%).

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP Projected Proficiency

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use aggressive monitoring during independent work and provide immediate reteach in small group to students who are struggling to understand concept. If more than 50% of students need reteach, the teacher will provide in whole group. **Strategy's Expected Result/Impact:** Intervention provided sooner leading to increased mastery of objectives taught. **Staff Responsible for Monitoring:** Teachers, MCLs, and leadership team **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				440

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each teacher will follow backwards planning process including creation of exemplars and know/shows. Teachers will keep a data binder which includes exemplars and aggressive monitoring sheets completed during independent practice. **Strategy's Expected Result/Impact:** Teacher focus on TEKS mastery and awareness of students who need concentrated intervention. **Staff Responsible for Monitoring:** Teachers, MCLs, and Leadership Team **Title I:** 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Identified students will receive FEV tutoring for 120 minutes a week, LLI intervention for 30 minutes a 3x/ week and 60 minutes of iReady based on data. **Strategy's Expected Result/Impact:** Targeted intervention leading to mastery of concepts in ELAR which will increase scores on SCA's and increase growth overall. **Staff Responsible for Monitoring:** Teachers, MCLs, and Leadership Team **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				441

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: 2nd-5th grade students will utilize Avid planners to promote college readiness.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner **Strategy's Expected Result/Impact:** Better student organization and improved communication. **Staff Responsible for Monitoring:** Teachers, AVID Site Team **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				442

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Improve teacher's ability to model AVID strategies for students. **Staff Responsible for Monitoring:** AVID Site Team, Teachers **Title I:** 2.6 **- 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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: School Connectedness Panorama data will increase from 67% to 72%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Reduce Discipline Referrals Build Positive Relationships **Staff Responsible for Monitoring:** Teachers Counselor SEL Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				443

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character Education lessons will be rolled out to students twice a month for 30 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** Self Regulation and Coping Skills Positive Relationships among students/staff Problem Solving Skills **Staff Responsible for Monitoring:** Teachers and Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

444

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Student daily attendance will increase from 92.05% to 95% by May 2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level. **Strategy's Expected Result/Impact:** Increased student attendance. **Staff Responsible for Monitoring:** Attendance clerk, Teachers, Counselor, Administration, Attendance Liasons **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				445

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged each grading period. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester. **Strategy's Expected Result/Impact:** 95% attendance EOY rate for 24-25 **Staff Responsible for Monitoring:** All staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Ector County Independent School District

Gale Pond Alamo Elementary

2024-2025

Accountability Rating: A

447

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the % of students performing at the Meets level on the 3rd - 5th grade MATH STAAR test will increase from 67% to 80%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies. **Strategy's Expected Result/Impact:** Teachers will enhance teaching strategies for highly tested TEKS across all grade levels. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus PLCs on Math to create Know and Shows for Readiness TEKS and Highly Tested Standards. **Strategy's Expected Result/Impact:** Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the % of students performing at the Meets level on the 3rd - 5th grade READING STAAR test will increase from 56% to 70%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies. **Strategy's Expected Result/Impact:** Teachers will enhance teaching strategies for highly tested TEKS across all grade levels. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				450

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus PLCs on Reading to create Know and Shows for Readiness TEKS and Highly Tested Standards. **Strategy's Expected Result/Impact:** Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, the % of students performing at the Meets level on the 5th grade SCIENCE STAAR test will increase from 44% to 55%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP, STAAR, SCA's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete a DATA DEEP DIVE into current and historical STAAR data to determine TEKS that we consistently perform low on and have vertical conversations around those TEKS campus wide to determine new teaching strategies. **Strategy's Expected Result/Impact:** Teachers will enhance teaching strategies for highly tested TEKS across all grade levels. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				452

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Focus PLCs on Science to create Know and Shows for Readiness TEKS and Highly Tested Standards. **Strategy's Expected Result/Impact:** Teachers will establish a deeper understanding of the verbage of TEKS and improve overall TIER 1 instruction. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May 2025, the percentage of K-2 students who "MEET or EXCEED" their growth projection will increase from 58% to 70%.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement SAXON PHONICS with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Improved phonics skills and mastery of high frequency words for students K-2. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4				454

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement IReady Reading with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Students will receive weekly skills practice targeted at their particular educational path. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4				

No Progress | Accomplished | Continue/Modify | Discontinue

455

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By May 2025, the percentage of K-2 students who meet their "TYPICAL GROWTH GOAL" from their BOY diagnostic to their EOY diagnostic will be 70%

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: IReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement SAXON PHONICS with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Improved phonics skills and mastery of high frequency words for students K-2. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				456

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement IReady Reading with fidelity across grades K-2. **Strategy's Expected Result/Impact:** Students will receive weekly skills practice targeted at their particular educational path. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

457

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: By May 2025, the percentage of 3rd grade students who get MEETS on the 3RD grade STAAR READING tests will increase from 48% to 60%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, STAAR, SCA's and IReady assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement IReady Reading with fidelity in grade 3. **Strategy's Expected Result/Impact:** Students will receive weekly skills practice targeted at their particular educational path. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3				458

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will use HIGH IMPACT TUTORING to address the needs of 3rd grade students who are performing below grade level based on their BOY MAP results. **Strategy's Expected Result/Impact:** Students who are struggling in the area of READING will be provided with targeted intervention to address their needs. **Staff Responsible for Monitoring:** Teachers / Admin / FEV **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

459

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: By May 2025, our school CONNECTEDNESS INDICATOR on PANORAMA will increase from 79% (EOY 2023) to 85%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama, ILead

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Our campus will implement ILead curriculum through weekly guidance counseling meetings with the counselor. **Strategy's Expected Result/Impact:** Students will learn about building connections with others and gain a deeper understanding of their connection to the campus. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				460

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Our campus will continue our STUDENT OF THE MONTH program, and work with teachers to provide opportunities for all students to be eligible to be nominated as student of the month. **Strategy's Expected Result/Impact:** Students will deepen their sense of pride in themselves and their school. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

461

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: By May 2025, our school SENSE OF BELONGING indicator on PANORAMA will increase from 77% (EOY 2023) to 87%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama, ILead

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Our campus will implement ILead curriculum through weekly guidance counseling meetings with the counselor. **Strategy's Expected Result/Impact:** Students will learn about building connections with others and gain a deeper understanding of their connection to the campus. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1				462

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Our campus will continue our STUDENT OF THE MONTH program, and work with teachers to provide opportunities for all students to be eligible to be nominated as student of the month. **Strategy's Expected Result/Impact:** Students will deepen their sense of pride in themselves and their school. **Staff Responsible for Monitoring:** Teachers / Admin / Counselor **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

463

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: By May 2025, our campus OVERALL ATTENDANCE PERCENTAGE will increase from 95.1 (2023) to 97%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement a GRADE LEVEL attendance competition. **Strategy's Expected Result/Impact:** The competition / incentive will increase students desire to be at school to help their grade level win. **Staff Responsible for Monitoring:** Teachers / Admin / Clerk **Title I:** 2.5, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				464

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will send home MAGNET ATTENDANCE WARNINGS throughout the year to keep families aware of their students attendance. **Strategy's Expected Result/Impact:** Parents will be aware of their students attendance and the impact it has on learning. **Staff Responsible for Monitoring:** Teachers / Admin / Clerk **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 - School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: By May 2025, the number of campus referrals will DECREASE by 20% from 96 in 2023 to 75 in 2024.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Referral logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Leadership will conduct training on campus discipline practices during PLCs TWO times during the year. **Strategy's Expected Result/Impact:** Teachers will develop a better understanding of what deems certain behaviors "referral worthy" and which behaviors can be addressed through other means. **Staff Responsible for Monitoring:** Teachers / Admin **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				465

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will hold MAGNET BEHAVIOR CONTRACT meetings with families of students who receive their THIRD referral for any reason throughout the school year. **Strategy's Expected Result/Impact:** Parents will be aware of their students behavior and the campus will establish a system of support around students who are struggling behaviorally. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 - School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

466

Ector County Independent School District

Goliad Elementary

2024-2025



467

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 30% to 40% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 20% to 40%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
IReady Diagnostic Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** IReady Diagnostic - students meeting I ready goals SCA at meets level MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs A-ILT team Assistant Principal Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Title One Instructional Continuity - $79,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize , Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework. **Strategy's Expected Result/Impact:** MAP Growth BOY to MOY SCA scoring at meets level **Staff Responsible for Monitoring:** MCLs A-ILT team Assistant Principal Principal **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring - Title One Instructional Continuity - $8,000				

No Progress



Accomplished


Continue/Modify


Discontinue

469

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 30% to 40% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 25% to 45 %.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
Diagnostic IReady Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in Lessons Growth in - MAP reading, I ready Reading monolingual , I station bilingual **Staff Responsible for Monitoring:** MCL's A-ILT Team Assistant Principal Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				470

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations, and 3rd-5th will utilize LLI three times a week for 20-25 minutes per group; I ready and I station (bilingual) for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth in MAP reading and Istation Reading Students meeting I ready and Istation monthly Goals **Staff Responsible for Monitoring:** MCL's A-ILT team Assistant Principal Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

No Progress | Accomplished | Continue/Modify | Discontinue

471

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 30% to 40% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 42% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Rigor in lessons Alignment to District Framework **Staff Responsible for Monitoring:** MCLs A-ILT team Assistant Principal Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				472

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student Progress in Math MAP Goals Met **Staff Responsible for Monitoring:** MCL's A-ILT Team Assistant Principal Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

473

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 30% to 40% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 40% of students will perform at the Meets level in 3rd-5th Reading STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA
IReady Reports
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Understanding of TEKS Rigor in lessons **Staff Responsible for Monitoring:** MCL's A-ILT Team Assistant Principal Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				474

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and utilize Do the Math three times a week for 20-25 minutes per group; I Ready for 60 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Growth on MAP , I ready I station **Staff Responsible for Monitoring:** MCL's A-ILT team Assistan Principal Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

No Progress | Accomplished | Continue/Modify | Discontinue

475

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 9% to 20% by May 2025

Performance Objective 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 26% to 36%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase percentage of students who met growth projection in MAP EOY in K-2 K- from 54 to 74% 1st - from 30 to 50% 2nd - 73 to 93% **Staff Responsible for Monitoring:** K-2 Teachers MCLs Principals **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				476

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** Classroom Teachers K-3 MCLs Principals **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring after school - Title One Instructional Continuity - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

477

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 9% to 20% by May 2025

Performance Objective 2: 70% of K-2 students will show growth on their READING MAP ASSESSMENT.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY
Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase percentage of students who met growth projection in MAP EOY in K-2 K- from 54 to 74% 1st - from 30 to 50% 2nd - 73 to 93% **Staff Responsible for Monitoring:** K-2 Teachers MCLs Principals **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				478

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR SCAs. **Strategy's Expected Result/Impact:** Increase percentage of students who met growth projection in MAP EOY in K-2 K- from 54 to 74% 1st - from 30 to 50% 2nd - 73 to 93% **Staff Responsible for Monitoring:** MCLs A-ILT Assistant Principal Principal **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

479

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 9% to 20% by May 2025

Performance Objective 3: 70% of 3rd grade students will show growth on their READING MAP.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity **Staff Responsible for Monitoring:** K-3 teachers MCLs in K-3 Principals **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One School- Improvement - $79,000				480

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize reading interventions three times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity **Staff Responsible for Monitoring:** K-3 teachers MCLs in K-3 Principals **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 9% to 20% by May 2025

Performance Objective 4: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY
Monthly iReady Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-3 **Staff Responsible for Monitoring:** K-3 teachers MCLs in K-3 Principals **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture - Title One Instructional Continuity - $79,000				482

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize reading interventions four times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Student's will be monitored by monthly iReady tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** Classroom Teachers K-3 MCLs Principal **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2025.

Performance Objective 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** organization two way communication **Staff Responsible for Monitoring:** Teacher AVID Site team **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Planners - Title One School-wide - $2,000				484

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Organization Rigor **Staff Responsible for Monitoring:** AVID site team Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** AVID Training - Title One School-wide - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

485

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2025.

Performance Objective 2: School Connectedness panorama data will increase from 72% to 75%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 4 time a week for 10 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Reduce Discipline Referrals Build Positive relationships **Staff Responsible for Monitoring:** Teachers Counselor SEL Site Team **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Motivation prizes, brag tags, - Title One School-wide - $500				486

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** Self regulation Positive Relationships among All Problem Solving Skills **Staff Responsible for Monitoring:** Teachers Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Student daily attendance will increase from 92.4% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form. **Strategy's Expected Result/Impact:** Increase attendance to 95% **Staff Responsible for Monitoring:** Teachers Counselor CIS Assistant Principal Principal **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				488

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will hold attendance celebrations for students meeting 100% attendance. **Strategy's Expected Result/Impact:** 95% attendance EOY rate **Staff Responsible for Monitoring:** Teachers Grade level Attendance Liaisons Counselor CIS Principals **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Attendance Incentives - Title One School-wide - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

489

Ector County Independent School District

Gonzales Elementary

2024-2025



490

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May 2025, 70% of K-5th students will reach their individual RIT Growth scores in MAP Math.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales staff will conduct PLC metings to disaggregate MAP data to create intervention plans after each administration. **Strategy's Expected Result/Impact:** Over 50% of our Kindergarten students will meet their growth goal for the year. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Online tutoring (1 hour weekly) will be given to 3rd - 5th grade students who are performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, higher number of students reaching projected growth goal **Staff Responsible for Monitoring:** Teachers, Leadership team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Engagement committee will plan academic nights focused on engaging families in math activities and training parents as to the importance of TEKS and student performance. **Strategy's Expected Result/Impact:** Parents will have a heightened awareness of math expectations and student data. **Staff Responsible for Monitoring:** Parent engagement team, leadership				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May 2025, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales will implement a schedule for grade levels to dedicate to intervention and small group instruction for students performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, increased number of students reaching projected growth goals. **Staff Responsible for Monitoring:** Teachers, leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive guidelines and practice to implement appropriate grouping practices using Istation, Iready and MAP Data. After initial training, teachers will review data monthly and make changes to small groups as needed. **Strategy's Expected Result/Impact:** Students will received focused instruction during small group reading **Staff Responsible for Monitoring:** Teachers, leadership **Funding Sources:** Stipends to give teachers for Saturday PD - Title One School-wide - $5,800				

492

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent engagement committee will plan academic nights for families with a focus on literacy slow and building awareness of ELAR TEKS and student progress. **Strategy's Expected Result/Impact:** Parents will gain a Heightened awareness of literacy expectations for students. **Staff Responsible for Monitoring:** Parent engagement committee, teachers, leadership **Funding Sources:** Supplies for academic night r - Title One School-wide - $750				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May 2025, 60% of students in 3rd - 5th grade will reach STAAR Meets/Masters (combined) in Math.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR DATA at EOY
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PLC meetings will be conducted using the DDI process with fidelity. Emphasis will be placed on creating meaningful reteach opportunities based on student performance on chosen assessments. **Strategy's Expected Result/Impact:** Teachers will be able to enhance their lesson delivery through planning and practice. **Staff Responsible for Monitoring:** Teachers, leadership team				493

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus ILT and MCL will support departmentalized math teachers in grades 3 through 5 and using district resources and planning using district math framework. **Strategy's Expected Result/Impact:** Leadership team will be able to build capacity and our instructional staff. **Staff Responsible for Monitoring:** Instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Online tutoring service will be provided to students who are performing below grade level on MAP assessment. **Strategy's Expected Result/Impact:** Students will receive targeted instruction and show progress on targeted TEKS **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A part time tutor will be hired to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership **Funding Sources:** Tutoring Pay - Title One School- Improvement - $25,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

494

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 4: By May 2025, 60% of students in 3rd - 5th grade will reach STAAR Meets/Masters (combined) in Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR DATA at EOY
Monitor MAP and Istation, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Online tutoring will be provided to students who are performing below grade level. Tutoring will be offered to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership **Funding Sources:** Tutoring pay - Title One School-wide - $6,000				495

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will Engage in the DDI process during PLC meetings weekly. Focus will be placed on creating high-quality tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will be able to effectively plan for instruction. **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Gonzales will implement a schedule for grade levels to dedicate to intervention and small group instruction for students performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, increased number of students reaching projected growth goals. **Staff Responsible for Monitoring:** Teachers, leadership				

No Progress


Accomplished

Continue/Modify

Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten - 2nd grade students reading on grade level will increase from 37% to 65% by May 2025

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				496

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

No Progress


Accomplished

Continue/Modify

Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 65% of Kinder to 2nd Grade students will show growth on Reading MAP Assessment.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			497
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 65% of 3rd Grade students will show growth on their Reading MAP Assessment.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				498

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: 50% of 3rd Grade students will perform at the MEETS level on their Reading STAAR Assessments.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs, interim assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will continue to implement the Data-Driven Instructional process including the development of TEKS knowledge (Know/Show charts), follow a consistent Observation/Feedback schedule, and analyze student work to ensure mastery of learning objectives during PLCs. and calendared coaching sessions. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				499

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of Gonzales 3rd - 5th Grade students will use AVID planners and maintain AVID binders.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Monthly binder checks, planned incentives for successful participation, student-teacher conference notes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be provided with daily planners to use for day to day classwork and school to home communication. **Strategy's Expected Result/Impact:** Students will gain an understanding of planning and organizational skills. **Staff Responsible for Monitoring:** Teachers, AVID site coordinator, Leadership Team **Funding Sources:** Planners - Title One School-wide				500

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Binder checks will occur once every three weeks to recognize students that are keeping up with planners and maintaining an organized class binder. **Strategy's Expected Result/Impact:** Students will gain autonomy using AVID strategies to stay organized. **Staff Responsible for Monitoring:** AVID site team, Instructional staff				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness Panorama Data will increase from 53% to 70%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey data (BOY and EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will conduct quarterly student conferences to help students set academic and personal growth goals and monitor progress. **Strategy's Expected Result/Impact:** Students will take ownership of their goals and create bonds with staff members. **Staff Responsible for Monitoring:** Leadership Team and MCL				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student Recognition committee will seek opportunities to recognize growth and achievement after assessments as well as recognition of excellent quarterly attendance. **Strategy's Expected Result/Impact:** Students will be motivated to attend school and perform well for recognition and incentives. **Staff Responsible for Monitoring:** Student recognition committee, Leadership team				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Gonzales Elementary's attendance will increase from 92.3% to 95% during the 2024-2025 school year.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Daily attendance reports from Focus and School Status

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will make contact with families via phone, email or Focus Communication tool regarding daily absences for wellness check-ins. **Strategy's Expected Result/Impact:** Teachers will create rapport with families that encourage them to bring students to school regularly. **Staff Responsible for Monitoring:** Attendance clerk, Attendance Committee members, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance committee will conduct regular meetings to plan recognition for attendance and incentives for students and classes that promote good attendance. **Strategy's Expected Result/Impact:** Students will be motivated to attend school to participate in attendance incentives. **Staff Responsible for Monitoring:** Attendance Committee, clerk, Leadership team				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: 100% of instructional staff will take measures to build relationships with students and families through communication and goal setting with families three times a year as outlined in school calendar.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student data folders, SchoolStatus reports, parent conference agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will conduct individual goal setting meetings with each student to establish academic goals and establish a data folder with that student. **Strategy's Expected Result/Impact:** Through initial goal setting and regular feedback and monitoring, teachers will empower students to understand their areas of weakness and celebrate their successes while building trust and rapport with each other. **Staff Responsible for Monitoring:** Classroom teachers, Leadership Team				503

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will communicate with families through 2 formal conferences and regular two way communication throughout the 2024-2025 school year. **Strategy's Expected Result/Impact:** By making the commitment to regular communication and planning for productive formal conferences, teachers can build trust and rapport with parents. In turn, support for the campus will grow. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

No Progress


Accomplished

Continue/Modify

Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Gonzales Elementary Parent Engagement Committee will plan two academic nights, 2 parent learning nights and at least 1 parent workshop during the 2024-2025 school year.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Committee agendas, parent night sign-in sheets, social media postings, and invitations in both English and Spanish.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3rd - 5th grade will be allowed to apply for a Self-Manager status through a rigorous screening and interview process. **Strategy's Expected Result/Impact:** Students who are successful Self-Managers will gain an understanding of the requirements needed to maintain their status through high accountability. They must maintain good attendance, grades, volunteerism, and peer modeling. These students will serve as role models and influencers for the student body. **Staff Responsible for Monitoring:** School Counselor, Leadership Team				504

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Self-Managers will be utilized as hosts and planners for parent engagement events. **Strategy's Expected Result/Impact:** Students will benefit from serving as hosts and be able to practice appropriate communication and customer service skills. **Staff Responsible for Monitoring:** School Counselor, Leadership Team				

No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Hays Magnet Academic Academy

2024-2025



505

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested areas.

Performance Objective 1: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 64% to 70%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation based on student data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small group instruction will be implemented with fidelity in grades K-5. **Strategy's Expected Result/Impact:** Closing the achievement gap; providing differentiation for high-achieving students **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

507

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested areas.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 72% to 76 %.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Backwards planning will be used to ensure high rigor is taught in each level and subject. **Strategy's Expected Result/Impact:** Student mastery will increase **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 4 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1				508

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Scholars will learn how to construct quality, short and extended responses while writing across the disciplines. **Strategy's Expected Result/Impact:** closing the gap **Staff Responsible for Monitoring:** Teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Scholars will use the RACER strategy when constructing extended response. **Strategy's Expected Result/Impact:** Appropriately respond to Reading prompts **Staff Responsible for Monitoring:** Teachers; IC; Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				509

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade scholars performing at the MEETS level on Science STAAR will increase from 33% to 37%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: SCA's, DBA's, MAP, STAAR Field Test, Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At Hays STEAM Academy, K-5 scholars will participate in engineering lessons using the curriculum from Project Lead the Way. **Strategy's Expected Result/Impact:** problem solving, critical thinking **Staff Responsible for Monitoring:** Teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** PLTW Training - Title One School-wide - $3,000				510

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: STEMscopes labs and the Science lab will be utilized weekly. **Strategy's Expected Result/Impact:** closing the gap **Staff Responsible for Monitoring:** teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

511

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested areas.

Performance Objective 4: The percentage of Hays scholars K-5 achieving or exceeding their MATH RIT goal will increase from 58% to 63%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of scholars will utilize My Math Academy (PK-2), I-Ready (3-5), Do the Math, and differentiate learning during small group instruction. **Strategy's Expected Result/Impact:** Closing the achievement gap **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				512

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hays STEAM Academy will disaggregate data from formal and informal assessments to identify scholars in need of remediation. **Strategy's Expected Result/Impact:** Accelerated growth **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

513

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested areas.

Performance Objective 5: The percentage of Hays scholars K-5 achieving or exceeding their READING RIT goal will increase from 54% to 65%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish and maintain Blended Learning Action Plan that will be monitored monthly by the committee. **Strategy's Expected Result/Impact:** Increase in student performance based on individual educational goals. **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Admin **Title I:** 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				514

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will monitor their own progress towards mastery of the TEKS using data trackers. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Hays STEAM Academy will increase the rigor of the content by using higher-level questioning as well as using curriculum that addresses enrichment opportunities. **Strategy's Expected Result/Impact:** Closing the gap **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Admin **Title I:** 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				515

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: The percentage of Kindergarten-3rd achieving or exceeding their READING RIT goal will increase from 66% to 70%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: I-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize Blended Learning to implement individualized/personalized learning plans for scholars. **Strategy's Expected Result/Impact:** Closing the achievement gaps **Staff Responsible for Monitoring:** Teachers, Instructional Coach; Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				516

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Scholars will learn to desegregate their own data to determine why an answer is incorrect. **Strategy's Expected Result/Impact:** Closing the gap **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: The percentage of K-3 students will show growth from 76% to 80% on their READING MAP ASSESSMENT.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will use higher-order strategies to write across the disciplines to explain their learning and problem solving. **Strategy's Expected Result/Impact:** Closing the gap **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				518

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of scholars will set reading goals and track their progress. **Strategy's Expected Result/Impact:** Closing the gap **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 5 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

519

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 68% to 70%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will increase the rigor of the content by using higher-level questioning (AVID), and exit tickets. **Strategy's Expected Result/Impact:** Closing the achievement gap **Staff Responsible for Monitoring:** Teachers; IC; Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				520

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tailor teaching methods to meet the diverse needs of students by utilizing small group instruction, one-on-one tutoring, and personalized learning plans. **Strategy's Expected Result/Impact:** Closing achievement gaps **Staff Responsible for Monitoring:** Teachers, IC, Admin **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

521

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: School Connectedness Panorama data will increase from 65% to 75%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Guidance Lessons presented by counselor; 7-Mindsets Self-Paced

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Encouragement & Praise: Offer specific praise for efforts and accomplishments. Focus on the process and improvement rather than just the outcomes. **Strategy's Expected Result/Impact:** Increase self-confidence & Self-efficacy **Staff Responsible for Monitoring:** Counselor; Teachers; Admin **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 - School Culture and Climate 1, 2				522

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Conflict Resolution: Equip students with strategies to resolve conflicts amicably. This can build their confidence in handling social situations. **Strategy's Expected Result/Impact:** Leadership; Classroom Responsibilities; Create Confidence and Competency **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 3 - School Culture and Climate 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Empower 'Hays Ambassadors' to identify issues/concerns within the school and work on projects that improve the school environment. **Strategy's Expected Result/Impact:** Boost self-confidence and self-esteem; developing future leaders **Staff Responsible for Monitoring:** AVID Site Team; Admin **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				523

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Student daily attendance will increase from 94% to 96%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide personalized support and counseling for students with frequent absences. **Strategy's Expected Result/Impact:** Create a supportive environment that encourages regular attendance and addresses the various factors that contribute to absenteeism. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Teachers, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3, 5 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				524

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Create attendance teams or committees to address attendance issues and develop school-wide strategies. **Strategy's Expected Result/Impact:** Create a supportive environment that encourages regular attendance and addresses the various factors that contribute to absenteeism. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Teacher, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3, 5 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

525

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from % to %.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Referrals

526

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: Hays STEAM Academy will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for 100% of students.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Monthly AVID Site Team Meetings; Observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of teachers will receive AVID Foundations Training and/or attend AVID Summer Institute . **Strategy's Expected Result/Impact:** Best Practices (Non-negotiable) **Staff Responsible for Monitoring:** AVID Site Team; Admin **Title I:** 2.4, 2.5, 2.6 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 **Funding Sources:** AVID Summer Institute - Title One School-wide - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of teachers will receive GT certification (ie: initial 30 hours or 6 hour update) **Strategy's Expected Result/Impact:** Best practices **Staff Responsible for Monitoring:** Grade level lead teachers; Admin **Title I:** 2.4, 2.5, 2.6 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will create community partners by engaging and participating in monthly grade level service projects led by students and guided by teachers to ensure students lead change driven by community needs and improvement. **Strategy's Expected Result/Impact:** Extension of project based learning utilizing Project Lead the Way. This is led by students and guided by teachers to ensure students lead change driven by community needs and improvement. **Staff Responsible for Monitoring:** Teachers; Admin **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3, 5 - School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				528

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 5: The Instructional Coach will work with 100% of teachers to interpret data, design engaging lessons, and co-plan with teachers, build/implement best practices in teachers.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Coaching data tracker; closing the gap documentation such as I-station reports; Imagine Math reports; MAP reports; grade level meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Instructional Coach will work with 100% of teachers to interpret data, review lesson plans, co-plan with teachers, and build/ implement best practices in teachers. **Strategy's Expected Result/Impact:** Student growth in all areas **Staff Responsible for Monitoring:** Instructional Coach; Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 **Funding Sources:** Instructional Coach Salary - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Support for new 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 Instructional Coach. 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. **Staff Responsible for Monitoring:** Instructional Coach; Admin **Title I:** 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 **Problem Statements:** Student Achievement 1, 5 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

530

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 6: Effective parent engagement is crucial for the success of 100% of scholars at Hays STEAM Academy.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey, Parent Surveys, STEAM Night participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly "Coffee with Leadership" to coordinate with family members to address academic behavioral, social and mental health issues. **Strategy's Expected Result/Impact:** Community outreach; healthy and happy students **Staff Responsible for Monitoring:** Counselor, IC, Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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:** Student Achievement 3, 5 - School Culture and Climate 1 - Parent and Community Engagement 1				531

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hays STEAM Academy will plan a Family Night Events every 9-weeks. **Strategy's Expected Result/Impact:** Create a supportive environment **Staff Responsible for Monitoring:** Leadership Team, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 5 - School Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** Materials and supplies - Title One School-wide - $1,900				

 No Progress  Accomplished  Continue/Modify  Discontinue

532

Ector County Independent School District

Ireland Elementary

2024-2025



533

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 32 % to 55 %.

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR Summative Scores 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework **Strategy's Expected Result/Impact:** increase percentage of students mastering grade level math objectives **Staff Responsible for Monitoring:** Teachers, admin, support staff **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

535

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 41% to 64%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: 2025 STAAR Summative Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs **Strategy's Expected Result/Impact:** Increase Rigor of lessons Prepare responsive lessons **Staff Responsible for Monitoring:** Teachers, Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Ifor 60 ready and sirius writing 40 minutes per week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Increase comprehension and fluency in readers **Staff Responsible for Monitoring:** Team leads, admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 4 % to 50 %.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR Summative Scores 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase Rigor Increase student mastery or objectives **Staff Responsible for Monitoring:** admin, Team leads **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				537

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 40 minutes per week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Increase mastery of math objectives meet students at their level of learning with Iready **Staff Responsible for Monitoring:** Team leads, classroom teachers, admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 52% to 65%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP Reading, Iready diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase achievement nationally normed by percentage on math MAP k-5 **Staff Responsible for Monitoring:** Teachers, Admin				538

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 40 per week and adhere to the ECISD ELAR Framework **Strategy's Expected Result/Impact:** increase achievement performance in Reading MAP K-5 **Staff Responsible for Monitoring:** Teachers, admin				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The % K-3 students will show growth from 46% to 65% on their READING MAP ASSESSMENT.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP Reading Assessment BOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase rigor of reading lessons increase progress rate on MAP reading **Staff Responsible for Monitoring:** Teachers, Leads, admin				539

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, iReady Reading progress classroom grades and RLA SCAs. **Strategy's Expected Result/Impact:** Increase in student reading data and student ownership of reading data				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 37% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Summative #rd Grade Reading STAAR Scores 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase reading skills and achievement on 3rd Grade Reading MAP **Staff Responsible for Monitoring:** Teachers, leads, admin				540

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-3 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, reading interventions three times a week for 20-25 minutes per group; iReady for 40 per week and adhere to the ECISD ELAR Framework **Strategy's Expected Result/Impact:** Increase in percentage of student mastery on RLA SCAs **Staff Responsible for Monitoring:** RLA teachers, support staff, admin				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School Connectedness panorama data will increase from 54 % to 68%

High Priority

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: 2024 Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner **Strategy's Expected Result/Impact:** two way communication organization **Staff Responsible for Monitoring:** AVID site team Teachers, admin				541

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Increase organizations and writing with Rigor **Staff Responsible for Monitoring:** AVID site Team Teachers, admin				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student daily attendance will increase from 91.2 to 95%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance.	Formative			Summative
	Oct	Jan	Mar	May

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 12 incidents to 6 incidents.

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Focus Disciplinary Reports 24-25

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Decrease in disciplinary infractions **Staff Responsible for Monitoring:** Counselor admin, Teachers				543

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** increase in the feeling of connectedness as measured by Panorama survey **Staff Responsible for Monitoring:** Teachers, Leads, Counselor, admin				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

Lamar Early Education Center

2024-2025



544

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will be able to successfully rote count from 1-30 or beyond. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Leads				545

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their child at home. **Strategy's Expected Result/Impact:** Parents will be supported with strategies and ideas for working with their child at home. **Staff Responsible for Monitoring:** Classroom Teachers and Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: A focused review of students' performance on CLI Math will be conducted at the end of the BOY cycle to address needs in particular areas within the math assessment. **Strategy's Expected Result/Impact:** Student progress in math development **Staff Responsible for Monitoring:** Teachers and Administrators				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: Lamar EEC campus administrators will do 10 documented walk-throughs a week to observe and ensure Prekindergarten standards are taught at rigorous levels to prepare scholars for success in STAAR Meets and Masters.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective transitions will be planned, practiced, modeled and implemented with the support of visuals and routine books for all classes. **Strategy's Expected Result/Impact:** Improvement in student academic and social-emotional growth **Staff Responsible for Monitoring:** Classroom Teachers and Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Lamar Conscious Discipline Action Team will create Routine Books, Visuals and Social Stories to be used daily in classrooms to support all students but particularly students who enroll later in the school year. **Strategy's Expected Result/Impact:** Teachers will feel supported and students will be successful with routines and procedures. **Staff Responsible for Monitoring:** Conscious Discipline Action Team, Administrator **Problem Statements:** School Context and Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will assist with transition to Pre-K 4 or Kindergarten by completing a Transition form for the receiving teacher/school on high priority students. **Strategy's Expected Result/Impact:** The transition to the next grade levels will be made smoothly and effectively for each student. **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Parent Orientation and Meet the Teacher will be held prior to the first day of school for all students. **Strategy's Expected Result/Impact:** Increased student and parent comfort and confidence in the transition to Pre-K. **Staff Responsible for Monitoring:** Teachers, Teaching Assistants, Administrator				

 No Progress  Accomplished  Continue/Modify  Discontinue

547

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: Lamar PK4 students will have an increase of at least one instructional level on Istation performance from October 2024-May 2025

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: IStation (BOY, MOY, EOY)
IStation monthly assessments
IStation lessons

Strategy 1 Details	Reviews			
Strategy 1: All students will be assessed monthly using istation.	Formative			Summative
Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will track progress monthly and disaggregate data during PLC's.	Formative			Summative
Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given the opportunity to observe high quality literacy implementation on campus.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will feel empowered to implement high quality literacy activities with their students.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Classroom Teachers				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: 90% of Pre-K 4 students will be able to produce 26 letter sounds by the end of the 2023-2024 school year.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: BOY and EOY CLI scores, MOY and EOY Report Card Data, Monthly PLC Data Conversations. Lesson Plans, Istation Data and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre-K 4 students will leave PreK with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Pre-K 4 Team Leader				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with developmentally-appropriate letter activities for parents and students to work on at home. **Strategy's Expected Result/Impact:** Students will develop strong literacy foundation to prepare them for Kindergarten. **Staff Responsible for Monitoring:** Classroom teachers, administrator and Lead Teacher.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrators will conduct weekly walkthrough observations/coaching sessions and provide effective feedback related to Prekindergarten Best Practices **Strategy's Expected Result/Impact:** Teachers will feel supported and student achievement will increase **Staff Responsible for Monitoring:** Campus Administrator and Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: Increase student performance between the CLI Wave 1 and Wave 3 to have 90% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: CLI Data Istation Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Administrator and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will meet with Administrator each nine weeks for Progress Monitoring of each student's academic performance. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will informally assess students in the area of letter sound knowledge at the beginning of the year and then again each nine weeks to document growth. This will be done in the Lamar Shared Google Drive **Strategy's Expected Result/Impact:** Students will receive additional support in the area of phonological awareness and letter sounds. **Staff Responsible for Monitoring:** Administrators				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Lamar student attendance will increase from 89.9% to 95% by the end of the 2024-2025 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will be greeted at the door each day. Children will be given a choice of how they wish to be greeted. **Strategy's Expected Result/Impact:** Students will feel welcomed and experience a sense of belonging. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Lead				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom, Specials Areas and Offices will have a Safe Place area for students to compose themselves when emotional upset occurs. **Strategy's Expected Result/Impact:** Students will understand that it is OK to feel angry and upset and have strategies to self-regulate. **Staff Responsible for Monitoring:** Classroom teachers, administrator and Team Lead **Funding Sources:** Safe Place materials - Title One School-wide - $4,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom teachers, administrators will participate in Conscious Discipline coaching. **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma. **Staff Responsible for Monitoring:** Administrator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Professional Development-Conscious Discipline Coaching - Title One School-wide - $19,520				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, all Parent Engagement Activities, through social media and teacher communication app. Classes with highest attendance will ring attendance bell. **Strategy's Expected Result/Impact:** Parents and students will understand the importance of regular school attendance. **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers, and Attendance Clerk				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Students will participate in hands-on learning that will be fun and engaging and support the desire for them to attend school every day **Staff Responsible for Monitoring:** Administrators, Teachers, Attendance Clerk				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Lamar will intentionally and strategically plan fun activities for students to participate in on Mondays and Fridays, when attendance is usually very low. **Strategy's Expected Result/Impact:** Students will attend school regularly, unless they are ill. **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselor and Teachers				

552

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: 90 percent of Lamar families will participate in Parent and Family Engagement opportunities to increase school to home connections.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar will conduct Conscious Discipline Parent Training (Parent Powers and Skills Academy) monthly throughout the school year. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. **Staff Responsible for Monitoring:** Teachers and Administrator **Funding Sources:** Materials for parents to do Conscious Discipline make and take activities - Title One School-wide - $1,770				553

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Transportation Parade, Valentines' Day Dance, P.S. I Love You, and Eggstravaganza **Strategy's Expected Result/Impact:** More positive image of Lamar EEC and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Lamar will promote the campus Parent Resource Library so parents will have access to high-quality Prekindergarten learning games and activities **Strategy's Expected Result/Impact:** Resource Materials will be utilized by parents and students at home. **Staff Responsible for Monitoring:** Library clerk				

 No Progress  Accomplished  Continue/Modify  Discontinue

554

Ector County Independent School District

Lee Buice Elementary

2024-2025

555

Board Goals

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.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 48% to 60%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: BOY, MOY and EOY MAP data

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 . **Strategy's Expected Result/Impact:** Studetns will meet their growth target on EOY MAP assessent **Staff Responsible for Monitoring:** Teachers/Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize HQIM with on grade level content for Tier 1 instruction. **Strategy's Expected Result/Impact:** Students will perform on grade level or better on MAP. **Staff Responsible for Monitoring:** Teachers/Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will receive afterschool tutoring provided by their classroom teacher to fill academic gaps. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math. **Staff Responsible for Monitoring:** Teachers/Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

557

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.

Performance Objective 2: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 29% to 50% overall by May of 2025.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Growth Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identified students will receive high yield one on one daily tutoring to assist with comprehension, fluency, and closing individualized gaps. 30 minutes a day will be incorporated in to the master schedule for this purpose. **Strategy's Expected Result/Impact:** High yield one on one tutoring will show growth in reading skills and comprehiension. **Staff Responsible for Monitoring:** Admin, Instructional Coach, teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				558

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Small group intervention groups will be pulled our three times a week by high quality tutors to assist students with individal learning gaps, reading skills and fluency. **Strategy's Expected Result/Impact:** Students will increase scores on SCAs, MAP and STAAR. **Staff Responsible for Monitoring:** Admin, instructional coach and lead teachers. **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title One Instructional Continuity - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

559

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.

Performance Objective 3: By MAy of 2025, 55% of students will perform at the Meets level on 3rd-5th grade Math STAAR.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA and STAAR data for lesson planning, backwards planning lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with instructional coach and/or Admin **Strategy's Expected Result/Impact:** Improve the quality of Tier 1 instruction and intentional, data focused reteaching and lesson delivery. **Staff Responsible for Monitoring:** Campus Admin and Instructional Coach **Title I:** 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, Lever 5: Effective Instruction				560

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process,. Admin will conduct 10 walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will be evident in walkthroughss and observation data. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Small group intervention groups will be pulled out three times a week by high quality tutors to assist students with individual learning gaps. numeracy and operations. **Strategy's Expected Result/Impact:** Students will improve reading comprehension and fluency and instructional gaps will be closed. **Staff Responsible for Monitoring:** Teacher, Instructional Coach, Admin **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title One Instructional Continuity - $8,000				561

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will use district approved HQIM for all levels of instruction. **Strategy's Expected Result/Impact:** Students will receive on grade level instruction. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

562

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.

Performance Objective 4: By May of 2025, 55% of students will perform at the Meets level in 3rd-5th grade Reading STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA and STAAR data for lesson planning, backwards planning lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with instructional coach and/or Admin **Strategy's Expected Result/Impact:** Quality Tier 1 instruction evident in classrooms during walkthroughs and observations. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				563

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Instructional objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process,. Admin will conduct 10 walkthroughs a week and document progress in Eduphoria. **Strategy's Expected Result/Impact:** Evidence of on grade level high quality instruction will be observed during walkthroughs and observations. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Small group intervention groups will be pulled three times a week by high quality tutors to assist student with individual learning gaps, comprehension and fluency. **Strategy's Expected Result/Impact:** Instructional gaps will be closed and students will read on grade level. **Staff Responsible for Monitoring:** teachers, instructional coach and admin **Title I:** 2.4, 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

564

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.

Performance Objective 5: By May of 2025, 45% of 5th students will perform at the Meets level on the Science STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Science SCA, MAP and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP, SCA and STAAR data for lesson planning, backwards planning lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with instructional coach and/or Admin **Strategy's Expected Result/Impact:** Students will receive standard aligned science instruction at all grade levels and perform better on Science assessments **Staff Responsible for Monitoring:** Campus admin and instructional staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				565

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize district approved, HQIM for science instruction. **Strategy's Expected Result/Impact:** Students will be exposed to grade appropriate science instruction and show growth on Science assessments. **Staff Responsible for Monitoring:** Admin and instructional coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

566

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 66% to 72%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students not on grade level will participate in intervention weekly during the day via small group instruction, day tutors, FEV, and IReady in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level in reading and math on **Staff Responsible for Monitoring:** Campus admin, instructional coach and teachers. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				567

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP, SCA and STAAR data for lesson planning, backwards planning lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with instructional coach and/or Admin **Strategy's Expected Result/Impact:** STudents will receive on level grade instruction and receive support to close academic gaps. **Staff Responsible for Monitoring:** teachers, Instructional coach, admin **Title I:** 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize district approved, HQIM for reading instruction. **Strategy's Expected Result/Impact:** STudents will receive grade level instruction in reading fluency and comprehension. **Staff Responsible for Monitoring:** teachers, IC and admin **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

568

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The % K-3 students will show growth from 46% to 60% on their READING MAP ASSESSMENT.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students not on grade level will participate in intervention weekly during the day via small group instruction, day tutors, FEV, and IReady in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will receive instruction to close academic gaps and reach grade ;evel potential. **Staff Responsible for Monitoring:** teachers, IC, Admin **Title I:** 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				569

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP, SCA and STAAR data for lesson planning, backwards planning lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with instructional coach and/or Admin **Strategy's Expected Result/Impact:** Students will receive on level grade instruction and receive support to close academic gaps. **Staff Responsible for Monitoring:** teahers, IC, Admin **Title I:** 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize district approved, HQIM for reading instruction **Strategy's Expected Result/Impact:** STudents will receive grade level instruction in reading fluency and comprehension. **Staff Responsible for Monitoring:** admin and IC **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

570

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 36% to 45%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: SCAs, MAP data reports, STAAR results

571

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of 3rd-5th grade students will utilize AVID planners and strategies to promote college readiness.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance Reports, Grades, teacher reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training for AVID binder set up and organization and use of AVID strategies. **Strategy's Expected Result/Impact:** STudents will be more engaged and organized. **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				572

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teh administration will conduct weekly walkthroughs to audit consistent use of binders, planners and strategies. **Strategy's Expected Result/Impact:** STudents will demonstrate mastery of AVID binder organizational skills and engagement due to use of AVID Stratgies. **Staff Responsible for Monitoring:** Admin and teachers **Title I:** 2.4, 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School connectedness panorama data will increase from __to ___% by May of 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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 - 2024 Goal: 63%

Evaluation Data Sources: PAnorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: School counselors and teachers will implement daily SEL lessons (ILead) to increase school connectedness culture, attendance and overall student engagement. **Strategy's Expected Result/Impact:** A growth in School Connectedness on the Panorama Survey **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				573

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administrative leadership team will create opportunities for parental and community involvement. **Strategy's Expected Result/Impact:** Increased school/home connectedness, parental involvment and support **Staff Responsible for Monitoring:** Admin, PTA liason **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: STudent daily attendance will increase from 93% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Average daily Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: TRuancy meetings will be help every 2 weeks with parent or guardian of students with chronic absences. **Strategy's Expected Result/Impact:** Improved attendance and overall student growth **Staff Responsible for Monitoring:** Principal, APs attendance clerks and teachers. **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				574

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance contracts will be completed on all students reaching the 90% threshold on absences. **Strategy's Expected Result/Impact:** ATtendance and academic success will improve. **Staff Responsible for Monitoring:** Admin, attendance clerk COC liason and teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Lyndon B. Johnson Elementary

2024-2025



575

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, 79% of all 3rd, 4th, and 5th Grade students will reach Approaches on Reading, 43% of all 3rd, 4th, and 5th Grade students will reach Meets or above on Reading, and 19% of all 3rd, 4th, and 5th Grade students will reach Mastery on Reading.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use STAAR data to identify specific areas where students are struggling from the previous year and create TEKS bins-electronically for additional support in the struggling areas for the individual student. **Strategy's Expected Result/Impact:** Using STAAR data to identify specific areas where students are struggling is intended to pinpoint precise skill deficits and comprehension gaps, enabling targeted interventions and personalized instruction. This data-driven approach aims to enhance overall reading proficiency, thereby moving students from "Approaches" to "Meets" and "Masters" levels, ultimately leading to improved academic outcomes and greater student success on the STAAR reading assessment. **Staff Responsible for Monitoring:** Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement small group reading instruction to target struggling areas from the previous STAAR assessment. **Strategy's Expected Result/Impact:** Implementing small group reading instruction to target struggling areas identified from the previous STAAR assessment results in more personalized and effective teaching. This strategy leads to improved comprehension and reading skills, higher student engagement, and accelerated progress for students needing additional support. Consequently, it increases the number of students achieving "Meets" and "Masters" levels on future STAAR reading assessments, demonstrating significant gains in student achievement and overall academic performance. **Staff Responsible for Monitoring:** Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Incorporate writing assignments into all subject areas, allowing students to practice grammar skills in diverse contexts. Emphasize the importance of grammar in conveying ideas clearly and effectively in various types of writing tasks. **Strategy's Expected Result/Impact:** The intended impact of incorporating writing assignments into all subject areas and emphasizing the importance of grammar is to foster a holistic approach to literacy development. By integrating writing across the curriculum, students will have frequent opportunities to apply grammar skills in diverse contexts, reinforcing their understanding and mastery. This approach aims to cultivate students' ability to convey ideas clearly and effectively, regardless of the subject matter, ultimately leading to improved writing proficiency and success in communicating their thoughts and concepts across various types of writing tasks. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				577

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All students in 4th and 5th grade that scored High Did Not Meets on the Reading STAAR will engage in High Impact Tutoring offered through Airtutors at a minumun of 4 days per week. **Strategy's Expected Result/Impact:** Selected students will score at Approaches on STAAR Reading by the end of the year. **Staff Responsible for Monitoring:** Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Students in grades K-2nd will engage in Saxon Phonics daily. Students in grades 3rd-5th will have a strong focus on the fluency component and word study component within the HMH program daily. **Strategy's Expected Result/Impact:** With a daily focus on phonics in K-2nd grade and the fluency component and word study component within HMH, students will fill in the critical reading gaps and improve reading comprehension. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				578

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, 70% of all 3rd, 4th, and 5th Grade students will reach Approaches on Math, 39% of all 3rd, 4th, and 5th Grade students will reach Meets or above, and 16% of all 3rd, 4th, and 5th Grade students will reach Mastery.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Math teachers will focus on strenghtening foundational math skills in all grade levels utilizing Do The Math in K-1 and I-Ready Teacher Toolkit in 2nd-5th Grade. Teachers in 5th Grade will focus on geometry as well as Do The Math. **Strategy's Expected Result/Impact:** By focusing on strengthening foundational math skills using the Do The Math and I-Ready ToolKit program across all grade levels and concentrating on geometry in 5th grade, we expect significant improvements in student performance. This targeted approach will enhance students' understanding of core mathematical concepts, leading to increased proficiency and confidence in math. Consequently, more students will reach the "Approaches," "Meets," and "Mastery" levels on the STAAR math assessment, contributing to the achievement of our academic targets by May 2025. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				579

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Regular progress monitoring and formative assessments will guide instruction and ensure students stay on track to meet the specified goals. **Strategy's Expected Result/Impact:** Regular progress monitoring and formative assessments will provide timely insights into student understanding and mastery of math concepts from K-5th grade. This ongoing evaluation will enable teachers to adjust instruction promptly, address learning gaps, and provide targeted support. As a result, students will stay on track to meet the specified goals, leading to higher achievement levels on the STAAR math assessment and ensuring consistent academic growth across all grade levels. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilizing math digital resources with fidelity involves consistently integrating high-quality online tools and platforms into daily instruction. This strategy aims to enhance student engagement, provide personalized learning experiences, and offer immediate feedback, thereby supporting diverse learning needs and reinforcing math skills. Effective use of these resources will help improve overall student proficiency and performance in math, contributing to the achievement of targeted STAAR assessment goals. **Strategy's Expected Result/Impact:** Utilizing math digital resources with fidelity will lead to improved student engagement, personalized learning, and timely feedback. This strategy is expected to enhance math proficiency, address individual learning needs, and ultimately increase the percentage of students achieving "Approaches," "Meets," and "Masters" levels on the STAAR math assessment, ensuring our academic targets are met. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				580

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Incorporating hands-on activities in math instruction involves using manipulatives, real-world problem-solving tasks, and interactive projects. This strategy aims to deepen conceptual understanding, foster critical thinking, and make learning more engaging and relevant. Expected outcomes include enhanced student comprehension, greater retention of math concepts, and increased proficiency levels, contributing to higher performance on the STAAR math assessment. **Strategy's Expected Result/Impact:** Utilizing hands-on manipulatives in math instruction yields a significant impact by enhancing conceptual understanding, fostering engagement, and promoting active learning. This approach leads to improved retention of mathematical concepts, increased problem-solving skills, and higher achievement levels on assessments such as the STAAR math test. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The CUBES strategy will be utilized as a core instructional tool for enhancing mathematical problem-solving skills in students from 2nd to 5th grade. By guiding students to Circle the numbers, Underline the question, Box key words, Eliminate unnecessary information, and Solve the problem, CUBES will fosters a systematic approach to understanding and solving word problems. **Strategy's Expected Result/Impact:** The CUBES strategy will significantly enhance students' problem-solving abilities by promoting a structured and systematic approach to word problems. By fostering active reading, critical thinking, and organized problem-solving, CUBES boosts students' confidence, accuracy, and overall mathematical proficiency. **Staff Responsible for Monitoring:** Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 62% of 5th Grade students will reach Approaches on STAAR Science, 30% of the students will reach Meets, and 15% of the students will reach Mastery.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% proficiency in the McGraw Hill Science curriculum by ensuring that all science teachers are thoroughly trained and consistently implementing all curriculum components with fidelity. This will be accomplished through targeted professional development, ongoing support, and rigorous monitoring to maintain high standards of instructional quality. **Strategy's Expected Result/Impact:** By ensuring all science teachers are fully trained and implementing the McGraw Hill Science curriculum with fidelity, we anticipate significant improvements in student achievement. This comprehensive approach will enhance instructional quality, leading to deeper understanding, increased engagement, and higher performance in science across all grade levels. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. C. Williams, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				582

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Continue to integrate interactive science notebooks in all K-5 classrooms to enhance student engagement and deepen understanding. This will be achieved through professional development for teachers, providing necessary resources, and ongoing support to ensure effective and consistent use of these notebooks in daily science instruction. **Strategy's Expected Result/Impact:** The implementation of interactive science notebooks in K-5 classrooms will foster greater student engagement, enhance critical thinking skills, and improve overall science comprehension, leading to higher academic achievement and a stronger foundation in scientific literacy. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Mrs. T. Simmons-1st Grade, Mrs. T. Sanchez, Ms. K. Molby-2nd Grade, Mrs. J. Young, Ms. S. Ruthledge-3rd Grade, Ms. M. Ross, Ms. M. Canava, Mrs. Y. Padilla-4th Grade, Ms. C. Williams, Mrs. A. Dominguez-Special Education, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilize I-Ready Think It Up as a supplemental resource for 5th-grade science to reinforce key concepts and provide targeted practice. This will be achieved through teacher training, integration into the existing curriculum, and regular progress monitoring to maximize its effectiveness in enhancing student learning outcomes. **Strategy's Expected Result/Impact:** Utilizing I-Ready Think It Up as a supplemental resource in 5th-grade science will improve student performance by reinforcing key concepts and providing targeted practice, leading to higher STAAR scores and overall academic achievement in science. **Staff Responsible for Monitoring:** Mrs. C. Williams-5th Grade Science Teacher, Dr. Z. Crier-Principal, and Mr. R. Whatley-Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				583

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, students in grades 1st-5th Reading will reach 60% growth on targets for MAP.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Conduct small group reading sessions to provide targeted support and instruction based on students' specific needs. Rotate students through different groups based on ongoing assessment data to address changing instructional needs. **Strategy's Expected Result/Impact:** Implementing small group reading sessions tailored to students' needs and rotating groups based on ongoing assessment data is expected to result in improved reading proficiency, increased engagement, and more personalized learning experiences. This approach will enable students to receive targeted instruction, leading to accelerated growth in reading skills and enhanced performance on assessments. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				584

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ensure students read text on the higher end of their Zone of Proximal Development aims to challenge and support learners appropriately, fostering optimal growth and comprehension in their reading abilities. **Strategy's Expected Result/Impact:** The intended impact of students reading text on the higher end of their Zone of Proximal Development is to provide an optimal balance of challenge and support. By engaging with more advanced texts, students are stimulated to reach beyond their current abilities, fostering growth and deeper comprehension. This approach cultivates a dynamic learning environment where students are motivated to tackle increasingly complex material, leading to enhanced literacy skills and academic success. **Staff Responsible for Monitoring:** Ms. P. Faulkner, Ms. J. Gatewood, Mrs. M. Morales-Kinder, Ms. D. Molby, Ms. L. Simmons-1st Grade, Mrs. J. Ramos-2nd Grade, Ms. R. Harris-3rd Grade Reading, Ms. B. Sparkman-4th Grade Reading, Mr. P. Flores-5th Grade Reading, Mrs. A. Dominguez-Special Education, Mrs. J. Hightower-Dyslexia, Ms. J. Hall, Reach Associate, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

585

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, Students in 2nd grade math, 4th grade math, and 5th grade math, will reach 60% growth targets on MAP.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement daily instruction based on MAP premium reports, targeting specific math strategies to address individual student needs and fill in any gaps in understanding, ensuring comprehensive mastery of mathematical concepts. **Strategy's Expected Result/Impact:** Implementing daily instruction based on MAP premium reports, targeting specific math strategies to address individual student needs and fill in gaps in understanding, ensures comprehensive mastery of mathematical concepts, leading to improved student achievement and confidence in math. **Staff Responsible for Monitoring:** Ms. K. Molby, Mrs. T. Sanchez-2nd Grade Math, Mrs. M. Ross, Ms. M. Canava-4th Grade Math, Ms. P. Templin-5th Grade Math, Dr. Z. Crier-Principal, Mr. R. Whatley-Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				586

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Offering daily high-impact tutoring and after-school sessions, aligned with STAAR and skill development, ensures that students at high approaches in 4th and 5th Grade receive targeted support, fostering continued academic excellence and mastery of advanced concepts. **Strategy's Expected Result/Impact:** Offering daily high-impact tutoring and after-school sessions for 4th and 5th Grade high-approaching students, aligned with STAAR and skill development, ensures targeted support, fostering ongoing academic excellence, and mastery of advanced concepts. **Staff Responsible for Monitoring:** Mrs. M. Ross, Ms. M. Canava, Ms. Y. Padilla-4th Grade, Ms. P. Templin-5th Grade, Mrs. A. Dominguez-SPED, Dr. Z. Crier-Principal, Mr. R. Whatley-Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

587

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 6: By May of 2025, students in grades 3rd and 4th Science will reach 60% or higher growth on targets for MAP. 5th Grade students will reach 75% or higher growth targets for MAP.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, Weekly Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize MAP Premium Reports to teach key MAP concepts during MAP Super Science Days, held twice per month. This initiative will align with adopted grade-level TEKS, ensuring focused and effective instruction that enhances student understanding and performance in science. **Strategy's Expected Result/Impact:** Implementing MAP Super Science Days, supported by MAP Premium Reports and aligned with grade-level TEKS, is expected to result in improved student mastery of MAP concepts and deeper understanding of science topics. This strategy aims to enhance academic performance, foster a stronger connection between assessment data and instructional practices, and ultimately elevate overall student achievement in science. **Staff Responsible for Monitoring:** Ms. J. Young-3rd Grade, Ms. M. Canava-4th Grade, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				588

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: By May of 2025, 74% of 3rd Graders will reach Approaches on Reading, 40% of the 3rd Graders will reach Meets on Reading, and 15% of the 3rd Graders will reach Mastery on STAAR.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, MAP, SCAs, Campus Common Assessments, Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Providing solid monthly training sessions for K-3rd Grade teachers on the Science of Reading ensures ongoing professional development, equipping educators with effective strategies to enhance early literacy instruction and support students' reading development. **Strategy's Expected Result/Impact:** Providing solid monthly training sessions for K-3rd Grade teachers on the Science of Reading leads to ongoing professional development, empowering educators with effective strategies to enhance early literacy instruction, resulting in improved student reading development and academic success. **Staff Responsible for Monitoring:** Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: By May of 2025, 60% of all 3rd Graders will meet their MAP Reading Targeted Growth Goal.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data from BOY and EOY, I-Ready Data, SCAs, HMH Weekly Assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement I-Ready Reading with fidelity for 3rd graders to achieve 60% or above on MAP Targeted Growth by the end of the year. This will involve comprehensive training for teachers, regular progress monitoring, and targeted interventions to ensure personalized learning and academic success. **Strategy's Expected Result/Impact:** Implementing I-Ready Reading with fidelity among 3rd graders is expected to significantly boost MAP Targeted Growth scores to 60% or above, fostering improved reading proficiency and overall academic achievement by the end of the academic year. **Staff Responsible for Monitoring:** Ms. R. Harris-3rd Grade Teacher, Ms. J. Young-MCL, Ms. A. Dominguez-SPED, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				590

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: By the end of the academic year, increase student proficiency in using AVID strategies across all grades K-5th by 20%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Classroom observations, student work samples, and teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers in Grade K-5th, will engage in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) in Reading, Science, and Social Studies classes. In grades 2nd-5th will use marginal notes when reading passages within the HMH reading. Students in grades 3rd-5th will engage in quick writes. Students in 4th and 5th Grade will use Cornell Notes. K-5th Grade students will engage in Science interactive notebooks.				591
Strategy's Expected Result/Impact: Students will experience increased self-esteem, problem solving skills, and awareness. Students will be more social and engage their peers in a positive manner. AVID students will also perform better on MAP and STAAR Assessments.				
Staff Responsible for Monitoring: LBJ Teachers, Aides, and Administration-School Wide				
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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in grades 3rd-5th will utilize Avid planners for organizational purposes. Teachers will be trained on the use of Avid Planners. **Strategy's Expected Result/Impact:** AVID helps students become more organized by using a planner. It also encourages students to answer higher-level thinking questions and develop college-level writing skills. **Staff Responsible for Monitoring:** Dr. Zenovia Crier, Principal, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, and TRT, Ms. Pamela Templin **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Avid Planners - Title One School- Improvement - $1,300				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students in grades 3rd-5th that are High Approaches and High Do Not Meets as base the previous year STAAR Reading and Math and current year STAAR Release-Reading and Math will engage in mandatory tutorial sessions during High Impact Tutoring sessions and after school. Students in grades K-2nd that are in orange and yellow on MAP BOY Reading and Math will be required to attend tutorials. **Strategy's Expected Result/Impact:** These students will show at least one years' worth of growth on STAAR or MAP. **Staff Responsible for Monitoring:** All teachers on campus and administration. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				592

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: By May of 2025, L.B. J. Elementary school attendance gains will increase from 1.5 to 1.7.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Daily, Weekly, Monthly Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensure that all students with 18 or more absences from the previous school year attend a mandatory meeting with their parents, where consequences of low attendance rates are clearly communicated. **Strategy's Expected Result/Impact:** Conducting mandatory meetings for students with 18 or more absences and their parents will raise awareness about the consequences of low attendance, fostering improved attendance rates and enhancing overall academic success. **Staff Responsible for Monitoring:** K-5th Grade Teachers and Parents, Ms. J. Rivera-Attendance Clerk, Dr. Z. Crier-Principal, Assistant Principal **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				593

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Document students with truancy issues in Eduphoria every four weeks and proactively reach out to parents of those students to address concerns and collaboratively develop strategies for improving attendance. **Strategy's Expected Result/Impact:** Regular documentation of students with truancy issues in Eduphoria and proactive communication with parents will lead to increased awareness, support, and interventions aimed at improving student attendance and overall academic performance **Staff Responsible for Monitoring:** K-5th Grade Teachers and Parents, Ms. J. Rivera-Attendance Clerk, Dr. Z. Crier-Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: By December of 2024, L.B.J. Elementary School will increase its PTA membership from 67 members to 87 or more members.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: PTA Membership Rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Improve LBJ Elementary School PTA membership by offering incentives to classes where 60% or more parents enroll in PTA. This initiative aims to foster community engagement, strengthen school-parent partnerships, and enhance support for student success through increased parental involvement. **Strategy's Expected Result/Impact:** By incentivizing classes with high PTA enrollment, LBJ Elementary School expects to cultivate stronger school-community relationships, enhance parental engagement in school activities, and ultimately enrich the educational experience and support for all students. **Staff Responsible for Monitoring:** Mrs. T. Wooldridge, P.T.A. President **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				595

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: Starting in August of 2024, all students will be synched into the Focus Behavioral Management System. Students will be awarded points based on Excellence, Respect, Self-Management, and Attendance. Students that earn points will be allowed to shop at the L.B.J. Elementary School Student Store in November, February, May. Students in 3rd-5th Grade that meet specific criteria will be allowed to attend field trips.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Disciplinary Reports, Focus Behavioral Management System Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All LBJ students will have a Live School orientation conducted within the 1st week of school. Parents will be emailed a video on the program as well as classes on Live School during the 1st 4 weeks of school. 85% of parents will be connected to Live School **Strategy's Expected Result/Impact:** There will be a decrease in negative student behaviors on campus **Staff Responsible for Monitoring:** All teachers, staff, parents, and students **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				596

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Milam Elementary

2024-2025



597

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May 2025, the percentage of students achieving or exceeding their Reading RIT goal will increase from 55% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction, interventions, and tutoring will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Instructional Leadership Team, Teachers, Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will backward plan lessons in Reading during grade-level planning times in order to ensure quality Tier 1 instruction, activities, and reteach opportunities across the grade level based upon PLC data digs. **Strategy's Expected Result/Impact:** Student growth in reading moving tiers leveraging Tier I instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 1, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be targeted instruction based upon student academic standard needs. **Strategy's Expected Result/Impact:** Individual student growth in Reading. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2				599

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their Math RIT goal will increase from 68% to 72%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Short Cycle Assessments, NWEA MAP administered three times a year, teacher created assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (i-Ready Math, NWEA MAP results, teacher-made assessments) to ensure students are gaining the skills needed at incremental goals, which are determined during documented monthly student/teacher conferences. These strategies and data digs will take place during protected PLC time. **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 through intentional conversations with classroom teacher. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				600

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide targeted instructional support in Math in order to meet individualized needs and promote individual growth after Tier I instruction and tailor workstations to meet students' needs. **Strategy's Expected Result/Impact:** Individual student growth in Math. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Achievement 2, 3, 4 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will utilize iReady and Math Academy and require students to pass 2-5 lessons per week. **Strategy's Expected Result/Impact:** Improved intervention process with impact on student growth and achievement. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Achievement 3, 4 - School Context and Organization 1 - Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

601

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May 2025, Milam will use observation feedback in classrooms to track and improve rigor in classroom to increase MAP growth from 55% at the end of the year to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Data folders, Exit tickets, classroom observations, and NWEA MAP administered three times per year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction during protected PLC times. **Strategy's Expected Result/Impact:** Students will take ownership of their learning and will have monitored progress in reading at or above grade level. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom teachers **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				602

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs **Strategy's Expected Result/Impact:** Individual student growth in reading. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom teacher. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Achievement 1, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2, 4 - School Context and Organization 1, 2 - Technology 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

603

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of students in 3rd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 58% to and average 63% by May 2025.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP assessed three times per year, weekly assessments, classroom observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Instructional Leadership Team, Classroom Teacher, and Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				604

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will effectively utilize and implement the ECISD HMH curriculum with fidelity. **Strategy's Expected Result/Impact:** Improved intervention process, classroom teaching, and student engagement campus wide. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 3, 4 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

605

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of students in 2nd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 49% to and average 55% by May 2025.

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: NWEA MAP assessed three times per year, weekly assessments, classroom observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction based on PLC data driven decisions. **Strategy's Expected Result/Impact:** Students will have ownership and positive impact on their academic growth. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **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 Instructional Materials and Assessments, Lever 5: Effective Instruction				606

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** Improved intervention process, classroom teaching, and student engagement campus wide. **Staff Responsible for Monitoring:** Instructional Leadership Team & Classroom Teachers **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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

607

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Student Connectedness Panorama Data will increase to at least 75% by May 2024.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the Big Rocks hierarchy of management to improve classroom management and culture. **Strategy's Expected Result/Impact:** All adults and students **Staff Responsible for Monitoring:** Administration, Counselor, and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1, 2				608

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student of the month luncheon will take place monthly to promote student belonging beginning in September. **Strategy's Expected Result/Impact:** Students will build character by practicing monthly character traits. **Staff Responsible for Monitoring:** Administration, counselor and teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize the SEL lessons provided by the district to support students social and emotional needs. **Strategy's Expected Result/Impact:** All adults and students **Staff Responsible for Monitoring:** Admin, Instructional Coach, and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

609

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: The Staff Belonging percentage in our Panorama data will improve to 75% by May of 2024.

High Priority

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback. **Strategy's Expected Result/Impact:** Teachers and staff will feel a sense of belonging and connectedness. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				610

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions. **Strategy's Expected Result/Impact:** Improved moral and campus culture. **Staff Responsible for Monitoring:** Administrators, teachers, staff, committees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: An AVID Site Team committee, compromised of various teachers, will collaborate to align the work of AVID and Blended Learning within classrooms.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: AVID Coaching and Certification Instrument

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensure all new teaching staff are trained in AVID implementation through the ECISD AVID GROW team. **Strategy's Expected Result/Impact:** Implementation and understanding of AVID strategies. **Staff Responsible for Monitoring:** Administrators, teachers, AVID Site team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				611

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will incorporate WICOR strategies within their lessons. **Strategy's Expected Result/Impact:** Rigorous and equitable instruction **Staff Responsible for Monitoring:** AVID Site team, teachers, administrators. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Murry Fly Elementary

2024-2025

612

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 39% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 2025 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly Math Teachers will incorporate Number Talks into their daily lessons to build Math fluency and ensure student growth. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction aligned to state standards and modeled after STAAR. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in Data Driven Instruction PLCs lead by the MCLs when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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:** Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** 4 MCLs and 4 Reach Associates - Title One School-wide - $198,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will use iReady resources for classroom and small group targeted interventions in grades 3rd -5th. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction aligned to state standards and modeled after STAAR. **Staff Responsible for Monitoring:** Teachers, MCL's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				614

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 33% to 50%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: 2025 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				615

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in Data Driven Instrucion PLCs lead by MCL's when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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:** Curriculum, Instruction, and Assessment 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

616

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 8% to 35%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: 2025 STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will participate in professional learning from the Curriculum and Instruction Department on new Science adoption and follow the scope and sequence to ensure student growth. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide tier 1 instruction aligned to state standards. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				617

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in Data Driven Instruction PLCs lead by MCL's when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

618

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 40% to 50%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction				619

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-3 students will complete their recommended time on i-Ready and/or iStation. **Strategy's Expected Result/Impact:** Students will reinforce their learning through individualized lessons and activities. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly's Title I aides will provide support to students with additional individualized instruction. **Strategy's Expected Result/Impact:** More students will receive targeted instruction through the use of an instructional aide. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Two full time Title I aides - Title One School-wide - $56,900				

 No Progress  Accomplished  Continue/Modify  Discontinue

620

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: The % K-3 students will show growth from 40% to 50% on their READING MAP ASSESSMENT.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: EOY READING MAP ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking and comunicating student progress in various assessments including MAP BOY, MOY and EOY, Istation, SCA data and i-Ready. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, highlight students' needs and strengths in order to provide targeted instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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:** Folders, labels, dividers, sheet protectors, color paper - Title One School-wide - $1,000				621

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in professional learning provided by the Reading/Language Arts Curriculum and Instruction department to build their capacity with research-based instructional strategies. **Strategy's Expected Result/Impact:** Effective planning and instruction, increase in rigor and engagment will result in student progress and achievement.. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

622

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 22% to 40%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: 3rd Grade STAAR Reading Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in Data Driven Instruction PLCs lead by MCLs when planning for upcoming units, including completion of Exemplar, create Know-Show in order to refine content and increase rigor of instruction. **Strategy's Expected Result/Impact:** Through teachers' completion of SCA exemplar, a Know-Show will be created allowing for refinement of content and rigor of instruction. The process allows for students' needs to be immediately addressed. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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				623

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly teachers will use the district's Reading Framework for Tier 1 instruction. **Strategy's Expected Result/Impact:** All students will receive grade level rigorous instruction. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use iReady resources for guided reading and targeted instruction for STAAR preparation. **Strategy's Expected Result/Impact:** Students will receive scaffolded instruction modeled after STAAR. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: School-wide Panorama data in the area of student School Connectedness will increase from 69% to 80%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom teacher will incorporate weekly SEL using i-Lead - Mindset Mondays. Our school counselor will also provide Guidance Lessons monthly for every classroom. **Strategy's Expected Result/Impact:** Students will participate in dicussions and activities that will help them feel cared for by teachers and peers. **Staff Responsible for Monitoring:** Classroom teachers, Counselors, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				625

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will house a full time social worker from Communities in Schools focusing on working with at risk students and their families. **Strategy's Expected Result/Impact:** Attendance, SEL and academic issues addressed. **Staff Responsible for Monitoring:** Administrators **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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Student daily attendance will increase from 92.6% to 95%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents with chronic absences. We will follow the truancy policy making contact and documenting at 3, 5 ,7 and 10 absences. **Strategy's Expected Result/Impact:** Parents will be informed about the importance of student attendance and its effect on learning. **Staff Responsible for Monitoring:** Attendance Clerk, Teachers, Counselor, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				626

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will hold attendance celebrations monthly, one class per grade level. **Strategy's Expected Result/Impact:** Encourage students to attend school every day. **Staff Responsible for Monitoring:** Classroom teachers, Counselors, Administrators, Communities in Schools **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 5% to 3%.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students and teachers will use daily planners to improve students' organizational skills as well as to communicate with parents regarding daily progress. **Strategy's Expected Result/Impact:** Students will increase their organizational and note taking skills. Parents will be aware of their student's daily progress and behavior. **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student Planners - Title One School-wide - $3,690				627

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff members will participate in college awareness days. **Strategy's Expected Result/Impact:** Students are exposed to the importance of and made aware of all the options that they have for their post-secondary education. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

New Tech Odessa High School

2024-2025



628



629

Board Goals

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 1: By May of 2025, 61% of students will perform at the Meets level in Algebra 1 STAAR EOC.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on Algebra 1 STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

631

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 2: By May of 2025, 80% of English 1 students will perform at the Meets level in English 1 STAAR EOC.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				632

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on English 1 STAAR EOC **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

633

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 3: The percentage of English 1 and English 2 students achieving or exceeding their READING RIT goal will increase from 60% to 65%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding individual growth on EOY MAP Reading RIT **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				634

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Reading scores to show improvement. **Strategy's Expected Result/Impact:** Increase in MAP Reading RIT in each MAP administration **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use MTSS intervention strategies for students not showing progress on Reading MAP. **Strategy's Expected Result/Impact:** Increase in Reading RIT **Staff Responsible for Monitoring:** Teachers, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

635

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 4: The percentage of Algebra 1 students achieving or exceeding their MATH RIT goal will increase from 35% to 45%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding individual growth on EOY MAP MATH RIT **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				636

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement. **Strategy's Expected Result/Impact:** Increase in MAP Math RTI scores in each MAP administration **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 5: By May of 2025, 75% of students will perform at the Meets level in Biology STAAR EOC.

High Priority

HB3 Board Goal

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on Biology STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

638

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 6: By May of 2025, 80% of students will perform at the Meets level in US History STAAR EOC.

High Priority

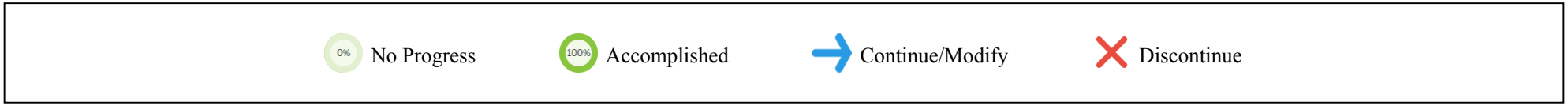
HB3 Board Goal

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on US History STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **ESF Levers:** Lever 5: Effective Instruction				


0%
No Progress
100%
Accomplished
Continue/Modify
Discontinue

640

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from % to 60% by May 2025 across all tested content areas.

Performance Objective 7: By May of 2025, 92% of English 2 students will perform at the Meets level in English 2 STAAR EOC.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership will review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. **Strategy's Expected Result/Impact:** Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				641

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. **Strategy's Expected Result/Impact:** Increase student performance on English 2 STAAR EOC **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use data to identify students who need interventions through MTSS. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

642

Board Goal 2: 2) The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

643

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Student daily attendance will increase from 95% to 97%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Track and analyze attendance data consistently to address individual student attendance. **Strategy's Expected Result/Impact:** Increase campus attendance percentage through individual students. **Staff Responsible for Monitoring:** Attendance clerk, Principal, Dean of Students, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				644

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance clerk will contact with family/parent when students reach 5 absences, and administration will create a plan for students with 8 absences to increase attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerk, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 49% to 63%.

High Priority

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will proactively build relationships and enhance communication with students and families through multiple forms, such as device meetings, open house, SchoolStatus, NTO's website, social media, and parent meetings. **Strategy's Expected Result/Impact:** An increase of 7% in student connectedness as measured in the Panorama surveys. **Staff Responsible for Monitoring:** Principal, Dean of Students, Facilitators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				645

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will meet with Student Council once a month to facilitate and gather input for school events and culture. **Strategy's Expected Result/Impact:** Increase in student emotional and academic well being. **Staff Responsible for Monitoring:** Counselor, Administration, Teachers **TEA Priorities:** Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: The percentage of students who meet at least one CCMR accountability indicator will go from 90% to 94%.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: On Data Suite, TSIA, Dual Credit, Advance Placement, SAT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor and Administration will disaggregate data to identify students who have not met CCMR accountability. **Strategy's Expected Result/Impact:** Increase the campus CCMR accountability. **Staff Responsible for Monitoring:** Counselor, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				646

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselor will meet with students to create a plan to ensure students are in correct courses or registered for SAT/TSIA assessments. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability **Staff Responsible for Monitoring:** Counselor, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: NTO will maintain a 100% graduation rate for the class of 2025.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Graduation Rate Data, State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders will track and monitor students in order to intervene when students show early signs of attendance, behavioral concerns, and academic concerns. **Strategy's Expected Result/Impact:** Maintain graduation rate by identifying students that are struggling and assisting with concerns **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				647

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide individual support for students who have fallen off track and a creation of a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Maintain graduation rate **Staff Responsible for Monitoring:** Teachers, Attendance Clerks, Counselor, Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: NTO will support SEL and increase Sense of Belonging from 41% to 60%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement and facilitate iLead in classrooms. **Strategy's Expected Result/Impact:** Increase mental health and wellbeing **Staff Responsible for Monitoring:** Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student council will survey students to gather information on school culture, and administration will survey faculty and staff to gather information on school climate. **Strategy's Expected Result/Impact:** Increase sense of belonging and school pride **Staff Responsible for Monitoring:** Student Council, Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: Discipline at NTO will decrease by 25% percent.

Evaluation Data Sources: Data on Focus and referral numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will set clear expectations and reinforce expectations through culture days. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will set clear expectations and reinforce expectations in classrooms. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				649

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Nimitz Middle School

2024-2025

650

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 47% to 58% in the 2024 -2025 school year.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** Students reaching thier MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Teachers, Opportunity Culture team **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum, follow the YAG, and utilize district approved resources. **Strategy's Expected Result/Impact:** Students reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture MCLs, Department Chairs **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Reading Lab. **Strategy's Expected Result/Impact:** Students reaching their MAP growth on Reading MAP will increase to 58%. **Staff Responsible for Monitoring:** Tutors/Teachers, Campus Leaders **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

652

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 40% to 58% in the 2024-2025 school year.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: EOY MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** Student reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Teachers, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				653

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Administrators, Teachers, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Math Lab. **Strategy's Expected Result/Impact:** Student reaching their MAP growth will increase to 58%. **Staff Responsible for Monitoring:** Tutors/Teachers, Campus Leades **Title I:** 2.4, 2.5, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

654

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: The percentage of students achieving or exceeding Meets on Reading STAAR will increase from 43% to 75% by the 2024-2025 school year.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Reading STAAR will increase to 75% by end of year 2025. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				655

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Reading STAAR will increase to 75% by end of year 2025. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Reading Lab. **Strategy's Expected Result/Impact:** Students will show growth in STAAR Reading. **Staff Responsible for Monitoring:** Administrative Team, Teachers, Opportunity Culture teams, MCLs, and MTRTs.				

 No Progress  Accomplished  Continue/Modify  Discontinue

656

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: The percentage of students achieving or exceeding Meets on Math STAAR will increase from 26% to 75% by the end of the 2023 school year.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Math STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				657

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Math STAAR will increase to 75% by end of year 2025. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention and remediation during Math Lab. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Math STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrative Team, Teachers, Opportunity Culture teams, MCLs and MTRTs.				

 No Progress  Accomplished  Continue/Modify  Discontinue

658

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: The percentage of students achieving or exceeding Meets on 8th Grade Science STAAR will increase from 39% to 75% by the end of the 2025 school year.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				

659

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention after school, during lunch tutoring, and in small groups during class. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 6: The percentage of students achieving or exceeding Meets on 8Th Grade Social Studies STAAR will increase from 10% to 75% by the end of the 2023 school year.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				

Strategy 2 Details	Reviews			
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide targeted intervention after school, during lunch tutoring, and in small groups during class.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				

Strategy 4 Details	Reviews			
Strategy 4: Teacher will receive monthly training from the Curriculum and Instruction Department.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Science STAAR will increase to 75% by the end of the 2025 school year.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrative team, MCL				

 No Progress  Accomplished  Continue/Modify  Discontinue

661

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 7: The percentage of students achieving or exceeding Meets on Algeba 1 STAAR will increase from 61% to 75% by the end of the 2023 school year.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will receive training in the DDI process and protocols and utilize data to drive instruction. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on the Algebra I STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture Teams				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on the Algebra I STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture Team				662

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide targeted intervention after school, during lunch tutoring, and in small groups during class. **Strategy's Expected Result/Impact:** The percentage of students achieving or exceeding Meets on the Algebra I STAAR will increase to 75% by the end of the 2025 school year. **Staff Responsible for Monitoring:** Administrators, Opportunity Culture Team				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

663

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Nimitz will increase awareness of College and Career readiness in order to spark interest in post-secondary opportunities.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Enrollment in Choice Schools and AVID

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID committee will prepare brief College and Career messages to send out to students during morning announcements. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			664
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID site team, along with school counselors, will plan and implement a school-wide College and Career month within the first semester. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors, Administrative Team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Days throughout the school year will be designated as "College" days in which students will be allowed to wear their college shirts. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** AVID site team, Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Nimitz will raise the Connectedness Indicator within Panorama from 35% to 56% by the end of the 2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core subject areas will hold Family Nights. **Strategy's Expected Result/Impact:** Students and families will build positive relationships with teachers and staff raising the percentage rate to at least 56%. **Staff Responsible for Monitoring:** Administrators and staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies and Materials to engage families and improve school culture - Title One School-wide - $3,184				665

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz faculty and staff will celebrate student successes in attendance, academic improvement, and citizenship. **Strategy's Expected Result/Impact:** Positive climate resulting in less discipline referrals **Staff Responsible for Monitoring:** Administration, counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Nimitz will raise the Sense of Belonging Indicator within Panorama from 32% to 45% by the end of the 2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive SEL lessons weekly. **Strategy's Expected Result/Impact:** Panorama survey results will improve from 42%. **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement clubs for students to join - Keep Nimitz Beautiful, Chess, Theatre **Strategy's Expected Result/Impact:** Panorama survey results will improve from 42%. **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture				

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No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: Nimitz will increase attendance from 92% to 95% by the end of the 2024-25 school year.

Evaluation Data Sources: Monthly attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Provide incentives to student meeting attendance challenges. **Strategy's Expected Result/Impact:** Raise the attendance rate to 95%. **Staff Responsible for Monitoring:** Administrative team, counselors, attendance clerks	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Attendance clerk will notify teachers daily to take attendance. **Strategy's Expected Result/Impact:** Attendance rate will increase to 95%. **Staff Responsible for Monitoring:** Administrative team, attendance clerk, teachers	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Administrative team, attendance clerks, and counselors will complete parent contacts and attendance contracts to improve awareness of absences. **Strategy's Expected Result/Impact:** Improve attendance rate to 95%. **Staff Responsible for Monitoring:** Ainistrative team, counselors, attendance clerks	Oct	Jan	Mar	May

667

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 5: The number of discipline referrals will decrease from over 1400 to under 1000 for the 2024-2025 school year.

Evaluation Data Sources: Focus reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrative team will work closely with teachers to ensure CHAMPS is implemented with fidelity. **Strategy's Expected Result/Impact:** Decrease in discipline referrals. **Staff Responsible for Monitoring:** Administrative team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student success will be celebrated. **Strategy's Expected Result/Impact:** Decrease in discipline referrals **Staff Responsible for Monitoring:** Administrative team, teachers,				

0% No Progress 100% Accomplished Continue/Modify Discontinue

668

Ector County Independent School District

Noel Elementary

2024-2025

669

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May 2025, K through 5th grade Mathematics MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Lesson Plans and feedback
Walk-throughs, feedback and coaching
Tutoring performance outcomes
Data Driven Instruction Analysis during Professional Learning Committees
Practice Clinics
MAP

670

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders 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 through Blended Learning station rotations that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers, Multi-Classroom Leaders and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and closing student gaps in reading and math **Staff Responsible for Monitoring:** Classroom Teachers, Campus Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All classroom teachers k-5 will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the needs of all students while ensuring all students have equitable access to rigorous instruction aligned to the TEKS. Math and Reading practice clinics will be given to teachers needing further coaching to increase tier 1 instruction. **Strategy's Expected Result/Impact:** Students k-5 will show improvement in their reading levels and be at 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, Campus Administrators, and Multi-classroom Leaders. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				671

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Noel will follow all district calendar professional development allowances and plan relevant learning based on teacher needs. **Strategy's Expected Result/Impact:** Teachers will benefit from professional development that is tailored to their needs. **Staff Responsible for Monitoring:** teachers and campus administrators **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May 2025, K-5th Reading MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP, BOY, MOY and EOY scores
Lesson Plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan and provide engaging lessons following Get Better Faster practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Engaging lessons will improve MAPS scores **Staff Responsible for Monitoring:** Classroom teachers, Administrators and Multi-classroom leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor student progress on iReady monthly. Students goals will be made monthly to ensure all students are on track to be on or above grade level in reading. **Strategy's Expected Result/Impact:** Targeted reading intervention and Reading fluency for students will improve **Staff Responsible for Monitoring:** Classroom teachers, Multi-classroom leaders, and administrators **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

673

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May 2025 4th Grade Reading STAAR meets scores will increase from 26% to 36%, Masters will increase from 10% to 20%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The 4th Grade teachers will be coached by the fourth grade reading Multi-classroom Leader on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices. **Strategy's Expected Result/Impact:** The Multi-classroom Leader will support the classroom teacher in improving classroom practices which will lead to student improvement. **Staff Responsible for Monitoring:** Administrators and Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				674

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 4th grade reading teachers will monitor student progress and set student goals on iReady. **Strategy's Expected Result/Impact:** Targeted reading intervention and reading fluency will improve. **Staff Responsible for Monitoring:** Administrators, Multi-classroom Leaders and classroom teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The 4th grade team will follow the Data Driven Instruction process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading Intervention will be effective and student reading scores will improve. **Staff Responsible for Monitoring:** Administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

675

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 4: By May 2025, 5th Grade Math STAAR meets scores will increase from 42% to 52%, Masters will increase from 9% to 19%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Lessons plans
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff
Walkthroughs and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Noel will use Opportunity Culture to provide teachers personalized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-classroom Leaders (MCLs). **Strategy's Expected Result/Impact:** Academic growth in Domains 2 and 3 on STAAR. MAPS data will improve. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Practice Clinics in reading and math will be held to improve teacher capacity and rigorous teaching skills. **Strategy's Expected Result/Impact:** Teachers will be more confident and student engagement will improve. **Staff Responsible for Monitoring:** Campus Administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring will be provided 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:** classroom teachers and administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Noel will embed technology through Blended Learning station rotations and utilize in the classrooms at all times. **Strategy's Expected Result/Impact:** Students will be given immediate feedback on their progress learning to work on personalized instruction needed to close student gaps. **Staff Responsible for Monitoring:** Campus administrators Classroom teachers Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				677

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: According to Middle of the Year Reading MAPS, K - 5th grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAP, K -5th Grade will have 65% of their students meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: According to the MAP Reading Growth Assessment, the number of 3rd grade students meeting or exceeding their growth goals will increase from 54% to 64%. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom leaders teachers administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: According to the MAP Reading Growth Assessment, the number of Noel 4th grade students meeting or exceeding their growth goals will increase from 50% to 60%. **Strategy's Expected Result/Impact:** The Percentage of 4th grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-Classroom Leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: With the Multi-Classroom Leaders, Reach Associates and added Master Team Reach Teachers , more teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math. **Strategy's Expected Result/Impact:** The percentage of third graders growth will improve in both reading and math. **Staff Responsible for Monitoring:** Teachers Multi-Classroom Leaders Reach Associate Administrators Master Team Reach Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				679

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: By May 2025 3rd Grade Reading STAAR Meets scores will increase from 28% to 38%, Masters scores will increase from 10% to 15%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: iReady Data
Short-cycle assessment data
BOY, MOY, EOY, MAP data
Lesson Plans
Walk-through and Feedback
Tutoring Outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

680

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. **Strategy's Expected Result/Impact:** Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** Multi-classroom Leaders Teachers Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided during and/or after school. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom Leaders Classroom teachers Campus administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

681

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Noel will implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Lesson Plans
Evaluation of Practice Clinics
PLC Agendas
Walk-through Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blended Learning will provide personalize instruction for students through computer based programs and small group instruction. The Blended Learning environment will be conducive to cooperative learning and support station rotation consisting of flex seating, mobile standing desks for teachers, and tables to use for small group instruction. **Strategy's Expected Result/Impact:** Students will track their progress through iReady reading, and I-Ready Math. They will target their growth and work on areas of need. **Staff Responsible for Monitoring:** Classroom Teachers Multi-Classroom Leader **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				682

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will analyze student data to plan intervention with students in small group instruction. **Strategy's Expected Result/Impact:** Through intervention with students in small group instruction, students will show growth and improvement. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

683

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Noel will continue to utilize Social Emotional Learning focused strategies to increase college, career, and military readiness by improving our attendance rate from 94% to 96%

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Emotional Learning support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Social Emotional Learning support will enhance student learning by creating a low-risk learning environment and help build student self-esteem. **Staff Responsible for Monitoring:** classroom teachers counselors administrators **ESF Levers:** Lever 3: Positive School Culture				684

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Students identified as Other Special Populations (OSP - McKinney Vento, Homeless, Foster and Military-Connected) will be prioritized and receive additional services designed to increase academic performance on STAAR and improve attendance for this Special Population.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center, social workers, specialists, and Communities in Schools will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to 96%. **Staff Responsible for Monitoring:** Counselors Office Clerk Administrators **ESF Levers:** Lever 3: Positive School Culture				685

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in all special populations will be included in tutoring and intervention during and after school. **Strategy's Expected Result/Impact:** Through tutoring and intervention, teachers will target student needs to target growth and progress. **Staff Responsible for Monitoring:** classroom teachers, MCLs, and administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Noel will continue to implement a monthly writing prompt schoolwide utilizing AVID W.I.C.O.R. strategies to improve college, career, and military readiness.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student Writing Folders
Student Planners
Student Journals
Lesson Plans
AVID strategies for writing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will utilize AVID binders to help them with their organizational skills. **Strategy's Expected Result/Impact:** Students will be more successful when working independently. **Staff Responsible for Monitoring:** Classroom Teachers Multi-classroom Leaders Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify in their lesson plans, which AVID W.I.C.O.R. (writing, inquiry, Collaboration, Organization and Reading) skill is being targeted in each student activity. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R. **Staff Responsible for Monitoring:** Classroom Teachers Multi-classroom Leaders Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Ector County Independent School District

OCTECHS

2024-2025

688

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: Through quality instruction and targeted interventions the percentage of students achieving or exceeding the meets standard on the Algebra 1 STAAR assessments will increase from 34% to 60% by May 2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: EOY STAAR 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores. **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too). **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (after school tutoring with ELA or Reading teacher) will be implemented use MAP data for identified students to create individual plans for growth. **Strategy's Expected Result/Impact:** Improved individual student growth on MAP assessments. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

690

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: OCTECHS will increase End of Year RIT score Met or Exceeded individual Growth Projections based upon MAP from 56% to 58% by May 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores. **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too). **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			691
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (after school tutoring with Math teachers) will be implemented use MAP data for specific students to create individual plans for growth. **Strategy's Expected Result/Impact:** Improved individual student growth on MAP assessments. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

692

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: The percentage of English I EOC testers achieving Meets will remain at 57% or higher and will improve for Masters from 24% to 28%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAA EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				693

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and reassess. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increase student performance on STAAR EOC. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Instructional Coach. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

694

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: The percentage of English II EOC testers achieving Meets will remain at 80% or higher and will improve for Masters from 1% to 10%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC May 2025 Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to the teacher. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				695

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The teacher will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and reasses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Teacher, Campus Instructional Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals will be celebrated and visible in the classroom to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Instructional Coach. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

696

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: The percentage of Algebra I EOC testers achieving Meets will remain at 34% or higher and will improve for Masters from 13% to 18%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC May 2025 Results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teacher. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				697

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The teacher will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and reasses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals will be celebrated and visible in the classroom to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Instructional Coach. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

698

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 6: The percentage of U.S. History EOC testers achieving Meets will remain at 40% or higher and will improve for Masters from 34% to 39%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teacher. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				699

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The teacher will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and reasses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Instructional Coach, Leadership Team, Classroom Teacher. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The teacher will ensure important U.S. History concepts, events, dates, significant people, and eras are taught so that students are prepared for the U.S. History STAAR EOC test. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Teacher, Instructional Leadership Team, Instructional Coach. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

700

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 7: The percentage of Biology EOC testers achieving Meets will remain at 55% or higher and will improve for Masters from 27% to 30%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to the teacher. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				701

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and reasses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team, Classroom Teacher. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals will be celebrated and visible in the classroom to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Instructional Coach **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

703

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: OCTECHS will increase School Connectedness from 54% (Spring 2024) to 60% (Spring 2025).

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs. **Staff Responsible for Monitoring:** ALL OCTECHS Teachers, Counselor, Staff. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				704

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With the addition of an SAS Crisis Counselor on campus on Fridays, Implement a proactive and responsive student support system for students to improve a positive self & learning environment. **Strategy's Expected Result/Impact:** Students will feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Academic Counselor, new SAS Counselor, all Teachers, Campus Nurse, OC Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Under School Connectedness, Student Engagement will increase from 36% to 50% based on Panorama survey's from Spring 2024 to Spring 2025.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** All teachers - grades 9-12, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				705

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Work with teachers to ensure all lessons are engaging so that all students contribute in every class. **Strategy's Expected Result/Impact:** Students feel comfortable participating and engaged in their classroom lessons. **Staff Responsible for Monitoring:** Principal, Counselor, All Teachers, Instructional Coach. **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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: OCTECHS will maintain a 95% or higher CCMR rate for 2025.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Counselor, OC Liaison and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). **Strategy's Expected Result/Impact:** Maintain a 95% or Higher rate for CCMR **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				706

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. **Strategy's Expected Result/Impact:** All OCTECHS students will be TSI compliant. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: The percentage of OCTECHS student attendance will increase from 95% (May 2024) to 96.0% or better by the end of May 2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. **Strategy's Expected Result/Impact:** Increase Student Attendance. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers & OC Liaison. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				707

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, track it daily. **Strategy's Expected Result/Impact:** Increase Student Attendance Rate. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers. **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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: OCTECHS will maintain low student discipline infractions / discipline referrals for the 2024-25 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCTECHS students and parents. **Strategy's Expected Result/Impact:** Maintain a low number of Discipline referrals on campus. **Staff Responsible for Monitoring:** Principal, Leadership Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				708

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the new SAS Counselor on campus to assist with student conflict-resolution situations as needed. **Strategy's Expected Result/Impact:** Maintain a low number of Discipline referrals on campus. **Staff Responsible for Monitoring:** Principal, Leadership Team, SAS Counselor. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Odessa Collegiate Academy

2024-2025

709

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: OCA will increase the percent of students end of year Reading RIT score (Growth in MAP scores of met or exceeded individual growth projections) based on end of year MAP testing from 63% to 75%.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (after school tutoring with ELA or Reading teacher) will be implemented use MAP data for specific students to create individual plans for growth. **Strategy's Expected Result/Impact:** Improved individual student growth on MAP assessments **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

711

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: OCA will increase the percent of students end of year Math RIT score (Growth in MAP scores of met or exceeded individual growth) based on end of year MAP testing from 63% to 70%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				712

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (after school tutoring with Math teacher) will be implemented use MAP data for specific students to create individual plans for growth. **Strategy's Expected Result/Impact:** Improved individual student growth on MAP assessments **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

713

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of English I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 38% to 45%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				714

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increase student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Leadership, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

715

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: The percentage of English II EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 10% to 35%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				716

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Leadership, Instructional Coach **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

717

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: The percentage of Algebra I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 39% to 45%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				718

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Leadership, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

719

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: The percentage of Biology EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 31% to 35%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				720

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. Students will also track their own data as they progress through the year. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Leadership, Instructional Coach **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

721

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: The percentage of U.S. History EOC testers achieving Meets will remain at 95% or higher and will improve for Masters from 47% to 55%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC May 2025 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				722

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Being that U.S. History is taught by various Odessa College Professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Lunch Advisories and during AVID classes. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership, Social Studies Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: OCA Leadership will meet with Odessa College U.S. History Professors to ensure important U.S. History concepts, events, dates, significant people, and eras are taught so that students are prepared for the U.S. History STAAR EOC test. **Strategy's Expected Result/Impact:** Increased student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

723

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% for the District by May 2024.

724

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 1: OCA will increase School Connectedness from 54% (Spring 2024) to 65% (Spring 2025).

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** ALL OCA Teachers, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				725

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With the addition of a SAS Crisis Counselor on campus on Fridays, Implement a proactive and responsive student support system for students to improve a positive learning environment. **Strategy's Expected Result/Impact:** All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Academic Counselor, new SAS Counselor, all Teachers, Campus Nurse, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 2: Under School Connectedness, Student Engagement will increase from 34% to 50% based on Panorama survey's from Spring 2024 to Spring 2025.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the iLead curriculum within ALL Lunch Advisory classes (scheduled on Wednesdays), grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** All teachers - grades 9-12, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				726

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Work with teachers to ensure all lessons are engaging so that all students contribute in every class. **Strategy's Expected Result/Impact:** Students feel comfortable participating and engaged in their classroom lessons. **Staff Responsible for Monitoring:** Principal, Counselor, All Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 3: OCA will maintain a 100% CCMR rate for 2025.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). **Strategy's Expected Result/Impact:** Maintain a 100% rate for CCMR **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				727

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. **Strategy's Expected Result/Impact:** All OCA students will be TSI compliant. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 4: The percentage of OCA student attendance will increase from 96.4% (May 2024) to 97.0% by the end of May 2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. **Strategy's Expected Result/Impact:** Increase Student Attendance **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				728

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, track it daily. **Strategy's Expected Result/Impact:** Increase Student Attendance Rate **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 5: OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2024-25 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Utilize the new SAS Counselor on campus to assist with student conflict-resolution situations as needed.	Formative			Summative
	Oct	Jan	Mar	May

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 6: 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. **Strategy's Expected Result/Impact:** Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				730

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university, career environment, and as a global citizen. **Strategy's Expected Result/Impact:** Give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- 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: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. **Strategy's Expected Result/Impact:** Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				731

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Odessa High School

2024-2025



732

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: The percentage of students scoring meets or masters on the Algebra I EOC will increase from 13% on the 2024 STAAR to 61% as measured by 2025 STAAR.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Improved Tier 1 Instruction **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

734

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: The percentage of students scoring meets or masters on the English I EOC will increase from 24% on the 2024 STAAR to 61% as measured by 2025 STAAR.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

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 Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				735

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Improved Tier 1 Instruction **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: The percentage of students scoring meets or exceeds individual growth projections Math will increase from 48% on the 2024 MAP to 58% as measured by 2025 MAP.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP beginning, middle and end of year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and students will track individual data using data trackers. Before testing students will set growth goals for each MAP session in fall, winter, and spring. **Strategy's Expected Result/Impact:** Students will understand individual growth. Increase in student growth **Staff Responsible for Monitoring:** Teachers/MCL/ Administration/ Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				736

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: RIT results will focus on grouping students with similar instructional readiness levels. Allowing teachers to focus on specific instructional areas within the subject. **Strategy's Expected Result/Impact:** Personalized instruction for students. Increase in student growth **Staff Responsible for Monitoring:** Teachers/MCL/ Administration/ Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 4: The percentage of students scoring meets or exceeds individual growth projections on Reading will increase from 50% on the 2024 MAP to 58% as measured by 2025 MAP.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP beginning, middle and end of year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and students will track individual data using data trackers. Before testing students will set growth goals for each MAP session in fall, winter, and spring. **Strategy's Expected Result/Impact:** Students will understand individual growth. Increase in student growth. **Staff Responsible for Monitoring:** Teachers/MCL/ Administration/ Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				737

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: RIT results will focus on grouping students with similar instructional readiness levels. Allowing teachers to focus on specific instructional areas within the subject. **Strategy's Expected Result/Impact:** Personalized instruction for students. Increase in student growth **Staff Responsible for Monitoring:** Teachers/MCL/ Administration/ Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 5: The percentage of students scoring meets or masters on the English II EOC will increase from 28% on the 2024 STAAR to 75% as measured by 2025 STAAR.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

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:** MCL,Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				738

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Improved Tier 1 Instruction **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

739

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 6: The percentage of students scoring meets or masters on the Biology EOC will increase from 38% on the 2024 STAAR to 75% as measured by 2025 STAAR.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

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:** MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				740

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Improved Tier 1 Instruction **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

741

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 7: The percentage of students scoring meets or masters on the US History EOC will increase from 38% on the 2024 STAAR to 75% as measured by 2025 STAAR.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

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:** MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				742

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Improved Tier 1 Instruction **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

743

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

744

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Odessa High School students who meet at least one CCMR accountability indicator will have a projected increase from 27% of students 11th grade year to 65% by graduation of 2024.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: CCMR Data
State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselors and administration will pull and disaggregate data to identify students who have not met CCMR accountability. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post secondary education. **Staff Responsible for Monitoring:** Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors along with Career and Academic Counselors will look at transcripts and courses to ensure students will meet CCMR Accountability. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post secondary education. **Staff Responsible for Monitoring:** Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Senior English and Math teachers will present TSI tutorial information during class period. This will increase awareness and better equip students for TSI success. **Strategy's Expected Result/Impact:** Increase campus CCMR and Bonus points. Students will be prepared for post secondary education. **Staff Responsible for Monitoring:** Teachers/ Task Force **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				746

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: CCMR Task Force will be strategic on specific campus needs. CCMR Task Force will meet bi-weekly to focus on campus goals and progress. **Strategy's Expected Result/Impact:** United effort at the campus level to support student needs. Provide students with opportunities that will support post secondary goals. **Staff Responsible for Monitoring:** CCMR Task Force **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Odessa High School graduation percentage will go from 86% of the class of 2024 to 92% for the class of 2025.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Graduation Rate Data
State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns. **Strategy's Expected Result/Impact:** Identify struggling students and intervene early to increase graduation rate. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors,/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				747

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Increase in student graduation rate. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Improve individual and family support to facilitate monitoring of students and create connectedness to the school. **Strategy's Expected Result/Impact:** Increase graduation rate and parent involvement. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors/Administration **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

748

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Odessa High School will increase school connectedness from 62% of the 2024 school year to 65% for the 2025 school year.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of SEL curriculum using the iLead program school-wide. **Strategy's Expected Result/Impact:** Improved student emotional and academic education. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				749

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. **Strategy's Expected Result/Impact:** Improve student connections to school. Create positive interactions. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: The percentage of student daily attendance will go from 87.8% of the 2024 school year to 90% for 2025 school year.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish and implement multi-tiered systems of support to track and monitor student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks/Teachers/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				750

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration/Attendance clerks will contact family/parent when student reaches 5 absences and create a plan to increase student attendance. **Strategy's Expected Result/Impact:** Weekly report analysis and parent contact. Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks/Teachers/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Odessa High School will increase the goal of school climate to from 50% of 2024 to 63% for the 2025 school year.

High Priority

HB3 Board Goal

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Devote time and attention to develop and maintain relationships. Regular contact with students to help build social connectedness. **Strategy's Expected Result/Impact:** Principal/Campus presentations with students **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				751

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Develop authentic relationships with students and family to increase involvement in school. **Strategy's Expected Result/Impact:** Increase student connectedness to the campus and family involvement. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Pease Elementary

2024-2025



752

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: 60% of all students in Grades K-5th will meet or exceed their end-of-year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: monthly iReady reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (iReady, LLI, NWEA MAP results, Guided Reading, fluency folders, Saxon assessments, informal and formal assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher data tracking meetings. **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. All grade levels will meet growth goals. **Staff Responsible for Monitoring:** Administrators, MCL, MTRT, Reading Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in Reading. **Staff Responsible for Monitoring:** Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach, **Title I:** 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:** Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will backward plan lessons in Reading during grade-level planning times in order to ensure quality Tier 1 instruction, and activities, and reteach opportunities across the grade level. **Strategy's Expected Result/Impact:** Teachers will deliver quality Tier 1 instruction resulting in higher student achievement. **Staff Responsible for Monitoring:** Instructional Coach, Assistant Principal, Principal, MCLs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2				754

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: 70% of all students in Grades K-2nd will meet or exceed their end-of-year individual growth projections based upon MAP in Math.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: My Math Academy reports, iReady reports, Short Cycle Assessments, NWEA MAP administered three times a year, teacher-created assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (Imagine Math, NWEA MAP results, teacher-made assessments) to ensure students are gaining the skills needed 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:** Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach, **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				755

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Math in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student nee **Strategy's Expected Result/Impact:** Individual student growth in Math. **Staff Responsible for Monitoring:** Administrators, MCL, MTRT **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All students in Grades K-2nd will attend STEM classes once a week to improve their Science, Technology, Engineering, and Math foundations. **Strategy's Expected Result/Impact:** teacher-created assessments, NWEA Math MAP results, teacher observation **Staff Responsible for Monitoring:** Administrators, MCL, MTRT **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Title 1 Paraprofessional - Title One School- Improvement - $33,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: 60% of all students in Prekindergarten will complete the 2023-2024 end-of-year Circle Assessment on track in Reading and Math .

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: CLI assessments administered twice a year, teacher created assessments,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation. **Strategy's Expected Result/Impact:** Improvement in classroom management and as a result improved academics **Staff Responsible for Monitoring:** Instructional Coach, Principal, Assistant Principal, **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction				757

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PK teachers will implement Time/Voice/Body strategies and incorporate Conscious Discipline within their classrooms. **Strategy's Expected Result/Impact:** Improved classroom management resulting in improved classroom academics **Staff Responsible for Monitoring:** Principal, Assistant Principal, MTRT, **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: 60% of all students in Grades K-5th will meet or exceed their end-of-year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: iReady diagnostic, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, iReady, HMH weekly assessments, LLI, Saxon assessments, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction. **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, Administrators, Reading Coach, MTRT, MCL, Instructional Coach **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2				758

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in reading in Kindergarten. **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, TRT **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

759

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: 60% of all Prekindergarten students will complete the 2023-2024 school year on track on the end-of-year Circle assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: end-of-year Circle assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation. **Strategy's Expected Result/Impact:** Improvement in classroom management and as a result improved academics **Staff Responsible for Monitoring:** Instructional Coach, Principal, Assistant Principal, PreKinder MTRT, **ESF Levers:** Lever 5: Effective Instruction				760

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: Increase the percentage of 3rd-5th grade students reading at or above grade level from 35% to 45% by May 2025 through the implementation of targeted literacy instruction, comprehensive teacher development, and a holistic learning journey that involves all stakeholders.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, iReady diagnostics, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, iReady, HMH weekly assessments, LLI, Saxon assessments, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and use to data to plan, reteach and drive instruction. **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, Administrators, Reading Coach, MTRT, MCL **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3				761

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading 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 reading and math in all grade levels. **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, TRT **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

762

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Staff belonging will increase from 70% to 75% on the spring 2025 staff Panorama survey.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey, staff feedback,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging. **Strategy's Expected Result/Impact:** Improved school climate and increase in teacher retention. **Staff Responsible for Monitoring:** Administrators, committees, **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				763

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions. **Strategy's Expected Result/Impact:** Improved moral and campus culture. **Staff Responsible for Monitoring:** Administrators, teachers, staff, committees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Increase student attendance to 95% in 2024-2025

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish an Attendance Committee that will meet monthly to review attendance records, establish a plan of action, and create incentives for attendance improvement. **Strategy's Expected Result/Impact:** Improved attendance percentage **Staff Responsible for Monitoring:** Attendance Committee, Leadership, **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Achievement 1				764

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The attendance committee will provide committee-made campus attendance trackers for teachers. **Strategy's Expected Result/Impact:** Attendance trackers will help make teachers aware of high-absence students. **Staff Responsible for Monitoring:** attendance committee, leadership, **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The class with the highest weekly attendance will be recognized in the morning assembly. They will receive Amigo the mascot and the celebratory door hanger, and parents can eat lunch with their parents. **Strategy's Expected Result/Impact:** Attendance competitions will improve ownership with students, parents, and teachers. **Staff Responsible for Monitoring:** Administration, teachers, attendance committee **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

765

Ector County Independent School District

Permian High School

2024-2025



766

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 61% as measured by 2025 STAAR.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **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 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

768

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 50% as measured by 2025 STAAR.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				769

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **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 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

770

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: The percentage of students scoring meets or exceeds standard on English II EOC will increase to 50% as measured by 2025 STAAR.

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			771
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **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 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

772

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: The percentage of students scoring meets or exceeds standard on Biology EOC will increase to 50% as measured by 2025 STAAR.

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **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 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

774

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 5: The percentage of students scoring meets or exceeds standard on US History EOC will increase to 60% as measured by 2025 STAAR.

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			775
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **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 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

776

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 6: The percentage of students meeting or exceeding the growth target will increase to 75% as measured by 2025 STAAR.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				777

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

778

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 7: The percentage of students meeting or exceeding individual growth projections will increase to 58% as measured by MAP.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				779

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

780

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

781

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 61% to 88% by May 2025.

Performance Objective 1: Permian High School will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 50% by 2025.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Collaborate with our partnering institutions, Odessa College, and UTPB to increase dual credit enrollment. Starting this year, dual credit will be integrated into educational planning. The Campus CCMR Coordinator, CTE Counselor, School Counselors, and College Advisor will actively promote and enroll students in dual credit courses, focusing on earlier grade levels. **Strategy's Expected Result/Impact:** Increase the percentage of students enrolling in dual credit courses on our campus by 10% compared to the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				782

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through our partnership with Odessa College and UTPB along with our collaboration with Net Tech Network (NTN), we will offer students and parents from grades 6-12 valuable information on career pathways and academic opportunities as they transition into high school. This will ensure that incoming freshmen have a clear understanding of all available academic options. Additionally, juniors and seniors will receive support with college planning, admissions, financial aid, and scholarship opportunities. **Strategy's Expected Result/Impact:** Increase the percentage of graduating seniors who will matriculate into a post-secondary pathway by 20% compared to the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus CCMR Coordinator will collaborate with our school counselors, advisors, CTE department, and department chairs to create a CCMR Strategic Plan for each cohort. This plan will ensure effective advising and communication with both parents and students regarding college, career, and military readiness. **Strategy's Expected Result/Impact:** CCMR percentage for each campus cohort will increase by 20% annually before students enter their senior year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 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:** Student achievement on TSIA assessments will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors **ESF Levers:** Lever 5: Effective Instruction				

783

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 61% to 88% by May 2025.

Performance Objective 2: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 63% by May 2025.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will seek input from student advisory groups to address areas of the Panorama survey needing improvement, specifically school connectedness. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will continue to provide daily SEL curriculum through 7 Mindsets. **Strategy's Expected Result/Impact:** Students' social and emotional well-being will improve by 5% as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **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: Permian High School will proactively build relationships and enhance communication with students and families through multiple platforms, such as SchoolStatus, Permian's website, and social media platforms. **Strategy's Expected Result/Impact:** There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

785

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 61% to 88% by May 2025.

Performance Objective 3: Permian High School's four-year campus graduation rate will increase to 90% for the Class of 2025.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School's average daily attendance will increase to 90%. **Strategy's Expected Result/Impact:** As daily attendance increases, more students will be on track to graduate. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				786

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Permian High School will implement a digital hall pass system to provide hallway accountability for students. **Strategy's Expected Result/Impact:** Attendance will improve, as students will be in class and have less opportunity to skip classes and leave campus. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

787

Ector County Independent School District

Reagan Academic Magnet

2024-2025



788

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the % of students performing at the Meet level on 3rd-5th Math STAAR will increase from 96% to 97%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP, STAAR, SCA's and Iready programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focused PLC's on Math creating Know & Show's with high need TEKS and Vocabulary **Strategy's Expected Result/Impact:** Students will score higher on all testing. **Staff Responsible for Monitoring:** Teachers implement and administrators monitor. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: After school Math Enrichment Club **Strategy's Expected Result/Impact:** Improve foundational Math skills for upper grades. **Staff Responsible for Monitoring:** Teachers will look for students with high needs and encourage them to join the after school Math Enrichment club. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the % of students performing at the Masters level on 3rd Math STAAR will increase from 33% to 34 %. 4th Masters level on Math will increase from 33% to 34 %. 5th Masters level on Math will increase from 49% to 50%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP, STAAR, SCA's, Teacher data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Family Math Night **Strategy's Expected Result/Impact:** Students will be able to share and show their parents what they are learning in Math and play some games with them. **Staff Responsible for Monitoring:** Students showing strategies and games, teacher preparing students and setting up, administrators monitoring **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				790

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Peer tutoring **Strategy's Expected Result/Impact:** 3rd grade will work with 5th grade students to target Math facts **Staff Responsible for Monitoring:** 3rd & 5th teachers				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, the % of students performing at the Masters level on 3rd RLA STAAR will increase from 50% to 51 %. 4th RLA STAAR Masters level will increase from 49% to 50%. 5th RLA STAAR will increase from 76% to 77%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP, STAAR, SCA's and iReady programs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AR transition - The Book Whisperer **Strategy's Expected Result/Impact:** Students will be excited and encouraged to read and journal what they are reading. **Staff Responsible for Monitoring:** Teachers, Librarian and administration monitor and support **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				791

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: One Book One School **Strategy's Expected Result/Impact:** Improve student comprehension and love for reading. **Staff Responsible for Monitoring:** All staff members **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

792

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 4: By May of 2025, the % of students performing at the Masters level on 5th Science STAAR will increase from 67% to 68 %.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP, STAAR, teacher created labs and data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Science Fair **Strategy's Expected Result/Impact:** Students will learn the Scientific Method **Staff Responsible for Monitoring:** Science Teachers and Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				793

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Robotics Club **Staff Responsible for Monitoring:** 4th & 5th Grade Science Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: All K-2nd groups will increase their % of students that met growth goal on Reading MAP by 1% by May 2025. Kindergarten will increase from 88% to 89%, 1st will increase from 55% to 56% and 2nd will increase from 51% to 52%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP, SCA, and teacher created tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bookworms **Strategy's Expected Result/Impact:** Volunteers read book provided by Education Foundation to students and give them a copy to take home to share the love of reading. **Staff Responsible for Monitoring:** Teachers, Volunteers and Education Foundation **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				794

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Third grade will increase their % of students that met growth goal on MAP by 1% from 61% to 62% by May 2025.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP, SCA, STAAR practice tests, STAAR and TELPAS

795

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: Third Grade students will increase their Mastery level on RLA STAAR from 50% to 52% by May 2025.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: SCA, MAP, teacher created tests, STAAR Interim, STAAR and TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Read Across America **Strategy's Expected Result/Impact:** Outside volunteers will come in and share their love for reading while reading a book to the class. **Staff Responsible for Monitoring:** Teachers, volunteers and administration support **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				796

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Panorama Self-Efficacy will increase from 75% to 77% by May 2025.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama, Teacher and Staff check-ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan Representatives **Strategy's Expected Result/Impact:** 5th grade students will step into leadership positions to represent Reagan when guests are here. Improve their Self-Efficacy. **Staff Responsible for Monitoring:** 5th grade teachers, counselor and administrative team **ESF Levers:** Lever 3: Positive School Culture				

797

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Panorama rigorous expectations will increase from 88% to 89%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama, check-ins from teachers and staff

798

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: AVID certified teachers will increase by 2% by the end of May 2025

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: AVID certification, administrator check-ins and encouragement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Trainer of Trainers **Strategy's Expected Result/Impact:** AVID certified teachers on staff will lead PLC's sharing strategies that will improve classroom performances **Staff Responsible for Monitoring:** AVID certified teachers and administrative team **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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				799

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Showcase **Strategy's Expected Result/Impact:** Improve AVID strategies **Staff Responsible for Monitoring:** Mrs. Berridge, AVID Certified teachers and 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Reagan's overall attendance will increase from 95.9 to 96.9% by May 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance weekly, staff check-ins for attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade Level Competitions **Strategy's Expected Result/Impact:** Attendance will improve when attendance is announced and discussed during morning announcements weekly. **Staff Responsible for Monitoring:** Administrative team, teachers and parents **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			800
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance Tracker **Strategy's Expected Result/Impact:** Improve student attendance **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Ross Elementary

2024-2025



801

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: At Ross Elementary, the percentage of students performing at the meets level on 3rd - 5th Math STAAR will increase from 39% to 60% By May 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAPS BOY, MOY, and EOY scores
Walk-Throughs and Feedback
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-Going Coaching for All Staff

802

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Following district initiatives, scope and sequence, and ECISD-approved curriculum, Ross Master Classroom Leaders and their team teachers will collaborate and plan lessons in 90-minute PLCs once a week 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 that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers (classroom and special area) Campus Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-5 Ross teachers will participate in monthly vertical Mathematics planning sessions led by a Master Classroom Leader to strengthen and align math routines and strategies. **Strategy's Expected Result/Impact:** K-5 students will be performing Mathematics on grade level or above by the end of their grade level as well as meets on State/District Assessments. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal MCLs **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will participate in one 45-minute weekly practice clinic to plan, script, and role-play instructional strategies under the direction of their Master Classroom Leader. **Strategy's Expected Result/Impact:** Instructional practices will be consistent campus-wide. All teachers will collaborate and be supported by a Master Classroom Leader. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2				803

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: At Ross Elementary, the percentage of students performing at the Meets level on 3rd - 5th Reading STAAR will increase from 44% to 60% by May 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAPS BOY, MOY, and EOY scores
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan engaging lessons following Relay practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Lesson Plans are engaging STAAR scores will improve **Staff Responsible for Monitoring:** MCLs (Multi-Classroom Leaders) 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 Instructional Materials and Assessments **Problem Statements:** Student Achievement 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor/track student progress on i-Ready, using data spreadsheets, to drive small group instruction during campus-wide intervention from 2:30-3:15. **Strategy's Expected Result/Impact:** Targeted Reading intervention and Reading fluency will improve. **Staff Responsible for Monitoring:** Administrators MCLs Teachers **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 Achievement 5 **Funding Sources:** - Title One School-wide - $3,960				

 No Progress  Accomplished  Continue/Modify  Discontinue

805

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: At Ross Elementary, the percentage of 5th-grade students performing at the Meets level on Science STAAR will increase from 22% to 60% by May 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Master Classroom Leaders will support teachers in successful Scientific practices incorporating hands-on Science experiments in the Cal Ripken Stem Lab once a week for K - 5th-grade classrooms. **Strategy's Expected Result/Impact:** The Opportunity Culture MCL will support the classroom teacher in improving classroom practices which will lead to student improvement. **Staff Responsible for Monitoring:** Administration MCLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 7				

806

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs led by their Master Classroom Leader. **Strategy's Expected Result/Impact:** Science intervention will be included during the campuswide intervention time, 2:30-3:15. **Staff Responsible for Monitoring:** Administration MCLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 7 - Curriculum, Instruction, and Assessment 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

807

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 1: At Ross Elementary, the percentage of 3rd-grade students performing at the Meets level or above on their Reading STAAR Assessment will increase from 34% to 45% by May 2025.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ross Opportunity Culture Master Classroom Leaders and their Team Teachers will collaborate and plan Reading lessons in 90-minute PLCs once a week using a variety of structures and strategies to strengthen their tier 1 instruction and challenge higher performing students. **Strategy's Expected Result/Impact:** The percentage of 3rd-grade students reading at or above grade level will increase. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will participate in one 45-minute weekly practice clinic to plan, script, and role-play instructional strategies under the direction of their Opportunity Culture Master Classroom Leader. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All K-5 Ross teachers will participate in monthly vertical Writing planning sessions led by a Master Classroom Leader to strengthen and align Writing routines and strategies. **Strategy's Expected Result/Impact:** Students will improve their Reading and Writing skills. **Staff Responsible for Monitoring:** MCLs Administrators **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 5				809

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 2: At Ross Elementary, the percentage of students in second grade achieving or exceeding their MAPS Reading goal will increase from 16% in 2024 to 45% in 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: iready data
BOY, MOY, EOY MAP data
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction and plan quality interventions personalized to students' specific needs through Blended Learning strategies. **Strategy's Expected Result/Impact:** The percentage of second-grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten - Second-grade teachers will use District resources, Saxon Phonics daily with Master Classroom Teacher support during weekly practice clinics. **Strategy's Expected Result/Impact:** The percentage of Kindergarten - Second grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

811

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

Performance Objective 3: At Ross Elementary, the percentage of students in first grade achieving or exceeding their MAPS Reading Assessment will show growth from 66% in 2024 to 75% in 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-3rd teachers will take weekly running records during Guided Reading using Microsoft Teams to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of 1st-grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third-grade teachers will use Blended Learning strategies to personalize students' independent practice time on low Reading skills. **Strategy's Expected Result/Impact:** The percentage of 1st-grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

813

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 1: Ross Elementary teachers will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 68% to 75% by May 2025.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Increased Attendance
Panorama Data
7 Mindsets data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will guide students through S.E.L lessons using the iLead program. **Strategy's Expected Result/Impact:** Students will feel encouraged to take academic risks in the classroom. **Staff Responsible for Monitoring:** Teachers Counselor Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				814

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: SEL support will be provided through various methodologies including student celebrations to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Staff Responsible for Monitoring:** Counselor Teachers Administrations **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

815

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 2: Ross Elementary will improve student daily attendance from 92.9% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Ross Facebook, Website, and Twitter
SchoolStatus
Volunteer Program (VOLY)
Teacher/Parent Conferences
Monthly Newsletters
Community Partnerships

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ross will hold student and campus celebrations when the 95% attendance goal is reached. **Strategy's Expected Result/Impact:** Students and parents will be encouraged and motivated to be at school. **Staff Responsible for Monitoring:** PTA Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student and campus attendance celebrations will be shared via social media. **Strategy's Expected Result/Impact:** Parents will be supportive of improving student attendance. **Staff Responsible for Monitoring:** Teachers Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

817

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 3: Disciplinary infractions at Ross Elementary will decrease from 137 student referrals to 100 by May 2025.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Discipline Referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use a Discipline Flowchart to help guide their actions toward negative student behaviors in the classroom. **Strategy's Expected Result/Impact:** Discipline referrals will decrease **Staff Responsible for Monitoring:** Administration MCLs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Context and Organization 3				818

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use a Campus-Wide Expectations presentation with students at the beginning of the school year. **Strategy's Expected Result/Impact:** Discipline referrals will decrease **Staff Responsible for Monitoring:** Administration MCLs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2025.

Performance Objective 4: 100% of 3rd-5th grade Ross Elementary students will utilize AVID planners to improve college, career, and military readiness.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student Writing Folders
Lesson Plans
Student Planners

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3rd, 4th, and 5th will utilize binders to help them with their organizational skills. **Strategy's Expected Result/Impact:** Students will be more successful with organization when working independently. **Staff Responsible for Monitoring:** Teachers Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				819

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will plan daily lessons with AVID W.I.C.O.R strategies with support from their Master Classroom Leader during planning sessions. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R. **Staff Responsible for Monitoring:** Teachers MCLs Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

820

Ector County Independent School District

Sam Houston Elementary

2024-2025



821

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the percentage of 3rd-5th grade students achieving Meets in Math STAAR will increase from 28% to 38%.

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Increased student performance and high quality instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston 3 - 5th grade students will use iReady supplemental lessons and track lesson completion weekly. **Strategy's Expected Result/Impact:** students will receive personalized lessons through iReady resulting in individual growth/performance **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 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 Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

823

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the percentage of 3rd-5th grade students achieving Meets in Reading STAAR will increase from 32% to 40%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Increased student performance and high quality instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				824

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Sam Houston 3 - 5th grade students will use iReady supplemental lessons and track lesson completion weekly. **Strategy's Expected Result/Impact:** students will receive personalized lessons through iReady resulting in individual growth/performance **Staff Responsible for Monitoring:** Teachers, MCLs, Administrators **Title I:** 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 Instructional Materials and Assessments **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

825

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May 2025, the percentage of 5th-grade students achieving Meets in Science STAAR will increase from 11% to 25%.

Evaluation Data Sources: STAAR assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Increased student performance and high quality instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3				826

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources. **Strategy's Expected Result/Impact:** increased student engagement in Science increased student performance in Science **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

827

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: By May 2025 the percentage of Kindergarten - 3rd grade students achieving or exceeding their Reading RIT goal will increase from 39 to 55%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY and EOY MAP scores, Spanish Istation scores and Iready scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase student performance in Reading **Staff Responsible for Monitoring:** MCLs Teachers Administrators **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				828

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a week for 20-25 minutes per group; iReady for 20 minutes three times a week and adhere to the ECISD ELAR Framework. **Strategy's Expected Result/Impact:** Increased performance on MAP, iReady and Istation **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

829

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of Kindergarten - 3rd grade students meeting their growth projection on the MAP Reading Assessment will increase from __ to __%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY and EOY MAP RIT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increase student performance in Reading **Staff Responsible for Monitoring:** Teachers MCLs Administrators **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				830

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data portfolios to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR SCAs. **Strategy's Expected Result/Impact:** Increased student perfomance and readiness **Staff Responsible for Monitoring:** teachers MCLs Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

831

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 15% to 25%.

High Priority

HB3 Board Goal

Indicators of Success:
3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** teachers MCLs Administrators **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 2, 3				832

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data portfolios to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR SCAs. **Strategy's Expected Result/Impact:** Increased student perfomance and readiness **Staff Responsible for Monitoring:** teachers MCLs Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

833

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: By Spring 2025, School Connectedness Panorama Data will increase from 64 to 70%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Spring Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Reduce Discipline Referrals Build Positive relationships **Staff Responsible for Monitoring:** Teachers Counselor SEL Site Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				834

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leader In Me daily lessons will be implemented in all classrooms and all staff will promote the 8 Habits to build student leadership and reduce the number of discipline referrals by 10%. **Strategy's Expected Result/Impact:** Build student leaders Reduce discipline referrals **Staff Responsible for Monitoring:** Teachers Counselor Administrators **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

835

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: By May 2025, student daily attendance will increase from 92.3 to 93.3%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: End of year attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
Strategy's Expected Result/Impact: decrease in student absenteeism	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Clerk Counselor Teachers Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				836

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Classrooms will be recognized monthly for having the highest percentage rate for attendance. **Strategy's Expected Result/Impact:** Increased learning time and decreased absences **Staff Responsible for Monitoring:** Clerk Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

837

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: AVID site team checks for binders, planners, and journals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a Leadership Portfolio. **Strategy's Expected Result/Impact:** Leadership skills **Staff Responsible for Monitoring:** teachers AVID coordinators **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				838

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Effective instruction **Staff Responsible for Monitoring:** AVID site team Teachers **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Career week will be implemented in the Spring to showcase various career opportunities for students. **Strategy's Expected Result/Impact:** increased student awareness to college/career readiness **Staff Responsible for Monitoring:** Counselor Teachers Administrators **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

839

Ector County Independent School District

San Jacinto Elementary

2024-2025

840

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 51% to 60%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of Lone Star Math with fidelity exposing all students to rigorous math spiral review which includes: addition and subtraction, multiplication and division, fractions and fractional representations, place value, data analysis, geometry and measurement, and personal financial literacy through various stimuli and mathematical tools to demonstrate mathematical understanding of the TEKS. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

842

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed the STAAR MEETS standard goal **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500, Engaging Classroom Supplies and Materials for Transformations - Title One School-wide - Teacher Related Materials or Teaching Materials				843

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 59% to 65%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2 **Funding Sources:** Lone Star RLA (3rd-5th Grade) - Local - $3,000				844

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed the STAAR MEETS standard goal **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500, Engaging Classroom Supplies and Materials for Transformations - Title One School-wide - Teacher Related Materials or Teaching Materials - $3,500				846

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 21% to 35%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 5th grade science teachers and additional instructional staff will sustain the implementation of I-READY lessons and the OVER strategy (including classroom demonstrations, hand on labs, and vocabulary activities) with fidelity exposing all students to rigorous and engaging Tier I instruction through the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1				847

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 5th grade science teachers and additional instructional staff will monitor students after every short cycle assessment and intervene in small group/tutoring using Sirius and Science Countdown resources. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				848

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 3-5 STAAR Transformations: Teachers in 3rd-5th grade will track their student data throughout the academic school year according to BOY and MOY Diagnostic Assessments, SCAs, CBA/DBA, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed the STAAR MEETS standard goal **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500				849

No Progress



Accomplished


Continue/Modify


Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 79% to 85%

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 1				850

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Multi-classroom Leaders will provide and monitor the implementation and sustainability of data-driven instruction based on the Science of Teaching Reading, which includes an explicit and systematic delivery of foundational skills, reading comprehension and fluency, and written and oral language instruction. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Opportunity Culture MCL Stipends - Local - 2 Local Positions Turned In - $108,000, Opportunity Culture MCL Stipends - Title One School-wide - $22,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-2 MAP Growth Transformations: Teachers in K-2nd grade will track their student data throughout the academic school year according to BOY and MOY MAP, SCAs, and formative assessments and identify priority TEKS and align resources to plan high effective, academically rigorous, and engaging transformations. **Strategy's Expected Result/Impact:** Meet and exceed MAP reading and math growth targets **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 **Funding Sources:** Engaging Classroom Supplies and Materials for Transformations - Local - Teacher Related Materials or Teaching Materials - $3,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2				852

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage K-3 students will show growth from 79% to 85% on their READING MAP ASSESSMENT.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: NWEA MAP, IREADY BOY and EOY Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: K-5 instructional staff will sustain the implementation of I-READY lessons and interventions with fidelity exposing all students to rigorous and engaging Tier I instruction that includes: personalized online instruction paths based on need according to the BOY, MOY, and EOY diagnostic tests; and the teacher tool box (i.e. direct teacher/teacher model, guided practice, concept application, concept checks, independent practice, and assessments). **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 1				853

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Multi-Classroom Leaders and AILT members will provide and monitor the implementation and sustainability of data-driven instruction based on the Science of Teaching Reading, which includes an explicit and systematic delivery of foundational skills, reading comprehension and fluency, and written and oral language instruction. **Strategy's Expected Result/Impact:** Increased growth and achievement tracked through SCAs, CBA/DBA, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Opportunity Culture MCL Stipends - Local - 2 Local Positions Turned In - $108,000, Opportunity Culture MCL Stipends - Title One School-wide - $22,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 - **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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All student sub-pops/tutoring groups will have consistent support as they transition from the previous grade level. Students will learn how to set their own academic goals and independently monitor their mastery of learning objectives using all virtual platforms (iReady and Lone Star Math/RLA). **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

855

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 56% to 60%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will follow data protocols to help identify and close student gaps. **Strategy's Expected Result/Impact:** The students will track data in their own data binders and set goals per TEKS. Teachers and administrators will maintain virtual data binders and the campus data wall. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 - **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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2				856

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will be strategically placed in tutoring groups and lead by highly effective teachers. **Strategy's Expected Result/Impact:** All 3rd grade student sub-pops/tutoring groups will have consistent support as they transition from 2nd grade and will independently master using all virtual platforms (iReady, Istation, and Lone Star RLA) and tools, typing practice, and acquire skills that will enhance their success on STAAR RLA including the short constructed response and extended constructed response. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 3-5 instructional staff will sustain the implementation of Lone Star RLA with fidelity exposing all students to rigorous RLA spiral review which includes: reading comprehension practice, short-constructed response practice, and language/grammar and conventions (editing and revising) practice. **Strategy's Expected Result/Impact:** 60% of all students will meet their AR points goal and quiz average of 85% and above. **Staff Responsible for Monitoring:** Campus ILT, AILT, CIT, and Opportunity Culture **Title I:** 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2				857

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School Connectedness panorama data will increase from 63% to 72%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: New classroom staff and administrators will attend RCA EXP and continue to sustain and improve San Jacinto's house system and academic expectations. RCA EXP is an interactive, immersive learning experience where you will observe classes and participate in dynamic workshops that will teach faculty members how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. **Strategy's Expected Result/Impact:** Increased school connectedness metric according to Panorama. **Staff Responsible for Monitoring:** San Jacinto House Committee Members **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Travel Funds - Local - $10,000				858

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Beginning of the Year Staff PD and Student Welcome supply carts and activities. **Strategy's Expected Result/Impact:** Increase engagement and school connectedness. **Staff Responsible for Monitoring:** Administrators and secretary **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** BOY Teacher Supply Carts for Staff Morale and Student Engagement - Local - Teaching Related Materials - $7,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: House Committee Planning Meetings **Strategy's Expected Result/Impact:** The House Committee will utilize time outside of contracted time to plan student events such as K-5 House Reveal in August, weekly house meetings pep rallies, place orders for house shirts, Staff House Member recognition, House Member of the Month recognition and luncheons **Staff Responsible for Monitoring:** San Jacinto House Committee **Title I:** 2.5, 4.1, 4.2 **- 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: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** House Committee Member Summer Planning Stipend - Title One School-wide - Professional Development - $1,500				859

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student daily attendance will increase from 93.3% to 95%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: ADA and Truancy Contracts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Refined systems of communication regarding attendance/truancy between administrators, teachers, and office staff will increase awareness and warrant additional supports to parents and students. **Strategy's Expected Result/Impact:** 95% and higher attendance **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Office Staff, and Social Worker **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Attendance Incentive - Local - $500				860

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The top five classrooms with the highest attendance on a weekly basis will be recognized during morning announcements and given perfect attendance coupons. The top two classes with perfect attendance will be given special recognition every 9 weeks. **Strategy's Expected Result/Impact:** 95% and higher attendance **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Office Staff, and Social Worker **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Attendance Incentives - Local - $500				

0% No Progress 100% Accomplished Continue/Modify Discontinue

861

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 9 to 5.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Focus Discipline Reports, Threat Assessment and Bullying Committee Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The counselor and administrators will ensure that teachers fully understand and follow their classroom behavior management plans, the campus' discipline flowchart, and the MTSS process (this is in conjunction with the Threat Assessment Team and Bullying Committee). **Strategy's Expected Result/Impact:** A decrease in undesired student behavior and more parent support. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, SAS Counselor, Bullying Committee, and Threat Assessment Team **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** School Culture and Climate 1				862

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Successful implementation and monitoring of the i-Lead curriculum. **Strategy's Expected Result/Impact:** An increase in school connectedness and student engagement **Staff Responsible for Monitoring:** Administrators, Counselor, and Teachers **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

863

Ector County Independent School District

Wilson & Young Middle School

2024-2025

864

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the percentage of students performing at the meets level on the Algebra I EOC will increase from 90% to 95% as measured by STAAR.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Benchmark, SCA, STAAR, Students 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:** Increase in student achievement **Staff Responsible for Monitoring:** Admin/Teachers/MCL **Title I:** 2.4 **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and MCL will utilize data (MAP, SCA, and informal assessments) to create individualized plans for students and provide intervention during class or before/after school. **Strategy's Expected Result/Impact:** Increase in meets/masters percentages on STAAR **Staff Responsible for Monitoring:** Teachers/Admin/MCL **Title I:** 2.4 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 8th grade Algebra students will receive additional tutoring and intervention through Sirius math and have access to tutoring before and after school. I-Ready assessments will provide a diagnostic path for each student based on their needs. **Strategy's Expected Result/Impact:** Increase in STAAR meets/masters percentages **Staff Responsible for Monitoring:** Admin/MCL/teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

866

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the percentage of students performing at the meets level on the 6th-grade math STAAR will increase from 42% to 50% as measured by STAAR.

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark/Interim Assessments, SCA, STAAR

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:** Admin/Instructional coaches/Teachers/MCL **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 3				867

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention daily by targeting students who need intervention in growth and/or achievement. Daily intervention will take place through embedded time in the math lab, small group, and before or after school tutoring. I Ready will be utilized to path students and create small groups. **Strategy's Expected Result/Impact:** Increase in student growth and achievement and close academic gaps. **Staff Responsible for Monitoring:** Administrators/teachers/MCL/IC **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring - Title One School- Improvement - $15,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers/tutors will utilize I Ready to provide individualized instruction based on student academic needs. **Strategy's Expected Result/Impact:** Increase in growth and achievement in math **Staff Responsible for Monitoring:** Admin/teachers/MCL/IC **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

868

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, the percentage of students performing at the meets level in 8th grade math will increase from 35% to 40% as measured by STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

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, MCL **Title I:** 2.4, 2.6				869

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during math lab, during class or before/after school. Intervention will include small group, choice activities, and I Ready. **Strategy's Expected Result/Impact:** Increase in student achievement, specifically with meets and masters percentages **Staff Responsible for Monitoring:** Administration, teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administrators, teachers, MCL **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

870

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 4: By May of 2025, the percentage of students performing at the meets level in 8th grade RLA will increase from 43% to 50% as measured by STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using I-Ready 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 through small group and reteach. **Strategy's Expected Result/Impact:** Student achievement will increase, on MAP and STARR **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				871

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize I Ready and blended learning to provide individualized intervention before, during and/or after school. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade ELAR team during PLC through DDI/know and show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement, and better instruction in classrooms daily **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

872

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 5: By May of 2025, the percentage of 7th grade math students performing at the Meets level will increase from 36% to 50% meets as measured by the STAAR test.

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmarks, SCA, MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, MCL and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Higher levels of achievement on STAAR **Staff Responsible for Monitoring:** Administrators/instructional coach/teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 3				873

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention to targeted students during their additional math lab focused on remediation during the school day. Tutoring will be available before/after school. **Strategy's Expected Result/Impact:** Increase in achievement and growth **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** Tutoring Funds - Title One School- Improvement - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide intervention utilizing I Ready/Sirius math to allow for individualized remediation and advancement. Small group instruction will also allow for individualized intervention. **Strategy's Expected Result/Impact:** Increase in achievement and growth due to rigorous resources during intervention **Staff Responsible for Monitoring:** Administrators/teachers/MCL **Title I:** 2.4 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

874

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 6: By May of 2025, the percentage of students achieving or exceeding their reading RIT goal will increase from 42% to 50% by spring of 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring following MOY Map will be provided before and after school. **Strategy's Expected Result/Impact:** Increase in student growth on STAAR and MAP **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring Funds - Title One School- Improvement - $3,000				875

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during Reading Lab and Math Lab (remediation) and individualized instruction to provide targeted interventions and remediation. **Strategy's Expected Result/Impact:** Higher percentage of students meeting growth on MAP **Staff Responsible for Monitoring:** Administrators/teachers/MCL/IC **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2, 3 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: During daily PLC time grade level teams will analyze data after BOY and MOY MAP and create groups and individualized plans to target intervention during lab period, class time, and or before or after school tutoring. **Strategy's Expected Result/Impact:** Increase in percentage of students who meet growth projection. **Staff Responsible for Monitoring:** Administrators/Instructional coaches/teachers/MCL **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

No Progress



Accomplished


Continue/Modify


Discontinue

876

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 7: 7th grade ELAR will increase STAAR scores from 45% to 60% meets as measured by 2025 STAAR.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmarks, SCA, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of MCL, IC, and administration will analyze data such as SCA's, MAP, I ready diagnostics PLC's in order to prioritize rigorous instruction daily and design small group intervention. **Strategy's Expected Result/Impact:** Increase in achievement on STAAR **Staff Responsible for Monitoring:** Teachers/Administrators/MCL **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3				

877

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide targeted intervention through blended learning and small group to students during RLA Reading Lab block. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize I Ready to create individualized paths for students, and design scripted lessons for small groups to provide individualized remediation and instruction. **Strategy's Expected Result/Impact:** Increase in the rigor of student intervention by personalizing learning through diagnostic assessments. **Staff Responsible for Monitoring:** Administrators/Teachers **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

878

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 8: By May of 2025, the percentage of students performing at the meets level in science will increase from 31% to 41% Science meets scores as measured by STAAR .

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR, benchmark, SCA, MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, and IC, will analyze data and implement the DDI process in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Increase in science achievement **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				879

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science teachers, with the help of the IC, will analyze SCA and MAP data in order to create small group instruction based on student need and provide intervention accordingly within the class period, before or after school tutoring. **Strategy's Expected Result/Impact:** Increase in percentages of science meets and masters students **Staff Responsible for Monitoring:** Teachers/instructional coach/Administrators **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** 3,000 - Title One School- Improvement				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Saturday day school study session during the Spring to target specific students in need of intervention. **Strategy's Expected Result/Impact:** close academic gaps and increase student performance on the Science STAAR **Staff Responsible for Monitoring:** Teachers, IC, and Administration **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring - Title One Instructional Continuity - $1,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

880

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 9: By May of 2025, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 25% to 45% as measured by STAAR.

High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmark, SCA, STAAR interim

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, department head, and IC, will analyze SCA data in PLC's in order to identify areas of re-teach and focus areas to guide instruction daily. **Strategy's Expected Result/Impact:** Increase in student achievement in social studies **Staff Responsible for Monitoring:** Department head/teachers/IC/administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5 - School Processes & Programs 1, 3				881

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Social studies teachers, with the help of the IC and department head will analyze SCAs, Unit Overviews, Frequently tested TEKS to enhance blended learning activities within the classroom . **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Department head/IC/teachers/administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through support of Region 18, curriculum, IC, and Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge. **Strategy's Expected Result/Impact:** close academic gaps and increase student performance on the Social Studies STAAR **Staff Responsible for Monitoring:** Administration, Department Chair, and IC **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 1, 3 **Funding Sources:** Funding for Contracted Services with Region 18 - Title One School-wide - $40,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

882

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 10: By May of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 49% to 58%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention (small group and individualized) to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, grade level MCLs, and IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1, 2, 3				883

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during Math Lab (remediation) and individualized instruction to provide targeted interventions and remediation based on data. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, grade level MCLs, and IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will utilize data tracking document to goal set and track progress towards RIT score. Students and teacher will analyze areas needed for remediation. **Strategy's Expected Result/Impact:** Increase in the percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, MCL, and IC **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

No Progress



Accomplished


Continue/Modify


Discontinue

884

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

885

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School connectedness panorama data will increase from 31% to 40%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, and self worth. **Strategy's Expected Result/Impact:** Student connectedness will increase to 40%. **Staff Responsible for Monitoring:** Administrations, teachers, counselors, support staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3				886

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Partnership between fine arts, athletics, and other organizations to ensure student involvement increases leading to school connectedness. **Strategy's Expected Result/Impact:** Improve school culture **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5 **Problem Statements:** Demographics 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each 6 weeks the counseling team will present to students through PE and athletics on topics such as bullying, character education, suicide prevention, substance abuse, and healthy relationships. **Strategy's Expected Result/Impact:** Increase in student knowledge regarding bullying, healthy relationships, substance abuse, suicide prevention and create an increase in school connectedness. **Staff Responsible for Monitoring:** Administration, SAS, and Academic Counselors **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

887

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Annual student attendance will increase from 90.8 in 2023- to 93% in 2024-2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Focus attendance data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)
School status dashboard
Monthly attendance review with campus attendance committee

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 in student attendance to 93% for the year. **Staff Responsible for Monitoring:** Administration/clerk/teachers **Title I:** 2.5 **Problem Statements:** Demographics 3				888

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration, office staff and counselors will complete parent contacts and attendance truancy contracts in order to improve daily attendance. **Strategy's Expected Result/Impact:** Increase attendance rate to 93% **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher, Counselors **Title I:** 2.5 **Problem Statements:** Demographics 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide incentives for students with perfect attendance over a six week period. **Strategy's Expected Result/Impact:** Increase student attendance to 94.5% **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher **Title I:** 2.5 **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

889

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: 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 by 43% as measured on Panorama.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social and emotional lessons such as I Lead will be implemented during 2nd period 2 times per week for 30 minutes. **Strategy's Expected Result/Impact:** Student emotional well-being will improve and increase in relationships between students within their I Lead groups. **Staff Responsible for Monitoring:** Administration/teachers/counselors **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 3				890

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on the SEL curriculum of I Lead prior to the start of school to ensure familiarity to allow an increase of support for students with implementation and with their social-emotional health. **Strategy's Expected Result/Impact:** Students' emotional needs will be better met through I Lead implementation and teacher guidance. **Staff Responsible for Monitoring:** Administrators/counselors/teachers **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Our SAS counselor will be pulling individual students and small groups for check-ins and counseling in order to better support student mental health. **Strategy's Expected Result/Impact:** Higher levels of support for student mental health **Staff Responsible for Monitoring:** Administrators/Counselor **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Through support from Communities and Schools students who are in need of on campus mental health counseling, with parent permission, will be provided a licensed mental health professional on a bi-weekly or monthly basis based on need. **Strategy's Expected Result/Impact:** Provide an additional support for students struggling with mental health needs **Staff Responsible for Monitoring:** Administration, counselors, SAS, CIS coordinator **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

No Progress



Accomplished


Continue/Modify


Discontinue

891

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

High Priority

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%

Evaluation Data Sources: AVID evidence, exit ticket data, student success and achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence from all content area classrooms to maintain or improve current sustaining status. **Strategy's Expected Result/Impact:** Students will be more prepared for high school and college through AVID skills. **Staff Responsible for Monitoring:** AVID site team, all teachers and administrators **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1, 2, 3				892

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young students will utilize planners, note-taking strategies, high levels of questioning, and college research projects in order to prepare them for both high school and post-high school education. **Strategy's Expected Result/Impact:** Students will be better prepared for high school and college level classes. **Staff Responsible for Monitoring:** Teachers, AVID site team, Administrators **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges. **Strategy's Expected Result/Impact:** Increase student interest in various colleges and careers and provide a feeder for our AVID 7 and 8 program. **Staff Responsible for Monitoring:** Administration and AVID coordinator **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

893

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Wilson & Young will recruit, develop and retain highly-effective individuals and will increase retention rate from 60.8 to 65% for the 2-24-2025 school year.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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 Opportunity Culture to all RLA and Math teachers using the Get Better Faster protocols such as SEE it Name It Do It. **Strategy's Expected Result/Impact:** To develop and retain highly-effective teachers **Staff Responsible for Monitoring:** Administration, MCL, MTRT, Instructional Coach **Title I:** 2.5 **Problem Statements:** Student Learning 1				894

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will implement Fundamental 5 program on our campus this year to all teachers. **Strategy's Expected Result/Impact:** There will be an improvement in teaching and learning throughout the campus. **Staff Responsible for Monitoring:** Administrators/Instructional coaches **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 1, 5 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All first year teachers will receive a teacher mentor to assist with support for the 2024-2025 school year. **Strategy's Expected Result/Impact:** Increase support and connectedness for new teachers. **Staff Responsible for Monitoring:** Administration, Mentors **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

895

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: Disciplinary referrals will decrease by 10% from 1281 to 1151 for the 2024- 2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Number of referrals worked, PEIMS reported offenses

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom management training for all teachers with differentiation for new teachers and teachers with 2 or more years of experience. **Strategy's Expected Result/Impact:** Increase teacher efficacy of classroom management leading to an increase in student engagement and Tier I instruction. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			896
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each six weeks counseling team will provide training to all students on various topics such as bullying, character education, substance abuse, suicide prevention, and healthy relationships. **Strategy's Expected Result/Impact:** Increase in student knowledge about mental health topics and provide supports for students that are struggling with coping and decision making. **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Monitoring of discipline data and reviews for intervention through campus discipline/safety committee. **Strategy's Expected Result/Impact:** Identifying areas of discipline that need intervention and build campus knowledge of discipline issues through committee participation **Staff Responsible for Monitoring:** Administration and Discipline Committee **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Zavala Elementary

2024-2025

897

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 1: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 38% to 42%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP-BOY, MOY and EOY
Monthly Istation Reports
SCA
Benchmarks

898

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Alignment to District Framework Rigor in lessons **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations by utilizing FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week, and adhere to the ECISD Math Framework. 3rd-5th grade teachers will provide afterschool tutoring and will use STAAR resources for tutoring. **Strategy's Expected Result/Impact:** MAP goals met Student progress and growth in math **Staff Responsible for Monitoring:** Adminstrators MCL Teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				899

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 32% to 40%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP-BOY, MOY, and EOY
IReady Reports
Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			900
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Rigor in lessons Understanding of TEKS **Staff Responsible for Monitoring:** Administrators MCL Teachers Dyslexia teacher Reading coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-5 classroom teachers will target at-risk populations by utilizing FEV tutoring twice a week for 40 minutes each session, LLI (Leveled Literacy intervention) three times a week for 20-25 minutes per group; IReady Reading for 60 minutes three times a week, and adhere to the ECISD Reading Framework. 3rd-5th grade teachers will provide afterschool tutoring and will use STAAR resources for tutoring. **Strategy's Expected Result/Impact:** Growth on iReady Reading and MAP Reading **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

901

Board Goal 1: Through foundational excellence, talent development and the learning journey, 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.

Performance Objective 3: By May of 2025, 35% of 5th grade students will perform at the Meets level in the 5th Science STAAR.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Increased student performance High quality instruction **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				902

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 5th grade teachers and students will utilize the Lead4Ward field guides, TEKS Snapshot, Schoology Unit folders, and Legend of Learning weekly, and adhere to the ECISD Science Framework. 3rd-5th grade teachers will provide afterschool tutoring and will use STAAR resources for tutoring. **Strategy's Expected Result/Impact:** Student Progress in Science MAP growth **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

903

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten- 2nd grade students achieving or exceeding their reading RIT goal will increase from 32% to 40%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP BOY, MOY, and EOY
iReady Diagnostic Reports
Spanish Istation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Data Driven Instruction implemented with fidelity in PLCs. Increased Reading RIT goal for K-2 students **Staff Responsible for Monitoring:** Administrators MCL Teachers Dyslexia teacher Reading Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				2024

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: K-2 classroom teachers will target at-risk populations and utilize LLI (Leveled Literacy intervention) four times a week for 20-25 minutes per group; IReady Reading/Istation Reading for 60 minutes three times a week, and adhere to the ECISD Reading Framework. **Strategy's Expected Result/Impact:** Monitor monthly iReady/Istation tests to ensure student growth Monitor MAP (BOY to MOY) to ensure students are moving towards RIT growth goal **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

905

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 70% of K-2 students will show growth on the Reading MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP BOY, MOY, and EOY
iReady Diagnostic Reports
Spanish Istation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Data Driven Instruction implemented with fidelity in PLCs. Increased Reading RIT goal for K-2 students **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will create student data folders and a data tracker to ensure students track MAP Reading growth, monthly iReady progress, monthly Istation progress, and RLA SCAs. **Strategy's Expected Result/Impact:** Monitor monthly iReady/Istation tests to ensure student growth Monitor MAP (BOY to MOY) to ensure students are moving towards RIT growth goal **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

907

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their Reading STAAR Assessment will increase from 22% to 35%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP BOY, MOY, and EOY
iReady Diagnostic Reports
Spanish Istation reports
SCAs
Benchmarks

Strategy 1 Details	Reviews			908
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The leadership team and MCL will implement the Data-Driven Instruction process, implement the Observation/Feedback coaching model, develop TEKS Knowledge Know and Show charts, and ensure the mastery of learning objectives by analyzing student work during PLCs. **Strategy's Expected Result/Impact:** Data Driven Instruction implemented with fidelity in PLCs. Increased Meets level on MAP EOY for K-3 students **Staff Responsible for Monitoring:** Administrators MCL Teachers Dyslexia teacher Reading Coach **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd grade classroom teachers will target at-risk populations and utilize LLI (Leveled Literacy Intervention) four times a week for 20-25 minutes per group; IReady Reading/Istation Reading for 60 minutes three times a week, provide after-school tutoring and FEV tutoring, and adhere to the ECISD Reading Framework. **Strategy's Expected Result/Impact:** Monitor monthly iReady/Istation tests to ensure student growth Monitor MAP (BOY to MOY) to ensure students are moving towards RIT growth goal **Staff Responsible for Monitoring:** Administrators MCL Teachers **Title I:** 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** After school Tutoring - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

909

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School Connectedness Panorama data will increase from 73% to 76%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The iLead SEL curriculum will be implemented at least 4 times a week for 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. **Strategy's Expected Result/Impact:** Build Positive relationships Reduce Discipline Referrals Increase school climate and morale **Staff Responsible for Monitoring:** Administrators Teachers Counselor SAS Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				910

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be provided to students 45 minutes monthly by the counselor. **Strategy's Expected Result/Impact:** Positive relationships Problem-Solving Skills Self-Regulation **Staff Responsible for Monitoring:** Administrators Teachers Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

911

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student daily attendance will increase from 91.6% to 95%.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A Parent Liaison will be hired to contact parents and provide parent training workshops for parents of students with low attendance. Zavala staff (teachers, administrators, counselors, and office staff) will contact parents and document in Eduphoria on a contact form. **Strategy's Expected Result/Impact:** Improved attendance Increased monthly attendance rate **Staff Responsible for Monitoring:** Administrators Parent Liaison Teachers Counselor **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 **Funding Sources:** Parent Liaison - Title One School-wide - $30,000				912

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks. **Strategy's Expected Result/Impact:** EOY attendance goal of 95%. **Staff Responsible for Monitoring:** Administrators Parent Liaison Teachers Counselor **Title I:** 2.5, 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

913

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: 100% of 3rd-5th grade students will utilize AVID strategies to promote college readiness.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Site Team binder checks
Planner checks
Note-taking in journals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3rd, 4th, and 5th will utilize binders to assist them with their organizational skills. **Strategy's Expected Result/Impact:** Organization skills Two-way communication **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				914

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID Site Team will share an AVID strategy with all K-5 teachers every 9 weeks and monitor implementation. **Strategy's Expected Result/Impact:** Organization Rigor **Staff Responsible for Monitoring:** AVID Site Team Teachers Administrators **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

915

BOARD OF TRUSTEES

SUBJECT: Consent Agenda **PRESENTED BY:** Dr. Keeley S. Boyer

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 13, 2024 – Special Board Meeting
August 20,2024 – Regular Board Meeting

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 13, 2024, WITH THE FOLLOWING MEMBERS:

Present:
Delma Abalos
Steve Brown
Tammy Hawkins
Dawn Miller
Christopher Stanley
Robert Thayer
Wayne Woodall

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Keeley Boyer, Dr. Lilia Náñez, Deborah Ottmers, Dr. Anthony Sorola, Alicia Syverson

Others: Tatiana Dennis, Sara & Clay Moore, Tyler Poglitsch, Chris Bartlett, Stacey Nunez, Albessa Chavez, Lillie Dixon Session, Gene Collins, Annette Ray, Mary Ellis, Charles Cotton, Ruth Campbell, Rita Lopez, Mary Franco

26802 **Meeting Called to Order**: Christopher Stanley, Board President, called the Board of Trustees Meeting to order at 5:30 p.m.

26803 **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**: Board President Christopher Stanley, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

26804 **Opening Remarks by Superintendent**: In his opening comments, Superintendent Dr. Scott Muri informed Trustees that district leaders are closely monitoring early enrollment numbers, which shows an increase of about 1,000 more students enrolled compared to the second day of school last year. He noted that they will continue to monitor these numbers and adjust as needed.

26805 **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)*

There were no public comments.

26806 **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] (Discussion of the Terms of Dr. Scott Muri's Voluntary Retirement Agreement and Discussion of Possible Naming of an Interim Superintendent and Terms of Employment)**

Board President Christopher Stanley convened the Board of Trustees to closed session at 6:02 p.m.

Board President Christopher Stanley reconvened the Board of Trustees to open session at 7:56 p.m.

26807 **Request for Approval of Dr. Scott Muri's Voluntary Retirement Agreement**: Moved by Brown, seconded by Hawkins to approve Dr. Scott Muri's Voluntary Retirement Agreement as presented.

The voluntary retirement agreement stipulates he will serve as the Superintendent Emeritus, an advisory role, through January 31, 2025. The new role will allow him to support the transition to an interim superintendent and, potentially, the new full-time superintendent. The agreement stipulates a host of responsibilities and functions that keep district initiatives and projects moving forward without pause, and will lead to a seamless transfer to the new superintendent.

For:	Abstained:
Abalos	Miller
Brown	
Hawkins	
Stanley	
Thayer	
Woodall	

Motion carried.

26808 **Possible Action on Naming an Interim Superintendent**: Moved by Abalos, seconded by Miller to name Dr. Keeley Boyer as Interim Superintendent as presented.

Dr. Boyer has served as ECISD's Chief of Schools since September 2021. As Chief of Schools, Dr. Boyer leads a team of three principal supervisors responsible for the effective oversight and development of ECISD's principals. Under her guidance, the Aspiring Leader's Program and Principal Pipeline have resulted in placing internal candidates in all 11 principal vacancies in 2022 and 6 of 7 vacancies in 2024. She holds a Doctor of Education in Educational Leadership & Policy from the University of Texas, completed the Cooperative Superintendency Program from the University of Texas, the Forum for Education Leadership, the University of Virginia's Partnership for Leadership in Education, and has been attending Holdsworth Center's Leadership Collaborative for the past two years. Dr. Boyer joined ECISD after working as a Regional Superintendent for Portland Public Schools for three years. In that role, Dr. Boyer supervised a region of 35 schools - elementary, middle schools, and four high schools. Prior to her time in Portland, she served as the School Support Officer managing, coaching and developing principals at 15 campuses elementary, middle, and high schools in Houston ISD. During her time in

Houston ISD, she was a high school assistant principal and a middle school principal and earned HISD's Secondary Principal of the Year in 2017.

Motion unanimously approved.

26809 **Closing Remarks by the Superintendent**: In his closing remarks, Dr. Muri expressed gratitude to the seven members of the Board of Trustees for an extraordinary five-year journey, describing it as the best experience of his career. Proud of their work for the community's children, he announced his retirement, clarifying he won't take another superintendent role but plans to coach and mentor superintendents nationwide. Reflecting on his time, he said he loved every minute of the job - except maybe a few moments during COVID and will always consider himself part of Team ECISD. He praised Ector County as an incredible place to be. Trustee Delma Abalos thanked him for his dedicated service and for honoring his commitment to stay with ECISD for at least five years. The audience gave him a standing ovation.

26810 **Adjournment**: Christopher Stanley, Board President, adjourned the Board meeting at 7:59 p.m.

_____	_____
Board President	**Board Secretary**
Christopher Stanley	*Dr. Steve Brown*

AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF 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 20, 2024, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Dr. Steve Brown	Delma Abalos
Tammy Hawkins	
Dawn Miller	
Christopher Stanley	
Robert Thayer	
Wayne Woodall	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Keeley Boyer, Dr. Lilia Náñez, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, Barry Hill, Evalyn Mazone, Staci Walton, Taylor Roy, Jieun Pando, Dr. Matt Spivey, Dr. Scott Rudes, Crissy Medina, Paula Wilburn, Lisa Wills, Tracey Borchardt, Anthony Garcia, Mary Hinson, Mitch Davis, Joe Ellison, Ali Hernandez, Ryan Merritt, Aaron Hawley, Robert Trejo, Steve Paz, Albessa Chavez, Christopher Bartlett, Kyrsten Nall, Maggie Aguilar, Andrea Hewitt, Ruth Campbell, Rita Lopez, Mary Franco

26811 **Meeting Called to Order**: Christopher Stanley, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

26812 **Verification of Compliance with Open Meeting Law:** Christopher Stanley, 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.

26813 **Pledge Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by San Jacinto Elementary School 5th Grade Students Jase Ramos and Alexandria Lerma.

26814 **Invocation**: The Invocation was led by Pastor Ernest Florez, Casa De Mi Padre Odessa Church.

26815 **Special Presentations**:

Recognition of Ryan Merritt ATAT Area II Outstanding Administrator: Ryan Merritt, Executive Director of Career & Technical Education (CTE), was recognized as the Area II Outstanding Administrator at the Agriculture Teachers Association of Texas (ATAT) conference. ATAT promotes and advances agricultural education for Texas science teachers. Ryan earned this award for his leadership, advocacy for all CTE programs, and significant impact on the ECISD Agriculture program. As part of the 2023 bond package approved by voters, the ECISD Ag Farm will undergo a $7.5 million renovation.

Announcement of Hays STEAM Academy and Reagan Elementary in ERP Honor Roll: Ector County ISD is proud to announce that Hays STEAM Academy and Reagan Elementary have been named to the Educational Results Partnership (ERP) Honor Roll, which recognizes top public schools in Texas for closing achievement gaps, particularly among higher-poverty and historically disadvantaged students. This year, 835 schools—about 12% of all eligible schools in the state—made the Honor Roll. The results are based on STAAR outcomes from 2019 to 2023. The Honor Roll shines a positive light on districts that are driving a culture where students learn the fundamental skills valued by employers.

Hays STEAM Academy is led by Principal Paula Dannheim, and Reagan Elementary by Principal Jennifer Bizzell.

Presentation of NAMM Best Communities for Music Education Award: Ector County ISD was recognized for being named one of the Best Communities for Music Education by the National Association of Music Merchants (NAMM) for the 10th consecutive year. This prestigious designation is awarded to districts that excel in providing music education and access to all students. The recognition reflects a comprehensive evaluation of the music program, including funding, graduation requirements, music class participation, instruction time, facilities, support for the music program and community music-making programs. Dr. Aaron Hawley, Executive Director of Fine Arts, was present to accept the award.

Announcement of Texas Art Educators Association District of Distinction Award: ECISD has received the District of Distinction honor from the Texas Art Educators Association (TAEA) for the fourth consecutive year. Out of more than 1,200 eligible districts and learning institutions, only 96 met the rigorous criteria, placing ECISD among the top 5.5% of visual art programs in Texas. TAEA honors districts that advocate for creative learning opportunities, fostering individual growth and connecting students to their peers, schools, and society. Dr. Aaron Hawley, Executive Director of Fine Arts, was present to accept the award.

TLE Seal Application Update: ECISD has earned the CoSN Trusted Learning Environment (TLE) Seal, a national distinction awarded to school districts that implement rigorous privacy policies and practices to help protect student information.

The CoSN TLE Seal Program requires school systems to implement high standards for student data privacy protections around five core practice areas: Leadership, Business, Data Security, Professional Development, and Classroom. It is the only privacy framework specifically designed for school systems. Earning the TLE Seal requires that school systems have taken measurable steps to implement, maintain and improve organization-wide student data privacy practices. All TLE Seal recipients are required to demonstrate that improvement through a reapplication process every two years.

This achievement is the result of three years of work by a team of dedicated ECISD staff. Online safety and the security of our student and staff information is our priority, and this work establishes the standards that create a safe digital environment.

Dr. Kellie Wilks, Chief Technology, along with members of the Technology team, were present to accept the award.

26816 **Opening Remarks by Superintendent**: In his opening comments, Superintendent Dr. Scott Muri reflected on this being his last school board meeting as ECISD's Superintendent of Schools. He called it an honor of a lifetime to serve this district and this community. He thanked Trustees for the privilege of sitting in the superintendent's chair for ECISD.

26817 **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.

In public comment,

New Tech Odessa teacher Staci Walton stated she has an older model of the Promethean interactive flat panel in her classroom and asked what the criteria was for a classroom to receive the new panels from the bond proceeds.

Barry Hill spoke on behalf of long-time ECISD teacher, the late Frizella Whitiker. He said he would like to have seen the board send a resolution to Ms. Whitiker's family at the time of her funeral.

Evalyn Mazone spoke, calling Ms. Whitiker an excellent English teacher and a strong advocate for others in the community. She asked the board to recognize Ms. Whitiker in some way.

Bond 2023

26818 **Bond 2023 Update**: Chief Financial Officer Deborah Ottmers and Associate Superintendent of Operations Dr. Anthony Sorola provided the Board of Trustees with an update on the progress of Bond 2023 projects. In this month's progress update, Trustees learned the Career & Technical Education Center Advisory committee met with architects twice during the summer to look at design options for the new campus; the middle school Advisory committee also met with architects to discuss design options and ECISD's Operations Department met with the Ector County Planning Office; other projects in earlier stages of design discussions are the Ag Farm, Permian High School Auditorium, JROTC facilities, and the Transportation Center; new lights at the Odessa High School baseball field have been installed , and with the lights at the tennis center and the PHS baseball field nearly complete; a Request for Proposals (RFPs) to install Public Address/Bells/Alarm Clock systems will be ready to go out at the end of this month; installation of 2,035 surveillance cameras is beginning and the necessary hardware will be installed over the next few weeks; a check of finances shows about 2% of bond funds have been spent and about 6% has been encumbered

to pay for specific projects; the next steps to be taken will include recommendations for general construction, roofing, and electrical projects (see Item 8-B below); RFPs for HVAC, plumbing, asphalt, masonry, and fire protection are out; Operations hosted a pre-bid meeting for local companies and follow-up is being done with those interested in submitting bids; and community advisory committees are being formed for the Ag Farm, JROTC facilities, PHS Auditorium renovation, Transition Learning Center, the new middle school and new CTE Center.

No action required.

26819 **Discussion of and Request for Approval of Bond 2023 Purchases over $50,000**: Moved by Woodall, seconded by Brown to approve the Bond Purchases over $50,000 as presented. This month's list includes: $30 million for eight companies providing general construction services, $25 million for three companies handling roofing services, and $3.7 million for three companies for electrical services. All funds will address Priority 1 and Priority 2 renovations and replacements.

Motion unanimously approved.

Action Items

26820 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Woodall, seconded by Miller to approve the Purchases over $50,000 as presented. This month's list includes: supplemental HVAC services to support the Facilities Department as needed; My Math Academy, a digital platform for special education and PreK-2 math students; point-of-sale hardware for School Nutrition cafeterias; and the renewal of ACCESS, a comprehensive platform connecting students with career experts and college advisors.

Motion unanimously approved.

26821 **Discussion of and Request for Approval of 2024-2025 Budget Amendment #1**: Moved by Hawkins, seconded by Woodall to approve the 2024-2025 Budget Amendment #1 as presented.

Motion unanimously approved.

26822 **Discussion of and Request for Approval of Amended Odessa Family YMCA Performance Agreement**: Moved by Brown, seconded by Woodall to approve the Amended Odessa Family YMCA Performance Agreement as presented.

Motion unanimously approved.

26823 **Discussion of and Request for Approval of Application to Renew Optional Flexible School Day Program (OFSDP)**: Moved by Miller, seconded by Hawkins to approve the Application to Renew Optional Flexible School Day Program as presented.

Motion unanimously approved.

26824 **Discussion of and Request for Approval of the Architect-Owner Roof Design and Engineering Services Contract between ECISD and Bluefin, LLC**: Moved by Brown, seconded by Woodall to approve the Architect-Owner Roof Design and Engineering Services Contract between ECISD and Bluefin, LLC as presented.

Motion unanimously approved.

26825 **Consent Agenda**: Moved by Brown, seconded by Woodall 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 Annual Investment Report
E. Request for Approval of Board T-TESS and T-PESS Appraisers for 2024-2025
F. Request for Approval of Board T-TESS and T-PESS Appraisal Calendar 2024-2025
G. Request for Approval of Interlocal Agreement between Ector County ISD and Region 18 for Reading Academies
H. Request for Approval of Extracurricular Status of 4-H Organization Resolution and Adjunct Staff Members
I. Request for Approval of Interlocal Agreement between Ector County Independent School District and Texas Tech University Health Sciences Center
J. Request for Approval of Interlocal Agreement between Ector County Independent School District and Communities in Schools of the Permian Basin, Inc.
K. Request for Approval of Service Agreement between Ector County Independent School District and Right At School, LLC
L. Request for Approval of UIL Exemption List for 2024-2025 School Year

Motion unanimously approved.

Report/Discussion Items

26826 **Opening of Schools Update**: Dr. Scott Muri, Superintendent of Schools along with Dr. Keeley Boyer, Chief of Schools provided Trustees with an update on the opening of schools, which included a short video from the first day and a review of key early statistics:

- Enrollment stands at 33,603, up from 32,476 last year
- 31,147 were served today
- 5,954 Help Desk request have been processed, with special thanks to the Help Desk team for opening the past three Saturdays to assist staff
- 29 teacher vacancies remain, compared to 42 last year
- 216 new teachers hired, achieving a 98.4% fill rate

No action required.

26827 **Update on State Accountability System**: Dr. Scott Muri, Superintendent of Schools along with Robert Trejo, Executive Director of Accountability & School Improvement provided Trustees with an update on the State Accountability System. Dr. Muri informed the Trustees that the release of the 2024 A-F ratings has been delayed due to a recent lawsuit filed last week. Currently, the Texas Education Agency reports and downloads provided to school districts do not include A-F ratings, scale scores, or federal school improvement designations. He also highlighted several new aspects of the testing and accountability systems:

- Previously each campus weighed equally in the District's rating, now campuses with higher enrollment weigh more in the District's rating
- From 2018-2022 a College Career & Military Readiness (CCMR) raw score of 60 was an 'A' (and ECISD's score was a 65); now a score of 88 is needed for an 'A'; in 2023, ECISD improved from 65 to a 73 but that only earned a 'C' under the new guidelines despite the improvement
- STAAR End of Course (EOC) question types were consistent from 2018-2022, over the last two years STAAR EOC has introduced new question types: drag and drop questions, constructed responses, multi-select
- Previously, testing was done in combination of paper and online, now it is exclusively online
- Previously, writing responses were graded by humans, now it is grades by an Automatic Scoring Engine and human rescoring

The presentation highlighted five areas where ECISD students closed the achievement gap with state performance this year – 3rd grade Reading Language Arts (RLA) and Math, 7th grade RLA and Math, 8th grade Math, Biology and U.S. History. He closed with three specific areas of focus for ECISD – 5th grade Science, 8th grade Social Studies which historically has trailed the state averages, and English I EOC which saw the largest decline in performance at the district level.

No action required.

26828 **Discussion of Process to Begin Superintendent Search**: Trustees began discussions on the process to search for a new superintendent. Board members expressed a desire to use a professional search firm, and to begin the process as soon as possible.

No action required.

26829 **Discussion Regarding Memorial Resolutions for Employees**: Trustees discussed the idea of memorial resolutions for employees. They discussed the possibility of the school district creating resolutions to be read as part of funeral services of former

employees. The resolutions would be a way to remember the employees' service and are entered into the official record of the church and given to the deceased's family.

No action required.

26830 **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.]** (The Board of Trustees will deliberate the retroactive hiring of Principal at Austin Elementary School, Principal at Milam Elementary School, Executive Director of Leadership and Executive Director of Talent Development.); and (The Board of Trustees will discuss the Employment Agreement with Interim Superintendent.)
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 Christopher Stanley convened the Board of Trustees to closed session at 8:08 p.m.

Board President Christopher Stanley reconvened the Board of Trustees to open session at 8:25 p.m.

26831 **Request for Approval of Retroactive Personnel Recommendation to Hire Austin Elementary School Principal**: Moved by Woodall, seconded by Thayer to approve the retroactive personnel recommendation to hire Rebecca Ramirez as Principal at Austin Elementary School as presented.

Motion unanimously approved.

26832 **Request for Approval of Retroactive Personnel Recommendation to Hire Milam Elementary School Principal**: Moved by Hawkins, seconded by Miller to approve the retroactive personnel recommendation to hire Sydney Garcia as Principal at Milam Elementary School as presented.

Motion unanimously approved.

26833 **Request for Approval of Retroactive Personnel Recommendation to Hire Executive Director of Leadership**: Moved by Hawkins, seconded by Miller to approve the retroactive personnel recommendation to hire Dr. Maggie Aguilar as Executive Director of Leadership as presented.

Motion unanimously approved.

26834 **Request for Approval of Retroactive Personnel Recommendation to Hire Executive Director of Talent Development**: Moved by Hawkins, seconded by

Woodall to approve the retroactive personnel recommendation to hire Dr. Scott Rudes as Executive Director of Talent Development as presented.

Motion unanimously approved.

26835 **Possible Action on Interim Superintendent's Employment Agreement**: Moved by Miller, seconded by Hawkins to approve Employment Agreement with Dr. Keeley S. Boyer to serve as Interim Superintendent as presented.

Motion unanimously approved.

26836 **Information Items**: The Board of Trustees were provided with the following information items: Added and Reclassified Administrative Professional and Stipend/Supplemental Pay Plan, Financials, Purchasing Over $50,000 Informational Report, Quarterly Donations Informational Report, and Routine Personnel Report.

26837 **Closing Remarks by the Superintendent**: In his closing remarks, Dr. Muri again thanked the Board and congratulated Dr. Boyer on her appointment as interim superintendent.

26838 **Adjournment**: Board President Christopher Stanley adjourned the Board meeting at 8:29 p.m.

_____	_____
Board President	**Board Secretary**
Christopher Stanley	*Dr. Steve Brown*



REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month 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 8/8/2024 to 9/11/2024

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ 30,834,315.36

ECTOR COUNTY ISD
CHECK REGISTER
08/08/24 - 09/11/24

DATE	PAYEE	AMOUNT
8/9	ACCUTRAIN CORPORATION	$ 4,212.00
8/14	4IMPRINT INC	3,087.37
8/14	AMERICAN BUILDERS & CONTRACTORS SUPPLY	846.36
8/14	AMERICAN SALES AND SERVICE INC	5,023.52
8/14	AMERIPRIDE SERVICES INC.	569.78
8/14	BUCK'S WHEEL & EQUIPMENT COMPANY	197.08
8/14	CENTERS FOR CHILDREN & FAMILIES	2,250.00
8/14	CEV MULTIMEDIA	43,000.00
8/14	FIRETROL PROTECTION SYSTEMS INC	120.00
8/14	NO TEARS LEARNING INC.	451.03
8/14	AIM MEDIA TEXAS OPERATING LLC	1,411.00
8/14	ODESSA WINLECTRIC	33,152.80
8/14	O REILLY AUTO ENTERPRISES LLC	1,025.85
8/14	POSITIVE PROMOTIONS	226.75
8/14	SCHOOL OUTFITTERS LLC	4,045.01
8/14	SCHOOL MATE	4,021.25
8/14	SECURED DOCUMENT SHREDDING INC	17.18
8/14	SHERWIN WILLIAMS	72.00
8/14	PARK PLACE PULBICATION LP	85.00
8/14	THE BOSWORTH LTD	9,350.00
8/14	TRANE U.S. INC.	29,002.34
8/14	WOODBURN PRESS	2,685.76
8/14	BROADWAY MOTORS INC	606.08
8/14	NAPA AUTO PARTS	179.66
8/14	NAPA AUTO PARTS	27.45
8/14	MULTICARE PLUS	825.00
8/14	STONE TOWER GRAFIX	2,430.21
8/14	STONE TOWER GRAFIX	3,832.60
8/14	CHESS.COM LLC	8,750.00
8/14	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	850.91
8/14	WEST TEXAS FILTERS INC	10,189.30
8/14	SCHOOL SPECIALTY LLC	1,032.52
8/14	CMC BUSINESS SYSTEMS INC	483.67
8/14	AUTOMATIC ICE MACHINE	145.00
8/14	NATIONAL STAFF DEVELOPMENT	617.49
8/14	REGION 13 EDUCATION SERVICE CENTER	78.00
8/14	REGION 13 EDUCATION SERVICE CENTER	26.00
8/14	REGION 13 EDUCATION SERVICE CENTER	26.00
8/14	SECURED DOCUMENT SHREDDING INC	102.96
8/14	THE BOSWORTH LTD	64.66
8/21	4IMPRINT INC	700.96
8/21	ALL ABOUT HEARING	7,860.00
8/21	AMERIPRIDE SERVICES INC.	553.03
8/21	B-LINE FILTER & SUPPLY INC	3,041.60
8/21	BSN SPORTS INC	1,799.00

8/21	BUCK'S WHEEL & EQUIPMENT COMPANY	1,617.60
8/21	AUTOMATIC ICE MACHINE	936.00
8/21	COMPUDATA SOLUTIONS LLC	116.19
8/21	CONSORTIUM FOR SCHOOL NETWORKING (COSN)	1,335.00
8/21	DEMIDEC RESOURCES	1,400.00
8/21	DIAMOND BUSINESS SERVICES INC	6,686.10
8/21	FIRETROL PROTECTION SYSTEMS INC	233,300.00
8/21	FROG STREET PRESS LLC	4,439.00
8/21	THE GOODHEART-WILLCOX COMPANY INC	1,800.00
8/21	NO TEARS LEARNING INC.	267.00
8/21	HENRY SCHEIN INC	1,400.70
8/21	HOWELL & WINDHAM ADVERTISING	859.80
8/21	INTERNATIONAL BACCALAUREATE ORGANIZATION	5,500.00
8/21	IXL LEARNING	1,687.50
8/21	VITAL SIGNS	952.90
8/21	LAKESHORE LEARNING MATERIALS	19,914.56
8/21	LOU'S CLINICAL LAB INC	400.00
8/21	MIDLAND SAFETY & HEALTH SALES	2,029.00
8/21	O REILLY AUTO ENTERPRISES LLC	1,099.52
8/21	SCHOOL DATEBOOKS INC	1,549.07
8/21	SECURED DOCUMENT SHREDDING INC	2,148.61
8/21	SHERWIN WILLIAMS	1,016.31
8/21	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	290.00
8/21	THE BOSWORTH LTD	22,000.00
8/21	TRANE U.S. INC.	4,682.21
8/21	BROADWAY MOTORS INC	494.96
8/21	DEERE & COMPANY	16,636.80
8/21	HTL OPERATING LLC	1,260.00
8/21	NAPA AUTO PARTS	19.12
8/21	STONE TOWER GRAFIX	791.65
8/21	STONE TOWER GRAFIX	6,705.32
8/21	DESTINATION IMAGINATION INC.	165.00
8/21	TOBII DYNAVOX LLC	5,412.80
8/21	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,454.06
8/21	CONTROL SOLUTIONS	288.00
8/21	TOWN SQUARE PUBLICATIONS LLC	1,590.00
8/21	RIVERSIDE ASSESSMENTS LLC	9,212.72
8/21	BEST CHOICE COFFEE SERVICES LLC	124.99
8/21	ALAN LOWMAN	2,000.00
8/21	SCHOOL SPECIALTY LLC	784.94
8/21	ODP BUSINESS SOLUTIONS LLC	1,275.30
8/21	AGIREPAIR INC	11,764.00
8/28	ABSOLUTE FIRE PROTECTION INC	8,404.76
8/28	AMERIPRIDE SERVICES INC.	564.26
8/28	B-LINE FILTER & SUPPLY INC	113.53
8/28	BSN SPORTS INC	1,799.00
8/28	BUCK'S WHEEL & EQUIPMENT COMPANY	688.25
8/28	AUTOMATIC ICE MACHINE	919.00
8/28	DEMIDEC RESOURCES	1,195.00
8/28	DIAMOND BUSINESS SERVICES INC	6,490.21

8/28	GLOBAL EQUIP CO	1,442.99
8/28	LAWSON PRODUCTS INC	498.13
8/28	LOU'S CLINICAL LAB INC	5,174.00
8/28	MIDLAND SAFETY & HEALTH SALES	330.00
8/28	AIM MEDIA TEXAS OPERATING LLC	3,229.28
8/28	ODESSA WINLECTRIC	9,035.84
8/28	O REILLY AUTO ENTERPRISES LLC	3,567.51
8/28	REALLY GOOD STUFF LLC	59.97
8/28	REGION IV SERVICE CENTER	60.00
8/28	SCHOOL DATEBOOKS INC	3,755.44
8/28	SCHOOL OUTFITTERS LLC	16,576.00
8/28	SCHOOL MATE	702.00
8/28	SECURED DOCUMENT SHREDDING INC	101.48
8/28	SHERWIN WILLIAMS	500.64
8/28	THE BOSWORTH LTD	10,221.12
8/28	TRANE U.S. INC.	10,921.34
8/28	WOODBURN PRESS	839.30
8/28	BETSY ROSS FLAG GIRL INC	103.00
8/28	NAPA AUTO PARTS	507.16
8/28	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,401.22
8/28	SEESAW LEARNING	71,171.66
8/28	WEST TEXAS FILTERS INC	15,720.42
8/28	GATEWAY EDUCATION HOLDINGS LLC	235,960.00
8/28	GATEWAY EDUCATION HOLDINGS LLC	579,760.00
8/28	BEST CHOICE COFFEE SERVICES LLC	129.00
8/28	SCHOOL SPECIALTY LLC	674.39
8/28	B E PUBLISHING	2,245.50
8/28	WALSWORTH PUBLISHING CO	6,495.22
8/28	AGIREPAIR INC	2,236.00
9/4	ALL ABOARD AMERICA!	27,461.12
9/4	AMERIPRIDE SERVICES INC.	577.92
9/4	B-LINE FILTER & SUPPLY INC	156.18
9/4	BUCK'S WHEEL & EQUIPMENT COMPANY	108.62
9/4	AUTOMATIC ICE MACHINE	218.00
9/4	COMPUDATA SOLUTIONS LLC	394.82
9/4	DRAMATIC PUBLISHING	396.56
9/4	FLINN SCIENTIFIC INC	28,997.10
9/4	GRAPHIC SOLUTIONS GROUP	401.37
9/4	THE HON COMPANY LLC C/O OFFICEWISE	31,787.93
9/4	HOWELL & WINDHAM ADVERTISING	22,020.56
9/4	LAKESHORE LEARNING MATERIALS	12,803.31
9/4	MARK'S PLUMBING PARTS	5,517.80
9/4	O REILLY AUTO ENTERPRISES LLC	475.35
9/4	SCHOOL DATEBOOKS INC	2,356.31
9/4	SCHOOL OUTFITTERS LLC	485.40
9/4	TEXAS COMPUTER EDUCATION ASSOCIATION	1,043.00
9/4	THE BOSWORTH LTD	38,957.48
9/4	BROADWAY MOTORS INC	590.96
9/4	NAPA AUTO PARTS	663.48
9/4	SPORTS IMPORTS INC.	608.50

9/4	STONE TOWER GRAFIX	802.32
9/4	ROSETTA STONE LTD.	10,695.00
9/4	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,379.90
9/4	BEST CHOICE RESTAURANTS LLC	158.42
9/4	PARTS TOWN, LLC	1,323.10
9/11	AMERIPRIDE SERVICES INC.	550.12
9/11	ASCD	105.00
9/11	CENTERS FOR CHILDREN & FAMILIES	2,250.00
9/11	AUTOMATIC ICE MACHINE	1,903.48
9/11	COMPUDATA SOLUTIONS LLC	481.35
9/11	CRISIS PREVENTION INSTITUTE INC	1,949.00
9/11	FIRETROL PROTECTION SYSTEMS INC	7,115.00
9/11	GRAPHIC SOLUTIONS GROUP	275.41
9/11	THE HON COMPANY LLC C/O OFFICEWISE	2,443.36
9/11	LAKESHORE LEARNING MATERIALS	9,334.63
9/11	LAWSON PRODUCTS INC	520.40
9/11	MARK'S PLUMBING PARTS	842.82
9/11	O REILLY AUTO ENTERPRISES LLC	1,279.92
9/11	SCHOOL MATE	2,227.50
9/11	SECURED DOCUMENT SHREDDING INC	514.80
9/11	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	145.00
9/11	THE BOSWORTH LTD	8,211.88
9/11	TRANE U.S. INC.	7,650.00
9/11	WENGER CORPORATION	30,948.30
9/11	WOLFCOM ENTERPRISES	9,535.00
9/11	BROADWAY MOTORS INC	271.54
9/11	DISCOVERY EDUCATION INC	55,500.00
9/11	FOLLETT SCHOOL SOLUTIONS INC	519.00
9/11	NAPA AUTO PARTS	1,103.46
9/11	MERIDIAN STUDENT PLANNERS	1,180.00
9/11	SEIDLITZ EDUCATION, LLC	1,956.55
9/11	DATA RECOGNITION COPORATION	24,130.00
9/11	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,279.37
9/11	ESTRELLITA INC.	7,244.50
9/11	BEST CHOICE RESTAURANTS LLC	103.09
9/11	WEST TEXAS FILTERS INC	10,020.33
9/11	SCHOOL SPECIALTY LLC	332.76
9/11	WALSWORTH PUBLISHING CO	37,754.77
8/9	ANGEL ORTIZ	4,800.00
8/9	AMAZON CAPITAL SERVICES	5,574.30
8/9	ANGELICA GOMEZ	103.62
8/9	BLUE STAR BUS SALES LTD	71.47
8/9	CDW-G	118.00
8/9	CRYSTAL CAMPBELL	30.64
8/9	CULLIGAN WATER CONDITIONING OF WEST TEXAS	43.78
8/9	DUNIA HERRERA	27.50
8/9	ERIK SALGADO	155.48
8/9	GUADALUPE NINO	14.41
8/9	HANNAH HUEBNER	221.50
8/9	JASMIN BELSOM-TORRES	541.95

8/9	JESSICA DOMINGUEZ	73.93
8/9	JESSICA GORE	530.26
8/9	KIMBERLY SAUCEDA	43.31
8/9	LARISSA HERNANDEZ	440.45
8/9	LETICIA BERNAL	24.85
8/9	LIZABETH CASTILLO	27.50
8/9	LIZZA CAMPOS	125.10
8/9	LUIS SALCIDO	750.00
8/9	MARISOL RODRIGUEZ	17.00
8/9	MSB CONSULTING GROUP LLC	254.80
8/9	N-TUNE MUSIC & SOUND INC	18,400.00
8/9	NOHEMI YBARRA	62.18
8/9	NORA GONZALEZ	130.94
8/9	FLOSPORTS, INC	890.25
8/9	NATIONAL EDUCATORS LAW INSTITUTE	430.00
8/9	RHONDA LONG	38.26
8/9	RICO B ENRIQUEZ	104.55
8/9	ROSE VALDERAZ	64.96
8/9	SANDRA KERR	115.89
8/9	SANDRA VALDERAZ	98.28
8/9	SAVANNAH COLEY	28.80
8/9	SILQUANETTE JOHNSON	798.67
8/9	STEPHANIE CASTILLO	113.13
8/9	VALERIE RIVERA	5.69
8/9	VANDERBILT MUSIC COMPANY INC	26,488.00
8/9	YVONNE FRANCO	25.73
8/14	AMAZON CAPITAL SERVICES	223.99
8/14	ASSOCIATED SUPPLY CO INC	4,706.06
8/14	BECKY DOCKTOR	248.95
8/14	BLUE STAR BUS SALES LTD	285.42
8/14	BRAZOS FOREST PRODUCTS	9,338.70
8/14	SPARKLIGHT	1,396.47
8/14	SPARKLIGHT	259.18
8/14	SPARKLIGHT	2,928.00
8/14	CITY OF ODESSA	400.00
8/14	CODY DOMINGUEZ	300.00
8/14	CODY DOMINGUEZ	450.00
8/14	DIANNA HULETT	3,500.00
8/14	DLR GROUP INC OF TEXAS , A TEXAS CORPORATION	19,500.00
8/14	DS WATERS OF AMERICA INC	117.04
8/14	FERGUSON FACILITIES SUPPLY	1,441.18
8/14	FIRST FINANCIAL ADMINISTRATORS	989.70
8/14	FIRST FINANCIAL ADMINISTRATORS	2,150.20
8/14	G H DAIRY	21,340.53
8/14	GANDY INK	1,217.61
8/14	GRAINGER	15,241.95
8/14	GRANULAR INSURANCE COMPANY	105,778.91
8/14	GRETCHEN BERNABEI	4,500.00
8/14	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	1,594.00
8/14	HUMBERTO HERNANDEZ JR	14,455.11

8/14	JASMIN BELSOM-TORRES	240.00
8/14	JON PHILLIPS	78.00
8/14	KATELYN WATTS	200.00
8/14	LABATT FOOD SERVICE	43,242.72
8/14	LAWNMOWER SALES AND SERVICE, INC	232.32
8/14	LONE STAR LEARNING	6,097.00
8/14	LVR COMMERICAL FLOORING	40,417.25
8/14	LVR COMMERICAL FLOORING	10,400.00
8/14	MARK LOE. LLC	250.00
8/14	MASTERS DISTRIBUTION SYSTEMS COMPANY INC	32,837.12
8/14	MELISSA WILSON	259.00
8/14	MSB CONSULTING GROUP LLC	3.11
8/14	MULTI-HEALTH SYSTEMS INC	96,000.00
8/14	NIMBUS DRINKING WATER SYSTEMS	74.00
8/14	NUNEZ FENCE	9,100.00
8/14	SEWCO INC	11,200.85
8/14	LAURA S MORALES	600.00
8/14	PENSKE COMMERCIAL VEHICLES US LLC	173.00
8/14	SHANNON D GAYLOR	1,034.33
8/14	PERMIAN MOVERS, INC.	225.00
8/14	PROCARE SOFTWARE HOLDING LLC	1,548.00
8/14	PROJECT LEAD THE WAY INC	3,200.00
8/14	LAURA G HUNT	534.49
8/14	ROBBINS SALES CO INC	32,910.65
8/14	ROBERTS TRUCK CENTER OF TEXAS	6,341.69
8/14	RONALD PROMESSE	300.00
8/14	ROSAS CAFE / BOBBY COX Co.	3,750.32
8/14	ROSHELL D CAUFIELD	2,600.00
8/14	SHARI RILEY	43.35
8/14	SIMS PLASTIC INC	1,049.78
8/14	KIRSTEN DANIELLE YBARRA	3,500.00
8/14	TEXAS ASSOCIATION OF SCHOOL	205.00
8/14	TEACHER CREATED MATERIALS INC	8,500.00
8/14	TENESIA MELENDEZ	750.00
8/14	TEXAS DEPARTMENT OF LICENSING AND REGULATION	360.00
8/14	TEXAS NATIONAL BOARD COALITION FOR TEACHING	2,000.00
8/14	TEXAS STATEWIDE NETWORK OF ASSESSMENT PROFESSIONAL	110.00
8/14	TEXAS TECH HEALTH SCIENCES CENTER	2,000.00
8/14	TYLER THOMPSON	300.00
8/14	TYSON PREPARED FOOD, INC.	34,342.02
8/14	UNITED REFRIGERATION	1,659.78
8/14	VERIZON WIRELESS SERVICES LLC	3,910.93
8/14	IMPERIAL BAG & PAPER LLC	33,566.04
8/14	WALSH GALLEGOS KYLE ROBINSON & ROALSON PC	2,688.50
8/14	XEROX CORPORATION	953.65
8/14	AMAZON CAPITAL SERVICES	40,283.34
8/14	SPARKLIGHT	1,461.00
8/14	CDW-G	26,975.30
8/14	DUNN RESTAURANT GROUP INC	556.80
8/14	CORA MAPP	54.12

8/14	CULLIGAN WATER CONDITIONING OF WEST TEXAS	56.00
8/14	DANA SAFETY SUPPLY	3,118.36
8/14	ECISD CULINARY ARTS	800.00
8/14	ELIZABETH ASHMORE	26.32
8/14	GARDENDALE WATER CO	84.00
8/14	GRANICUS LLC	4,170.00
8/14	J HIGGINS LTD INC	7,972.91
8/14	JOSE MINJAREZ	39.99
8/14	JOSTENS INC	605.00
8/14	KIRA BOEN	737.76
8/14	MANDY WOOSLEY	57.89
8/14	MICAH PETTIGREW	8.04
8/14	MIDLAND ODESSA URBAN TRANSIT DISTRICT	896.25
8/14	MOTOROLA SOLUTIONS, INC.	11,916.27
8/14	N-TUNE MUSIC & SOUND INC	47,399.90
8/14	C.DROTT/WFC	1,920.00
8/14	DEE HILL	300.00
8/14	LINDA SUBIA	60.00
8/14	PETROPLEX OFFICE SUPPLY, INC.	4,958.45
8/14	REGION 18 EDUCATION SERVICE CENTER	500.00
8/14	SUZANNE ZUNIGA	267.75
8/14	SWEET PIZZA LLC	203.26
8/14	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	337.00
8/14	TEXAS NETWORK OF YOUTH SERVICES	1,760.00
8/14	TNTP. INC.	66,666.00
8/14	TRACY GOMEZ	1,259.50
8/14	VERONICA PEREZ	18.24
8/14	XEROX CORPORATION	931.20
8/21	VP IMAGING INC	17,290.00
8/21	304 HOTEL OPERATING, LLC	1,721.10
8/21	AARON ASHFORD	10.18
8/21	ACCELERATION ACADEMIES	71,126.00
8/21	ADRIANA RAMIREZ	230.00
8/21	AGE OF LEARNING, INC.	228,500.00
8/21	AMAZON CAPITAL SERVICES	20,814.58
8/21	AMAZON CAPITAL SERVICES	272.85
8/21	ANJANETTE PALACIOS	196.87
8/21	ANNIE ARREDONDO	69.35
8/21	ARA OF ODESSA	67.00
8/21	ARGUMENT DRIVEN INQUIRY	7,850.00
8/21	AT&T LONG DISTANCE	23.95
8/21	ATHLETIC SUPPLY INC	5,021.00
8/21	ATMOS ENERGY	18,669.27
8/21	BIG BEND TELECOM LTD	3,900.00
8/21	BIMBO BAKERIES USA	1,729.16
8/21	BLUE STAR BUS SALES LTD	1,849.16
8/21	BRADLEY MERRITT	115.62
8/21	BRAZOS DOOR & HARDWARE	3,455.00
8/21	CALPINE CORPORATION	121.95
8/21	CALPINE CORPORATION	121,264.35

8/21	CASEY WERNER	260.12
8/21	CDW-G	235,590.21
8/21	CDW-G	5,216.22
8/21	CELESTE POTTER	712.06
8/21	NBCEC INC	255.83
8/21	CHRIS STANLEY	40.00
8/21	CHRISTINA LORRAINE BUTLER	34.55
8/21	CHRISTOPHER MILLS	89.21
8/21	CITY OF ODESSA	4,543.33
8/21	CITY OF ODESSA WATER DEPT	187,436.62
8/21	COCA-COLA SOUTHWEST BEVERAGES LLC	2,016.38
8/21	CODY DOMINGUEZ	36.00
8/21	CULLIGAN WATER CONDITIONING OF WEST TEXAS	1,437.19
8/21	CUMMINS SOUTHERN PLAINS LLC	673.22
8/21	CURRICULUM ASSOCIATES INC	372,222.00
8/21	CYNTHIA SUE BISHOP	5,250.00
8/21	DAXWELL	12,980.80
8/21	DEBORAH PINA	196.87
8/21	DOLORES SANCHEZ	75.00
8/21	ELSA COCKER	374.80
8/21	TCASE SERVICES INC	74,249.00
8/21	EOFFICIAL ENTERPRISES, INC.	1,189.24
8/21	EOFFICIAL ENTERPRISES, INC.	7,000.00
8/21	ERIK HARTMAN	10.17
8/21	ETC MONTESSORI	2,100.00
8/21	EWELL EDUCATIONAL SERVICES	670.00
8/21	FRONTLINE TECHNOLOGIES GROUP LLC	19,350.00
8/21	G H DAIRY	23,729.94
8/21	GABRIEL ALMENDAREZ	196.87
8/21	GALLAGHER CONSTRUCTION COMPANY LP	18,750.00
8/21	GALLAGHER CONSTRUCTION COMPANY LP	50,000.00
8/21	GANDY INK	6,769.56
8/21	GARDENDALE WATER CO	223.00
8/21	MGUC LLC	599.60
8/21	GRAINGER	712.36
8/21	GRANDE COMMUNICATIONS NETWORK LLC	1,641.71
8/21	GRANDE COMMUNICATIONS NETWORK LLC	1,576.58
8/21	GRANDE COMMUNICATIONS NETWORK LLC	6,579.22
8/21	GRANICUS LLC	4,170.00
8/21	GREENWOOD PUBLISHING GROUP LLC	250,425.00
8/21	HERTZ FURNITURE SYSTEMS CORP	470.02
8/21	HILLER PRINTING	505.00
8/21	HUMBERTO HERNANDEZ JR	8,108.83
8/21	IMAGINE LEARNING LLC	344,575.00
8/21	ISPHERE INNOVATION PARTNERS LLC	17,045.00
8/21	JON PHILLIPS	450.00
8/21	JOSE ANGEL FLORES	454.26
8/21	JOSE BAUTISTA	88.00
8/21	JUMBURRITO	1,574.15
8/21	JUSTIN ARMSTRONG	144.00

8/21	KATHERINE HILL	75.00
8/21	KAY'S EMBLEMS INC	1,484.50
8/21	KEIRA K BREM	196.87
8/21	KESLER SCIENCE LLC	1,047.00
8/21	LA MARGARITA	1,734.00
8/21	LABATT FOOD SERVICE	78,925.70
8/21	LANCE WOLF	700.00
8/21	LEAD4WARD LLC	14,750.00
8/21	LEASE SERVICING CENTER INC	40,795.89
8/21	LENNOX INDUSTRIES INC	113.60
8/21	LONE STAR LEARNING	191,958.00
8/21	LUISANA MAURICIO	36.38
8/21	LUNCH MONY INC	999.25
8/21	MAGRYM CONSULTING INC	9,324.21
8/21	MANEUVERING THE MIDDLE LLC	1,186.00
8/21	MANSFIELD OIL COMPANY OF GAINESVILLE, INC	16,376.58
8/21	MARTI G SMITH	196.87
8/21	MASTERS DISTRIBUTION SYSTEMS COMPANY INC	16,233.66
8/21	MATRIX JAMINE P ORTIZ	196.87
8/21	MICHAEL HAWLEY	1,294.06
8/21	MOBILE COMMUNICATION AMERICA INC	5,396.00
8/21	MONICA AZCARATE	110.00
8/21	N-TUNE MUSIC & SOUND INC	40,589.00
8/21	NC3 - NATIONAL COALITION OF CERTIFICATION CENTERS	1,000.00
8/21	NCS PEARSON INC	7,816.00
8/21	NEW TECHNOLOGY NETWORK, LLC	27,852.00
8/21	NIMBUS DRINKING WATER SYSTEMS	645.00
8/21	NORMA JIMENEZ	102.38
8/21	NOTABLE INC	49,999.00
8/21	ODESSA CHAMBER OF COMMERCE	5,500.00
8/21	ODESSA COLLEGE	300.00
8/21	ODESSA SIGN SOLUTION LLC	910.00
8/21	ODESSA SIGN SOLUTION LLC	37.50
8/21	SEWCO INC	22,555.71
8/21	MARISA TAVAREZ	169.20
8/21	OPERATIONAL SUPPORT SERVICES INC	70.00
8/21	PAMELA LOPEZ	196.87
8/21	PANORAMA EDUCATION	90,375.00
8/21	SHANNON D GAYLOR	1,532.14
8/21	POSITIVE PHYSICS LLC	399.00
8/21	PRECISION BUSINESS MACHINES INC (PBM)	1,129.95
8/21	RAUL SANCHEZ	120.00
8/21	REGION 18 EDUCATION SERVICE CENTER	1,980.00
8/21	ROBERTS TRUCK CENTER OF TEXAS	44.46
8/21	RODRIGUEZ DRYWALL & PAINT CO	160,000.00
8/21	RODRIGUEZ DRYWALL & PAINT CO	9,850.00
8/21	RODRIGUEZ DRYWALL & PAINT CO	140,000.00
8/21	RONALD PROMESSE	269.12
8/21	RONALD PROMESSE	300.00
8/21	ROSAS CAFE / BOBBY COX Co.	105.65

8/21	RUSSELL TEWELEIT	1,300.00
8/21	SANDY EMMERSON	1,100.00
8/21	SCENARIO LEARNING	20,137.50
8/21	SCHOOLMINT INC	210,295.00
8/21	SCOTT MURI	190.48
8/21	SCOTT MURI	545.96
8/21	SCOTT MURI	302.22
8/21	SCOTT RUDES	2,843.54
8/21	SEVERIN INTERMEDIATE HOLDINGS, LLC	113,328.66
8/21	SHARI RILEY	1,376.04
8/21	SIMS PLASTIC INC	359.37
8/21	SIRIUS EDUCATION SOLUTIONS LLC	120,900.00
8/21	SONIA ROCHA	97.35
8/21	SOUTHERN MAID DONUTS	57.00
8/21	STEMARCO DESIGN LLC	384.77
8/21	STEVE GOFF PHOTOGRAPHY	325.00
8/21	STUDIES WEEKLY INC.	4,708.50
8/21	STUKENT INC	4,000.00
8/21	KIRSTEN DANIELLE YBARRA	1,010.00
8/21	SWEET PIZZA LLC	154.99
8/21	SYSCO USA, INC	17,030.94
8/21	TAMARA D STALLCUP	900.00
8/21	TEACHERS FIRST LLC	8,000.00
8/21	TASB, INC	2,500.00
8/21	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	435.00
8/21	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	25,600.00
8/21	TEXAS TECH	4,432.50
8/21	TEXAS TECH	4,357.50
8/21	TEXAS TECH	4,507.50
8/21	TEXAS TECH UNIVERSITY	300.00
8/21	THE CLAVIER GROUP INC	39,740.00
8/21	THE CLAVIER GROUP INC	62,400.00
8/21	THE LINCOLN ELECTRIC COMPANY	832.50
8/21	THE NROC PROJECT	40,000.00
8/21	THE PITNEY BOWES	879.13
8/21	THE SCIENCE PENGUIN	1,199.00
8/21	TRACI CARPENTER	1,160.00
8/21	TYANNA ROLAND	64.08
8/21	TYLER THOMPSON	300.00
8/21	UNITED REFRIGERATION	7,962.88
8/21	THE UNIVERSITY OF TEXAS AT AUSTIN	300.00
8/21	UTSA FISCAL SERVICES	1,300.00
8/21	THE UNIVERSITY OF TEXAS AT AUSTIN	575.00
8/21	THE UNIVERSITY OF TEXAS AT TYLER	625.00
8/21	THE UNIVERSITY OF TEXAS AT TYLER	625.00
8/21	THE UNIVERSITY OF TEXAS AT TYLER	625.00
8/21	VICTORIA A GOMEZ	1,000.00
8/21	IMPERIAL BAG & PAPER LLC	19,413.61
8/21	WATCHFIRE ENTERPRISES INC	873.06
8/21	WATSON TRUCK & SUPPLY	1,831.47

8/21	XEROX CORPORATION		5,316.78
8/28	806 TECHNOLOGIES INC.		51,150.00
8/28	806 TECHNOLOGIES INC.		2,000.00
8/28	ANGEL ORTIZ		6,400.00
8/28	ADELLE PEREZ		35.71
8/28	AGPARTS WORLDWIDE INC		17,925.00
8/28	AMAZON CAPITAL SERVICES		81,682.13
8/28	AMAZON CAPITAL SERVICES		10,259.67
8/28	AMBER RUDD		454.26
8/28	AMERICAN EXPRESS		4,151.67
8/28	AMERICAN FAMILY LIFE & CANCER		41.50
8/28	AMERICAN FAMILY LIFE & CANCER		6.00
8/28	ARBITERSPORTS LLC		3,870.00
8/28	AT&T		1,411.91
8/28	AT&T		9,640.37
8/28	AT&T MOBILITY		62.29
8/28	ATKINS HOLLMAN JONES PEACOCK		30,314.09
8/28	BARRY BROTHERS, LLC		428.50
8/28	BIMBO BAKERIES USA		4,812.93
8/28	BLUE STAR BUS SALES LTD		703.98
8/28	BOOKBINDING & LAMINATING INC		379.00
8/28	BRAUN BEEF & CO INC		38,141.28
8/28	BROOKE SPARKMAN		51.88
8/28	BWI COMPANIES INC		457.30
8/28	CDW-G		1,592,327.98
8/28	CECILIA NUNEZ		47.17
8/28	CHERYL WILSON		24.86
8/28	NBCEC INC		322.75
8/28	CHRIS STANLEY		909.93
8/28	CHRISTOPHER SOTO		70.00
8/28	CIRCLE P RANCH SUPPLY INC		126.50
8/28	CLAUDIA CALLEROS		26.53
8/28	CLAUDIA CALLEROS		8.65
8/28	CREATIVE LANGUAGE CLASS LLC		16,770.00
8/28	CULLIGAN WATER CONDITIONING OF WEST TEXAS		142.50
8/28	CUMMINS SOUTHERN PLAINS LLC		887.03
8/28	CUSTOM WHOLESALE SUPPLY INC		12,094.12
8/28	THOMPSON EDUCATION CONSULTING GRP		4,700.00
8/28	DAWN L MILLER		909.93
8/28	DELMA ABALOS		1,449.53
8/28	E-CONTROL SYSTEMS, INC.		360.00
8/28	ECTOR COUNTY COLISEUM		2,750.00
8/28	ECTOR COUNTY UTILITY DISTRICT		10,609.11
8/28	EDUCATION ADVANCED INC.		56,678.00
8/28	ED PRICE		167.50
8/28	ENERGYCAP, INC		8,709.53
8/28	EPALLET INC		37,416.40
8/28	FERGUSON FACILITIES SUPPLY		890.43
8/28	FIRST FINANCIAL ADMINISTRATORS	941	29,902.74
8/28	FIRST FINANCIAL ADMINISTRATORS		13,915.00

8/28	FIRST FINANCIAL ADMINISTRATORS	83,539.00
8/28	FIRST FINANCIAL ADMINISTRATORS	3,875.00
8/28	FIRST FINANCIAL ADMINISTRATORS	14,315.50
8/28	FIRST FINANCIAL ADMINISTRATORS	350.00
8/28	FIRST FINANCIAL ADMINISTRATORS	1,053.40
8/28	FIRST FINANCIAL ADMINISTRATORS	7,979.03
8/28	FIRST FINANCIAL ADMINISTRATORS	5,372.76
8/28	FIRST FINANCIAL ADMINISTRATORS	5,366.01
8/28	FIRST FINANCIAL ADMINISTRATORS	5,277.00
8/28	FIRST FINANCIAL ADMINISTRATORS	4,691.01
8/28	FIRST FINANCIAL ADMINISTRATORS	62,567.95
8/28	FIRST FINANCIAL ADMINISTRATORS	2,301.80
8/28	FOCUS SCHOOL SOFTWARE LLC	227,040.00
8/28	FREDERICKSBURG EDUCATION INITIATIVE, INC	2,950.00
8/28	G H DAIRY	31,680.43
8/28	GANDY INK	678.01
8/28	GARDENDALE WATER CO	84.00
8/28	GILLIAN HERRERA	550.00
8/28	GRAINGER	19.56
8/28	HEALTH SERVICES ADMINISTRATION	21,765.09
8/28	HEATHER DRIGGERS	43.69
8/28	HELLAS CONSTRUCTION INC	227,700.00
8/28	HELLAS CONSTRUCTION INC	649,500.00
8/28	HOME DEPOT USA INC - STORE #562	5,029.04
8/28	HUMBERTO HERNANDEZ JR	14,187.98
8/28	INSOURCE INSURANCE GROUP, LLC	192.00
8/28	INSTRUCTIONAL MATERIALS COORDINATORS ASSOCIATION	120.00
8/28	KEVIN D BALLARD INC	1,125.00
8/28	JASMIN BELSOM-TORRES	186.00
8/28	JENNIFER MEILE	93.93
8/28	JNT RESOURCES PARTNERS, LP	32.86
8/28	JNT RESOURCES PARTNERS, LP	1,211.99
8/28	JNT RESOURCES PARTNERS LP	40,452.66
8/28	JOIE SEATON	43.89
8/28	JOSE BAUTISTA	75.00
8/28	JUMBURRITO	194.95
8/28	L WALLACE CONSTRUCTION CO INC	63,231.20
8/28	L WALLACE CONSTRUCTION CO INC	57,980.55
8/28	L WALLACE CONSTRUCTION CO INC	38,526.15
8/28	LABATT FOOD SERVICE	57,202.78
8/28	LEASE SERVICING CENTER INC	5,873.31
8/28	LEGENDS OF LEARNING INC	112,025.00
8/28	LINDE GAS & EQUIPMENT INC	2,492.07
8/28	LIZZA CAMPOS	57.75
8/28	LOCKFAST LLC	513.00
8/28	LONE STAR LEARNING	3,283.00
8/28	MANEUVERING THE MIDDLE LLC	33,749.50
8/28	THE MARIACHI CONNECTION	15,505.00
8/28	MCGRAW - HILL SCHOOL	944,806.71
8/28	MICHEL DOCKTOR	75.00

8/28	MOBILE COMMUNICATION AMERICA INC	2,010.00
8/28	MSB CONSULTING GROUP LLC	2,684.88
8/28	N-TUNE MUSIC & SOUND INC	36,929.25
8/28	N2Y, LLC	15,251.45
8/28	NATALIE FITZGERALD	171.35
8/28	NC3 - NATIONAL COALITION OF CERTIFICATION CENTERS	2,190.00
8/28	NETSYNC NETWORK SOLUTIONS	5,227.00
8/28	STATE OF NEW MEXICO	300.00
8/28	ODESSA COLLEGE	55.00
8/28	ODESSA CRIME STOPPERS, INC	5,000.00
8/28	SEWCO INC	9,339.09
8/28	CARVER HIGH SCHOOL ALUMNI ASSOCIATION	11,000.00
8/28	SCHOLASTIC LIBRARY PUBLISHING	4.05
8/28	SCHOLASTIC LIBRARY PUBLISHING	19.77
8/28	VICTORIA LOAZANO	90.95
8/28	PBK ARCHITECTS, INC	488.50
8/28	PBK ARCHITECTS, INC	295,312.50
8/28	PBK ARCHITECTS, INC	247,500.00
8/28	PBK ARCHITECTS, INC	952.22
8/28	PENSKE COMMERCIAL VEHICLES US LLC	119.65
8/28	PERMIAN SEPTIC INC	23,230.00
8/28	PSI JF PETROLEUM GROUP	250.50
8/28	PETROPLEX OFFICE SUPPLY, INC.	2,870.00
8/28	PIRAINO CONSULTING, INC	500.00
8/28	PRECISION BUSINESS MACHINES INC (PBM)	1,525.69
8/28	PRICILLA COLCHADO OLVERA	203.15
8/28	PROJECT LEAD THE WAY INC	500.00
8/28	PUBLIC IMPACT LLC	79,414.00
8/28	REGION 18 EDUCATION SERVICE CENTER	1,500.00
8/28	REGION 18 EDUCATION SERVICE CENTER	150.00
8/28	RESPONSIVE LEARNING	36,630.00
8/28	WILLIAM MARCH RICE UNIVERSITY	645.00
8/28	RICHARD KENT CLARK	76.00
8/28	ROBERTS TRUCK CENTER OF TEXAS	50.00
8/28	RODNEY THOMAS LECHTENBERG JR	250.00
8/28	RONALD PROMESSE	222.00
8/28	ROSA M DOMINGUEZ	44.62
8/28	ROSAS CAFE / BOBBY COX Co.	842.00
8/28	ROSAS CAFE / BOBBY COX Co.	183.33
8/28	ROSAS CAFE / BOBBY COX Co.	90.54
8/28	S.A. PIAZZA & ASSOC. INC	56,995.52
8/28	SANDY EMMERSON	1,100.00
8/28	SEVERIN INTERMEDIATE HOLDINGS, LLC	83,737.21
8/28	CENTERING ON CHILDREN	2,742.95
8/28	SIMS PLASTIC INC	217.46
8/28	SIRIUS EDUCATION SOLUTIONS LLC	124,553.00
8/28	STEMARCO DESIGN LLC	89.55
8/28	STEPHEN TROUB	425.00
8/28	STEVE BROWN	1,449.53
8/28	STEWART & STEVENSON LLC	1,094.87

8/28	STRIVE PUBLIC POLICY RESOURCES LLC	4,600.00
8/28	SUMMIT K12 HOLDING INC	91,327.24
8/28	SUSAN HENDRICKS	8.00
8/28	SYSCO USA, INC	2,203.20
8/28	TAMMY HAWKINS	909.93
8/28	TBP PRODUCTIONS, LLP	500.00
8/28	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	1,600.00
8/28	TASB, INC	485.00
8/28	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	3,787.21
8/28	TEXAS DEPARTMENT OF INFORMATION RESOURCES	395.48
8/28	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	975.00
8/28	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	6,825.00
8/28	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	300.00
8/28	TEXAS LIFE INSURANCE CO	126,856.93
8/28	TEXAS SCHOOL ALLIANCE	20,900.00
8/28	TEXAS STATE TEACHERS ASSOCIATION	30,510.50
8/28	THE CINCINNATI LIFE INS. CO	211.48
8/28	THE PITNEY BOWES	200.00
8/28	TODD NICHOLAS FOX	2,043.52
8/28	TYLER TECHNOLOGIES INC	109,971.62
8/28	UNITED REFRIGERATION	340.24
8/28	UNIVERSE TECHNICAL TRANSLATION INC	1,140.39
8/28	UNIVERSITY OF TX-PERMIAN BASIN	300.00
8/28	UNIVERSITY OF TX-PERMIAN BASIN	1,300.00
8/28	UNIVERSITY OF TX-PERMIAN BASIN	300.00
8/28	UTSA FISCAL SERVICES	1,000.00
8/28	URBAN SCHOOLS HUMAN CAPITAL ACADEMY	20,000.00
8/28	VERIZON WIRELESS SERVICES LLC	5,382.63
8/28	VICTORIA NORENA	14.20
8/28	IMPERIAL BAG & PAPER LLC	39,714.76
8/28	WEST TEXAS EDUCATORS	209,642.54
9/4	ANGEL ORTIZ	6,300.00
9/4	ALPHA FOODS CO.	48,550.32
9/4	AMAZON CAPITAL SERVICES	21,872.30
9/4	APPLE, INC	338.00
9/4	ARA OF ODESSA	1,969.09
9/4	AT&T	70.17
9/4	ATHLETIC SUPPLY INC	3,644.00
9/4	BALS DURHAM LP	3,000.00
9/4	DUSTIN RAY GREENLEE	1,344.00
9/4	BIMBO BAKERIES USA	2,198.02
9/4	DICK BLICK COMPANY	839.42
9/4	BLUEFIN LLC	6,567.93
9/4	BREK PAZ	144.00
9/4	CALPINE CORPORATION	192,972.86
9/4	CDW-G	25,759.71
9/4	CLASS A PRODUCT LLC	922.01
9/4	COCA-COLA SOUTHWEST BEVERAGES LLC	437.23
9/4	COMMERCIAL FOOD SERVICE	1,182.25
9/4	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00

9/4	CURRICULUM ASSOCIATES INC		122,502.00
9/4	DANNY LOPEZ		3,000.00
9/4	DAVID STONE		108.00
9/4	DAXWELL		3,996.00
9/4	DUGAN'S BODY SHOP		2,754.47
9/4	EASON HORTICULTURAL RESOURCES		315.82
9/4	ESGI, LLC		3,444.00
9/4	FAST SIGNS		506.85
9/4	FERGUSON FACILITIES SUPPLY		13.28
9/4	FIRST FINANCIAL ADMINISTRATORS		192,400.41
9/4	FRED HOWARD		419.74
9/4	PETTY CASH		130.48
9/4	G H DAIRY		14,724.96
9/4	GANDY INK		463.05
9/4	GARDENDALE WATER CO		20.00
9/4	GARY SNIDER		92.99
9/4	GERARDO JIMENEZ		1,740.69
9/4	GILLIAN HERRERA		1,010.83
9/4	HOME DEPOT USA INC - STORE #562		127.84
9/4	HUMBERTO HERNANDEZ JR		3,571.35
9/4	HURT EXTERMINATING		48,700.00
9/4	IN DEPTH EVENTS INC		8,945.00
9/4	INSOURCE INSURANCE GROUP, LLC		165.00
9/4	ISPHERE INNOVATION PARTNERS LLC		13,640.00
9/4	JASMIN BELSOM-TORRES		400.00
9/4	JASMIN BELSOM-TORRES		784.63
9/4	JON PHILLIPS		300.00
9/4	JOY PRODUCTS OF CALIFORNIA INC		14,393.10
9/4	KIRA BOEN		95.81
9/4	KRONOS INC.		8,250.00
9/4	LABATT FOOD SERVICE		46,121.34
9/4	LINDE GAS & EQUIPMENT INC		419.23
9/4	MANSFIELD OIL COMPANY OF GAINESVILLE, INC		41,198.00
9/4	MOBILE COMMUNICATION AMERICA INC		2,120.00
9/4	MYTREVIOUS LINK		108.00
9/4	N-TUNE MUSIC & SOUND INC		258,035.00
9/4	NARDONE BROS. BAKING CO. INC.		16,574.88
9/4	NCULLUM ENTERPRISES LLC		115,717.80
9/4	NEW TECHNOLOGY NETWORK, LLC		85,180.00
9/4	ODESSA COLLEGE		1,000.00
9/4	ODESSA SIGN SOLUTION LLC		25.00
9/4	SEWCO INC		4,905.11
9/4	SEWCO INC		86.01
9/4	SEWCO INC		15.04
9/4	SEWCO INC		97.99
9/4	SEWCO INC		253.98
9/4	BAILEY A TEMPLE		50.00
9/4	LINDA D PERRY		10.00
9/4	PARKHILL, SMITH & COOPER, INC.	945	85,007.82
9/4	PENSKE COMMERCIAL VEHICLES US LLC		969.39

9/4	PIRAINO CONSULTING, INC	10,960.00
9/4	PRECISION BUSINESS MACHINES INC (PBM)	533.83
9/4	ROSAS CAFE / BOBBY COX Co.	424.52
9/4	S.A. PIAZZA & ASSOC. INC	23,723.52
9/4	SYNCHRONY BANK	11,662.47
9/4	SIMS PLASTIC INC	542.86
9/4	SLAM DUNK FOOD 2 LLC	153.00
9/4	FRANK E GOMEZ	2,400.00
9/4	TENESIA MELENDEZ	660.00
9/4	TEXAS ASSOCATION OF SCHOOL BOARDS	180.00
9/4	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	3,135.00
9/4	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	535.89
9/4	TEXAS TECH HEALTH SCIENCES CENTER	1,000.00
9/4	THE ALWAYS FOOD SAFE COMPANY	3,632.00
9/4	TRAVIS COOPER	112.76
9/4	TYLER THOMPSON	500.00
9/4	UNITED REFRIGERATION	2,065.55
9/4	UNIVERSITY MEDICAL SUPPLY	1,113.00
9/4	IMPERIAL BAG & PAPER LLC	10,227.65
9/4	WATTS EDLEADS CONSULTING LLC	6,100.00
9/4	WESTERN-BRW PAPER CO INC	17,716.50
9/4	WHITE HOUSE MEAT MARKET	116.88
9/4	XEROX CORPORATION	16,256.10
9/4	XEROX CORPORATION	953.65
9/4	G H DAIRY	19,174.20
9/11	AARON ALEX MOLINA	29.21
9/11	ADELLE PEREZ	10.85
9/11	AIDE EMILIANO	32.63
9/11	ALBERT J VALENCIA	225.86
9/11	ALEX NUNEZ	48.64
9/11	ALIVE SANCHEZ	35.04
9/11	AMARILIS VELEZ ORTIZ	54.14
9/11	AMAZON CAPITAL SERVICES	64,467.21
9/11	AMAZON CAPITAL SERVICES	242.90
9/11	ANDREA MORENO HEWITT	96.00
9/11	ANGELA JOHNSON	71.36
9/11	ANH NGUYEN	52.93
9/11	ANNIE ARREDONDO	67.94
9/11	ARBITERSPORTS LLC	2,570.00
9/11	ASHLEY M DUNN	110.55
9/11	ASSOCIATED SUPPLY CO INC	696.00
9/11	AT&T	265.32
9/11	ATHLETIC SUPPLY INC	6,291.00
9/11	AVERY MCWILLIAMS	43.28
9/11	DUSTIN RAY GREENLEE	552.00
9/11	BECKY RAMIREZ	31.42
9/11	BIMBO BAKERIES USA	2,705.14
9/11	BLAKE MCDONALD	37.79
9/11	DICK BLICK COMPANY	943.83
9/11	BLUE STAR BUS SALES LTD	2,332.39

9/11	BRIDGETTE CASAS	55.81
9/11	BRITTANY CROWLEY	33.90
9/11	BRITTANY SWAIM	51.32
9/11	SPARKLIGHT	1,464.00
9/11	CAITLIN COUCH	76.05
9/11	CALPINE CORPORATION	154.33
9/11	CASHWAY WEST, INC.	11.48
9/11	CDW-G	68,030.35
9/11	CECILIA NUNEZ	128.51
9/11	CECILIA VENEGAS	120.27
9/11	CENGAGE LEARNING	2,136.75
9/11	CHANTAL HERNANDEZ	16.42
9/11	NBCEC INC	1,082.07
9/11	CHRIS STANLEY	1,098.26
9/11	CHRISTINA GARCIA	675.00
9/11	CODY GULLETT	79.19
9/11	CULLIGAN WATER CONDITIONING OF WEST TEXAS	629.54
9/11	CYNTHIA W BOOTY	658.14
9/11	DANIEL BUSTAMANTE	222.98
9/11	DANIEL P TIMMONS	80.07
9/11	DANNY LOPEZ	6,000.00
9/11	DAVID CORRAL	93.00
9/11	DAWN L MILLER	1,158.26
9/11	DEANNA MCBRIDE	91.25
9/11	DELMA ABALOS	1,704.86
9/11	DORA ALVARADO	13.80
9/11	DS WATERS OF AMERICA INC	48.62
9/11	ECOLAB INC	13,413.72
9/11	ECTOR COUNTY APPRAISAL DIST	601,283.25
9/11	ELLEN SMITH	33.17
9/11	EMBRACE SOFTWARE INC	5,220.00
9/11	EMILY R CHASCO	96.01
9/11	ENELICIA M RIVERA	38.06
9/11	EPALLET INC	37,416.40
9/11	FERGUSON FACILITIES SUPPLY	391.80
9/11	FERL GILES	510.00
9/11	FOCUS CARE INC	683,000.00
9/11	FIDENCIA GUTIERREZ	11.86
9/11	FRANCESCA FLORANCE	36.25
9/11	G H DAIRY	24,440.40
9/11	GABRIELLA HOLGUIN	41.00
9/11	GANDY INK	580.79
9/11	GARDENDALE WATER CO	42.00
9/11	GOPHER SPORT	616.61
9/11	GRAINGER	3,643.90
9/11	GRANULAR INSURANCE COMPANY	105,778.91
9/11	GREENWOOD PUBLISHING GROUP LLC	92,824.20
9/11	GUADALUPE NINO	6.43
9/11	HAPPY GRINGO LLC	220.00
9/11	HEATHER DOLLOFF	54.67

9/11	HOME DEPOT USA INC - STORE #562	7,219.17
9/11	HORTENCIA DEL BOSQUE	84.09
9/11	IMAGES INK	121.50
9/11	ISTATION	8,387.50
9/11	KEVIN D BALLARD INC	21.00
9/11	JANA AVERY	80.87
9/11	JASMIN BELSOM-TORRES	240.00
9/11	JASMIN BELSOM-TORRES	300.00
9/11	JENNIFER TINOCO	658.14
9/11	JENNIFER WIMBERLEY	67.00
9/11	JOCELYNE AGUERO	40.33
9/11	JOIE SEATON	38.99
9/11	JOZIFIN BARRIENTOS	85.16
9/11	JUANA HERNANDEZ	44.76
9/11	JUANITA OCON	38.73
9/11	JUDY RAMIREZ	37.12
9/11	KAY'S EMBLEMS INC	530.00
9/11	KEELEY BOYER	455.60
9/11	KELLIE COLLINS	49.51
9/11	KELLY EVANS CONSTRUCTION. LLC	47,976.00
9/11	KELLY EVANS CONSTRUCTION. LLC	47,976.00
9/11	KELLY PYRON	658.14
9/11	KENNEDI HERNANDEZ	163.50
9/11	KIMBERLY BRYER	18.69
9/11	KIMBERLY GUERRA	43.35
9/11	L WALLACE CONSTRUCTION CO INC	300.00
9/11	LABATT FOOD SERVICE	42,412.21
9/11	LEASE SERVICING CENTER INC	23,334.60
9/11	LILIA NANEZ	96.00
9/11	LISA DONAHO	45.36
9/11	LOVING GUIDANCE INC	125.00
9/11	LUISANA MAURICIO	32.16
9/11	LUNCH MONY INC	232.52
9/11	MANSFIELD OIL COMPANY OF GAINESVILLE, INC	41,171.22
9/11	MARGARITA BROOKER	50.99
9/11	MARLA HOPPINS	40.07
9/11	MASTERS DISTRIBUTION SYSTEMS COMPANY INC	36,185.64
9/11	MAXI AIDS INC	123.42
9/11	MAYFIELD PAPER COMPANY	87.45
9/11	MCGRAW - HILL SCHOOL	2,036,117.81
9/11	MELISSA COOPER	58.69
9/11	MICAH PETTIGREW	9.72
9/11	MIGHTY WASH OPERATIONS LLC	3,775.00
9/11	MIREIDA F VELAZCO	43.28
9/11	MOBILE COMMUNICATION AMERICA INC	4,020.00
9/11	INDEMIA IDENTITY & SECURITY USA LLC	1,307.00
9/11	MOTOROLA SOLUTIONS, INC.	33,276.45
9/11	N-TUNE MUSIC & SOUND INC	102,804.00
9/11	NAYELI MARTINEZ	51.59
9/11	NAYELI OLIVAREZ	133.33

9/11	NIMBUS DRINKING WATER SYSTEMS		1,182.00
9/11	NOHEMI YBARRA		24.92
9/11	NORA ISELA CRUZ		106.93
9/11	NORMA JIMENEZ		40.60
9/11	ODESSA FAMILY YMCA		75,000.00
9/11	SEWCO INC		5,717.81
9/11	ERIKA NUNEZ		47.35
9/11	MICHAEL ELLIS		1,460.00
9/11	OTIS ELEVATOR COMPANY INC		24,586.00
9/11	PARKHILL, SMITH & COOPER, INC.		47,250.00
9/11	PATHWAYZ COMMUNICATIONS INC		5,337.52
9/11	PATRICIA LOGAN		275.11
9/11	PATRICIA LOGAN		42.28
9/11	PBK ARCHITECTS, INC		247,528.62
9/11	PBK ARCHITECTS, INC		689,062.50
9/11	SHANNON D GAYLOR		285.00
9/11	PSI JF PETROLEUM GROUP		210.00
9/11	PETROPLEX OFFICE SUPPLY, INC.		337.00
9/11	PIRAINO CONSULTING, INC		1,000.00
9/11	PRECISION BUSINESS MACHINES INC (PBM)		274.95
9/11	PRESS CAFE LLC		1,325.00
9/11	PRISCILLA TORRES		46.16
9/11	PROFORCE MARKETING		17,440.00
9/11	PROFORCE MARKETING		6,477.30
9/11	QUALITY BODY WORKS		1,569.10
9/11	QUINCY WHITEHEAD		658.14
9/11	RATLIFF RANCH GOLF LINKS		3,000.00
9/11	REBECCA AVERY BUGG		658.14
9/11	REGION 18 EDUCATION SERVICE CENTER		2,700.00
9/11	RHONDA LONG		65.33
9/11	RICHARD ALLEN MILLER		17,301.85
9/11	ROBBINS SALES CO INC		36,377.60
9/11	ROCKY PHILLIPS		31.56
9/11	ROMAN HUERTA		298.49
9/11	RONALD PROMESSE		200.00
9/11	ROSA HERNANDEZ		25.33
9/11	ROSA M DOMINGUEZ		41.61
9/11	ROSAS CAFE / BOBBY COX Co.		352.49
9/11	SANDRA BENAVIDEZ		35.64
9/11	SCHOOLHOUSE DRIVELINE		935.00
9/11	SCOTT WALKER		269.07
9/11	TTCO HOLDING COMPANY INC		41,100.00
9/11	SHARI RILEY		121.07
9/11	SIEMENS INDUSTRY, INC		60,644.25
9/11	STEMARCO DESIGN LLC		464.50
9/11	STEPHANIE VILLAVICENCIO GARCIA		52.33
9/11	STEVE BROWN		2,089.28
9/11	STRIVE PUBLIC POLICY RESOURCES LLC		2,300.00
9/11	SUMMIT K12 HOLDING INC	949	5,050.80
9/11	SYSCO USA, INC		50,734.24

9/11	TEXAS ASSOCIATION OF SCHOOL	500.00
9/11	TERESA MOLINAR	24.52
9/11	TEXAS ACADEMIC DECATHLON FOUNDATION	650.00
9/11	TASB, INC	7,985.00
9/11	TEXAS SCHOOL PUBLIC RELATIONS ASSOCIATION INC	1,250.00
9/11	TEXAS DEPARTMENT OF PUBLIC SAFETY	468.00
9/11	TEXAS EXCAVATION SAFETY SYSTEM, INC.	21.85
9/11	TEXAS HIGH SCHOOL GYMNASTICS COACHES ASSOCIATION	320.00
9/11	TEXAS TECH UNIVERSITY K-12	60.00
9/11	THE HOLDSWORTH CENTER	1,500.00
9/11	THE LINCOLN ELECTRIC COMPANY	3,168.00
9/11	THEODORE MCDONALD	48.24
9/11	THIS IS LANGUAGE LTD	19,800.00
9/11	TIDEWATER DISTRIBUTORS LLC	3,870.84
9/11	TRACI AVILA	16.35
9/11	TRANS GLOBAL PRODUCTIONS INC	400.00
9/11	TYLER THOMPSON	200.00
9/11	UNITED REFRIGERATION	4,662.21
9/11	VALERIE HELITON	29.48
9/11	VERIZON WIRELESS SERVICES LLC	258.90
9/11	VICTORIA NORENA	36.38
9/11	VICTORIA S PANDO	658.14
9/11	VIRGINIA HUNT	76.45
9/11	IMPERIAL BAG & PAPER LLC	12,334.32
9/11	WALSH GALLEGOS KYLE ROBINSON & ROALSON PC	5,545.00
9/11	ZULEMA PALOMINO	27.67
8/8	PCARX LLC	20,212.00
8/8	PCARX LLC	198,276.02
8/8	WELLSPRING TELEHEALTH	11,096.25
8/8	UTPB	250,000.00
8/8	UMB BANK N.A.	1,035,048.25
8/8	UMB BANK N.A.	6,139,750.00
8/12	PCARX LLC	149,668.62
8/12	AETNA LIFE INSURANCE COMPANY	408,563.46
8/15	AETNA LIFE INSURANCE COMPANY	111,562.92
8/19	AETNA LIFE INSURANCE COMPANY	551,958.26
8/19	PCARX LLC	140,489.16
8/30	AETNA LIFE INSURANCE COMPANY	437,199.79
8/30	PCARX LLC	130,095.78
8/30	CAREATC INC	5,171.55
8/30	CAREATC INC	1,976.00
9/3	AETNA LIFE INSURANCE COMPANY	397,215.58
9/3	PCARX LLC	177,999.68
9/3	CAREATC INC	7,222.22
9/3	CAREATC INC	92,534.37
9/5	AETNA LIFE INSURANCE COMPANY	32,494.48
9/5	PCARX LLC	75,661.58
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	993
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$ 30,834,315.36

REQUEST FOR APPROVAL OF ACCEPTANCE OF DONATIONS OVER $10,000

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
10,000,000	468	PSP	Funds to be received contributing to the CTE HS
972,000	199	Phillips 66	ST Math program for 27 Elementary Schools
75,000	476	PSP	Funds to pay for 5 principal internships
47,000	199	Wesley Community Group	Wilson Young MS parking lot seal coating and parking
27,000	199	Wesley Community Group	Wilson Young MS caliche boulders for front of school

Donation Submission #58 - $10,000 or more

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.
Superintendent approval required for a single donation/gift of $10,000 or more.

Campus: 891 - Career & Technology
Principal/Non-Campus Administrator: Bradley Ryan Merritt
Name of Donor: Permian Strategic Partnership (PSP)
Email/Phone of Donor: morgan@permianpartnership.org
Donor Mailing Address: 500 W. Texas, Midland, Texas 79701
Donation Description: $!0,000,000 donation check
Type of Donation: Check
Value*: $10,000,000
*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.
Purpose of Donation: Ector County ISD is thrilled to announce that we have received a generous commitment of $10,000,000 to support the construction of our new Career and Technical Education (CTE) Center and high school of choice. This substantial donation will be added to the $80,000,000 already allocated to the CTE Center as part of the 2023 bond. This combined funding will play a pivotal role in bringing our vision to life, providing state-of-the-art facilities and resources that will empower our students to succeed in their chosen career paths.
Item/Service: Construction of our new Career and Technical Education (CTE) Center and high school of choice
Purpose of Purchase: Construction of our new Career and Technical Education (CTE) Center and high school of choice
Account Number: See Debra Ottmers

GRANT AGREEMENT

This Grant Agreement (this "Agreement"), dated this 8th day of July, 2024 (the "Effective Date"), is between **PERMIAN STRATEGIC PARTNERSHIP INC.**, a Texas non-profit corporation ("Grantor"), on the one hand, and **ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**, as grantee ("ECISD" or "Grantee").

1. Grantor is an organization operating under Section 501(c)(6) of the Internal Revenue Code of 1986, as amended (the "Code") and is entering into this Agreement in furtherance of the purposes of its members, including a general philanthropic interest in improving the educational opportunities for children of the members' employees in the Permian Basin.

2. The grant is for the sole purpose of supporting the construction and operation of a career technical education ("CTE") center in association with the Ector County Independent School District (the "Purpose"), in accordance with the terms set forth in the Scope of Work (the "Scope of Work," attached hereto as Exhibit A). Grantee has proposed an $83,218,000.00 budget for accomplishing the Purpose (the "Total Budget," which is set forth in abbreviated form in Exhibit B to this Agreement).

3. With this Grant Agreement, Grantor is agreeing to make a conditional grant to Grantee of no more than $10,000,000.00 (the "Grant") to be paid in accordance with the schedule set forth in the Scope of Work, with each payment of a portion of the Grant conditioned upon the accomplishment by Grantee of the Deliverables (as defined in the Scope of Work). Grantee acknowledges that Grantor is making this Grant solely because of Grantor's interest in achieving the Purpose at the earliest possible date.

4. The Grant is intended to be paid in tranches over the period of time beginning on the Effective Date and ending on the earliest to occur of: (i) 180 days following January 30, 2027; (ii) the payment in full of the Grant; or (iii) the earlier termination of this Agreement in accordance with its terms (such period of time, the "Term").

5. Grantor will invoice its member companies for their proportionate share of the Grant. None of Grantor's member companies shall have any individual liability to Grantee for the failure of any member to contribute its proportionate share of the Grant.

6. Grantee must issue to Grantor the applicable financial reports or tax documents, as required by law or requested by Grantor.

7. In addition to all other conditions to payment contained in the Scope of Work, the payment of the Grant is expressly conditioned upon Grantee's notification to Grantor in writing, prior to December 31, 2024, that Grantee has a total of at least $80,000,000.00 that has been pledged or paid to the Grantee solely for the Purpose (the "Preliminary Notice"). Such written notification must include a list of donors and their respective pledges and payment for the Purpose. The list of donors and pledges may include this Grant. If the Preliminary Notice is not received by December 31, 2024, Grantor may, in its sole discretion, terminate this Agreement in its entirety with no further obligation to Grantee. Promptly after receiving the Preliminary Notice, Grantor may raise with Grantee any questions or concerns it has regarding the contents of the Preliminary Notice. Upon Grantor's notice to Grantee that Grantor is satisfied with the contents of the Preliminary Notice, the Preliminary Notice will become final (the "Final Notice"). If the Final Notice is not received by Grantor on or before March 15, 2025, this Agreement will terminate entirely and Grantor will have no obligation to Grantee with respect to the Grant.

8. The Grant must be used solely for the Purpose and for no other purpose. Subject to the foregoing and the other requirements of this Agreement, it will be within Grantee's discretion to expend the funds for projects, goods, and services specifically described in the Scope of Work or otherwise intended to achieve the Purpose.

9. Grantee may not change the Scope of Work without prior written approval from the Grantor, which approval may be granted or withheld in Grantor's sole discretion.

10. Although the Grant funds are not required to be physically segregated in a separate account, Grantee must account for such funds separately on Grantee's books and records in a manner consistent with applicable law and rule.

11. Grantee must provide written reports to Grantor regarding expenditures and outcomes related to the the Scope of Work in a form provided by Grantor or, if no form is provided, in a manner deemed appropriate by Grantee and consistent with regulatory reporting requirements.

12. Exhibit C to this Agreement contains additional terms and conditions applicable to the Grant, and representations and warranties being made by Grantee to Grantor.

[SIGNATURES ON FOLLOWING PAGE]

This Agreement is executed as of the date first stated above, to be effective as of that date.

PERMIAN STRATEGIC PARTNERSHIP INC.

By: _____ Date: 7/8/24
Tracee Bentley
President and Chief Executive Officer

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By: _____ Date: 7-8-24
Scott Muri
Superintendent

Grant Agreement
Exhibit B

Exhibit A
Scope of Work
ECISD CTE Center

In the fall of 2023, the Ector County community voted to approve Proposition A for $424,263,000, which included funds for a new career technical education ("CTE") center to be located in south Odessa/Ector County. The new center will provide 2,400 seats for students, 400 of which will attend the school full time while an additional 2000 ECISD students will travel to the center throughout the day for various CTE training. Grantor's funds will assist ECISD in completing the construction of the CTE Center.

The table below sets forth two benchmarks in the construction process ("Deliverables") with proposed completion dates. Upon completing a Deliverable, Grantee must certify in writing to Grantor of its completion. Such certification must be signed by an authorized officer of Grantee. Additionally, if, in Grantor's sole discretion it believes that there is no reasonable expectation that the amount of the Grant will be used in the time or manner set forth in this Scope of Work, Grantor may reduce the amount of the Grant or terminate this Agreement in its entirety. In addition, adjustments to the payment schedule may be considered by the Grantor if requested by the Grantee.

Payment Schedule:

Payment #1: $5,000,000 payable within 30 days of Grantor's acceptance of the Final Notice (as set forth in Paragraph 7. of the Agreement); provided, however, that if the Final Notice is not accepted as of March 31, 2025, Grantor may, at its sole option, terminate this Agreement without further obligation to Grantee.
Payment #2: If this Agreement does not terminate earlier for a reason set forth herein, an additional $5,000,000.00 to be paid on the later of: (i) January 30, 2027; or (ii) 60 days after Deliverable #2 is certified complete; provided. however, that if Deliverable #2 is not certified as complete by the date that is 180 days following January 30, 2027, Grantor may terminate this Agreement without further obligation to Grantee.

In addition to the Deliverables, and as a condition to Grantor's performance hereunder, Grantee must:

(A) report on the progress of the program in quarterly and annual reports which will be submitted to Grantor in a form requested by Grantor or, if no form is provided, in a manner deemed appropriate by Grantee. Information in such reports will include, but not be limited to, Grantee's progress fulfilling the Grant's Purpose and the Deliverables; and
(B) provide an annual report no later than January 30 of each year of the Term, containing a reconciliation and rationale for any variance in expenditures from past periods and any future expected period related to the estimated budget and Scope of Work. The budget is estimated and may vary from year to year and all variances must be reported in writing in the annual report.

Deliverables Due Date	Construction Deliverables	Applicable Payment
See Paragraph 7. of the Agreement, and the Scope of Work, above	1. Groundbreaking Scheduled and Invitations sent 2. Preliminary Notice and Final Notice delivered to Grantor in accordance with Paragraph 7. of the Agreement.	Payment #1

June 30, 2026	1. "Top Out" (that is, when all steel has been hung, and all windows and doors are installed)	Payment #2

EXHIBIT B
Budget

Full Project Budget

ECISD BOND:

- **$80M CTE Center**
  - **$60M Construction Budget**
  - **$20M**
    - **Design, Site Surveys, etc. (Soft Costs)**
    - **Furniture, Fixtures, & Equipment**
    - **Technology**

Construction Costs = $500 per square foot

- **$60M = 120,000 square feet**
- **$70M = 140,000 square feet**
- **$80M = 160,000 square feet**

ECISD CTE Center & High School of Choice		
Energy Wing	69,836 square feet	$34,918,000
Other Program Spaces	96,600 square feet	$48,300,000
Total	166,436 square feet	$83,218,000

Current Budget Status	
Total Cost	$83,218,000
Construction Budget	$60,000,000
Project Need	$23,218,000

WELDING	35,000
OIL AND GAS	5,750
SUPPLY CHAIN / LOGISTICS	0
MANUFACTURING	1,200
AUTOMATION	3,600
DATA ANALYTICS	0
ARCHITECTURE AND CONSTRUCTION	4,800
TOTAL ENERGY WING	51,350
ENERGY WING UNASSIGNED SPACE (CIRCULATION, WALLS, ETC.) @35% NET AREA (estimate)	18,486
TOTAL ENERGY WING	69,836
ADMINISTRATION	3,670
GENERAL AREAS	5,300
AUTO COLLISION	0
AV	0
FASHION	0
MARKETING	0
FUTURE TEACHERS OF ODESSA (FTO)	0
HEALTH SCIENCE	16,125
CULINARY ARTS	14,870
INTERDISCIPLINARY STUDIES	17,190
LIBRARY / RESOURCE ACADEMY	3,740
FOOD SERVICES	3,325
MISC	6,710
TOTAL NET AREA (Not Including Energy Wing)	70,000
UNASSIGNED SPACE (CIRCULATION, WALLS, ETC.) @38% NET AREA	26,600
TOTAL BUILDING GROSS SF (Not Including Energy Wing)	96,600
TOTAL BUILDING GROSS SF (Including Energy Wing)	166,436
Cost Estimate @ 500/SF	$83,218,000.00
Budget	$60,000,000.00
Difference	$23,218,000.00

Advisory Committee Consideration
Other ECISD Locations

Exhibit C

Additional Terms and Conditions of Grant Agreement

1. Additional Terms. These additional terms and conditions are incorporated into and form a part of the Agreement to which they are attached. Capitalized terms used in the Scope of Work, the Budget and this Exhibit C will have the meaning given to them in the Agreement unless defined differently in the Scope of Work or this Exhibit C. If there is a conflict between the Agreement, the Scope of Work, the Budget and/or the terms of this Exhibit C, the terms of the Agreement, the Scope of Work, the Budget, and the terms of this Exhibit C will prevail, in that order.

2. Purpose. The Grant is to be used solely for the Purpose.

3. Change in Status. It will be a breach of this Agreement, and Grantee must notify the Grantor immediately in writing, if Grantee has reason to believe that the Grant cannot be expended for the Purpose.

4. Return of Grant. If Grantee breaches any provision of this Agreement, including the provisions in this Exhibit C, the Grantor may, in its sole and absolute discretion, terminate this Agreement, in which event Grantee must immediately return to the Grantor any then-unexpended portion of the Grant and Grantor's obligation, if any, to make further payments will be terminated.

5. Term and Termination.

    a. This Agreement may be terminated by notice in writing by either Party if the other Party:
        i. fails to perform its obligations hereunder;
        ii. becomes insolvent or goes into liquidation, administration or receivership or be admitted to the benefits of any procedure for a settlement of debts, or be declared bankrupt with termination to be immediately effective upon receipt of the notice;
        iii. is dissolved or otherwise forfeits its corporate existence; or
        iv. breaches any provision hereof and fails to remedy such breach (providing the breach is remediable) within twenty (20) business days after being given written notice from the other party reasonably describing the alleged breach.
    b. In the event of a termination notice being given by Grantor pursuant to this Section 5, Grantor will not be liable to (i) pay any further contributions or (ii) fulfill any other obligations the performance of which would have been required after the termination. Termination by Grantee does not excuse the performance of any of Grantee's obligations which accrued prior to the termination.
    c. Notwithstanding the termination of this Agreement for any reason, the provisions of Sections 6, and 7 of this Exhibit C will survive.

6. Record Keeping. Consistent with State law and rules, Grantee must maintain adequate financial records related to the expenditure of the Grant for the period of retention set forth in applicable law. Grantee must retain all receipts and records of expenditures related to the Grant for no less than seven years or in accordance with applicable State record retention laws, whichever is of shorter duration. Grantee will allocate salary and benefits based on % of FTEs assigned to the grant.

7. Right to Access Records. Grantor may, upon written request during normal business hours at Grantor's expense to obtain access to the related books and records of Grantee directly pertaining to Grantee's use of the Grant, and to make copies thereof. Grantee must furnish to the Grantor, at no cost to Grantor, such additional information or reports directly pertaining to the Grant, the

Grantee's use of the Grant, or the Purpose as Grantor may from time to time reasonably request in writing.

8. No Lobbying. The Grant may not be used to: (i) carry on propaganda, (ii) support or oppose specific legislation, (iii) participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office, (iv) influence the outcome of any public election, or (v) support any voter registration drive.

9. Anti-Corruption and Anti-Bribery. No portion of the Grant may be used to provide any gift, entertainment, or bestow any other benefit to any public servant, party official, or voter as consideration for the recipient's decision, opinion, vote, or other exercise of official discretion as a public servant, party official, or voter, or to secure any other action that would violate the laws of the State of Texas or any other applicable jurisdiction.

10. Conflicts of Interest. Grantee agrees that, as a condition of receiving the Grant, it will ensure that it has a process in place to identify potential conflicts of interest and ensure that decisions concerning the expenditure of the Grant funds are made by an individual or body that is free from any conflicts to ensure that those decisions serve the Purpose and are in the best interests of Grantee.

11. Representations and Warranties of Grantee. Grantee represents and warrants to Grantor that: (i)it is a political subdivision of the State of Texas, which derives its legal status from the Constitution of the State of Texas and from the Texas Education Code as passed and amended by the Legislature of Texas; (ii); (iii) that it is not a private foundation under Section 509(a)(3) of the Code; and (iv) there will be no commission or other similar compensation related to this Grant paid by Grantee to any employee, officer or agent of Grantor.

12. [Intentionally Deleted].

13. No Assignment. Grantee may not assign this Agreement or any payment due or to become due under this Agreement without the prior express written consent of Grantor.

14. No Partnership or Joint Venture. Neither this Agreement, the Grant or any action by the Grantor pursuant to this Agreement shall make the Grantor liable to Grantee or to any other party as a joint venturer, partner, or other participant with respect to the activities of Grantee funded by the Grant.

15. Publicity, Confidentiality.

    a. All public announcements or press releases concerining the Grant which mention Grantor by name must be approved by Grantor prior to release. If Grantor requests, Grantee will participate in reasonable publicity (including both written press releases and media events) concerning the Grant and the Purpose. All printed materials referencing or publicizing the Grant must recognize Grantor as the "Permian Strategic Partnership."
    b. Grantee must keep confidential, using the same degree of care given to its own confidential information, any information provided by Grantor which is marked "Confidential" or otherwise provided to Grantee on condition of confidentiality. Notwithstanding the foregoing, Grantor acknowledges and agrees that Grantee is a public school subject to requests for information under the Texas Public Information Act ("TPIA"), Chapter 552 of the Texas Government Code. If proprietary information is requested, the TPIA requires Grantee to provide written notice to the party whose proprietary information may be subject to the request, and that party may also submit information to the Texas Attorney General to establish that disclosure of the information would cause substantial competitive harm.

Grantee shall not be liable to Grantor in any way for Grantee's compliance with the TPIA, including but not limtied to any information provided by Grantor which is marked "Confidential."

c. Grantee shall not use Grantor's, or any of its members', trademarks or service marks in any written, electronic or oral advertising or presentation or brochure, newsletter, book, electronic database or other written matter of whatever nature, without the party's prior written consent (collectively referred to herein as "Publicity Material"). Grantee must submit to Grantor or the applicable member(s) a request for written approval, prior to publication, of all Publicity Material that could display Grantor's or its members' trademarks or service marks.

16. Notices. Any notice, consent, report, waiver or other communication required under this Agreement must be in writing to be effective and shall be delivered (i) in person with receipt acknowledged, (ii) by deposit into the custody of a nationally recognized overnight courier for next day delivery, (iii) by United States first class mail, postage prepaid, certified or registered mail, return receipt requested, or (iv) via electronic mail, in each case addressed as follows:

If to Grantor:

Tracee Bentley, President and CEO
Permian Strategic Partnership
500 West Texas Avenue, Suite 830
Midland, Texas 79705
Email: tracee@permianpartnership.org

With a copy to:

General Counsel
Permian Strategic Partnership
777 Hidden Ridge Dr.
Irving, TX 75038
Email: barry.thomas@pxd.com

If to Grantee:

Scott Muri
Superintendent
Email: Scott Muri Scott.Muri@ectorcountyisd.org

or at such other address as may be submitted by giving the other party not fewer than five business days' advance written notice of such change of address in accordance with this paragraph 16.

17. No Waiver. No failure or delay by a party in exercising any right or remedy under this Agreement will waive any provision of this Agreement, nor will any single or partial exercise by a party of any right or remedy under this Agreement preclude it from otherwise or further exercising any rights or remedies which it may have, or any rights or remedies granted by any law. Time is of the essence in the performance of this Agreement.

18. Severability. The invalidity or unenforceability of any term or provision of this Agreement shall not affect the validity or enforceability of the other terms or provisions, which shall remain in full force and effect.

19. Descriptive Headings. The descriptive headings used in this Agreement are inserted for convenience of reference only and shall not be construed to define, limit, or add to the interpretation of any provision of, or scope or intent of, this Agreement.

20. Governing Law. This Grant Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to the choice of law principles that would apply the laws of any other jurisdiction.

21. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but any of which together shall constitute one and the same instrument. All signatures of the parties to this Agreement may be transmitted via email attachment, and such e-mail attachment will, for all purposes, be deemed to be the original signature of each party whose signature it reproduces and will be binding on such party.

22. Third Parties. No parties other than Grantee and Grantor shall have any rights, claims, or causes of action pursuant to this Grant Agreement or the Grant, except that the members of Grantor may enforce the provisions of this Agreement if Grantor forfeits its corporate charter or otherwise fails or refuses to enforce its rights hereunder. The service providers retained by Grantee in the performance of this Agreement are expressly not third party beneficiaries hereunder and may not enforce any provision of this Agreement against Grantor.

23. Amendment. No amendment to this Agreement is effective unless made in writing and signed by authorized representatives of both Grantor and Grantee.

24. Prior Agreements. This Agreement comprises the complete and exclusive agreement between the parties regarding the subject matter of this Agreement, and supersedes all oral and written communications, negotiations, representations, or agreements in relation to that subject matter made or entered into before the date of this Agreement.

Approvals
Report • Printed on September 12, 2024

Approved

Donation Submission #90 - $10,000 or more

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.
Superintendent approval required for a single donation/gift of $10,000 or more.

Campus: 851 - Curriculum & Instruction
Principal/Non-Campus Administrator: Lisa Wills
Name of Donor: Phillips 66/Mind Education
Email/Phone of Donor: kmerritt@mindeducation.org
Donor Mailing Address: 5281 California Ave, Suite 300
Irvine, CA 92617
Donation Description: ST Math
Type of Donation: Physical items
Value*: $2,916,000.00 ($972k a year for 3 years)
*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.
Purpose of Donation: To support math foundational skills in K-5th grade.
Item/Service: Phillips 66 has provided the funding to ST Math to provide us with the electronic platform.
Purpose of Purchase: The math program is provided for our K-5th grade
Account Number: No account number needed
Amount: n/a
2nd Account (if necessary): n/a
Amount for 2nd Account (if necessary):
3rd Account (if necessary):
Amount for 3rd Account (if necessary):

Final status: Approved

CP **Approved by** Celeste Potter — 9/11/2024 2:23:02 PM

LW **Approved by** Lisa Wills — 9/11/2024 12:31:41 PM

KB **Approved by** Keeley Boyer — 9/11/2024 12:31:10 PM

approved

DO **Approved by**
Deborah Ottmers 9/11/2024 10:33:37 AM

The value of the subscription is $972,000 per year. We will record revenue and matching exp in the General Fund 199. All campuses are provided on attached docs, but record all to C&I org in funciton 11 and pic 11.

DB **Approved by**
Dusty Baumann 9/11/2024 8:19:54 AM

LW **Requested by**
Lisa Wills 9/10/2024 6:41:34 PM

MIND EDUCATION

MIND Education
5281 California Avenue, Suite 300
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindeducation.org

Please submit purchase orders:
By email: purchaseorders@mindeducation.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Created Date	4/10/2024
Quote Number	00019574
Expiration Date	7/9/2024
Partnership Manager	Kayla Merritt
Partnership Manager Email	kmerritt@mindeducation.org
Renewal Rep	Mary Jane Smith
Renewal Rep Email	mjsmith@mindeducation.org
Education Success Manager	Gabby Grossman
Education Success Manager Email	ggrossman@mindeducation.org

Bill To Name	Ector Co Independent Sd	Ship To Name	Ector Co Independent Sd
Bill To	PO BOX 3912 ODESSA, TX 79760-3912 United States	Ship To	802 N SAM HOUSTON AVE ODESSA, TX 79761-3973 United States

Product	Quantity	Detail Description	Total Price
Comment	1.00	27 schools Austin Montessori Elem School Barbara Jordan Elem School Blackshear Magnet Elem School Blanton Elementary School Burnet Elementary School Cameron Dual Lang Magnet Sch Dowling Elementary School Dr Lee Buice Elementary School Ecisd Summer School 3 Edward K Downing Elem School Gale Pond Alamo Elem School George Buddy West Elem School Goliad Elementary School Gonzales Elementary School Hays Magnet Academy Ireland Elementary School Lauro Cavazos Elementary Sch Lyndon B Johnson Elem School Milam Magnet Elementary School Murry Fly Elementary School Noel Elementary School Pease Elementary School Reagan Magnet Elem School Ross Elementary School Sam Houston Elementary School	USD 0.00

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindeducation.org/misc/terms/.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy can be found at http://www.mindeducation.org/misc/privacy/.

		San Jacinto Elementary School Zavala Magnet Elem School	
DGO Funded License	81.00	ST MATH SOFTWARE LICENSE FUNDED VIA PHILANTHROPIC PARTNER DONATION	USD -972,000.00
New ST Math Site Subscription (251+ Students)	81.00	New ST Math Site subscription includes: Annual Software License, two (2) virtual PL offering, Implementation support, ST Math Academy on-demand PL, embedded help and tutorials, software updates, and Tech Support	USD 972,000.00

Subtotal	USD 0.00
Grand Total	USD 0.00

Total does not include any applicable sales tax. If you are not tax exempt the final invoice may include sales tax, depending upon your state and local tax regulations. If you are tax exempt, please send a copy of your tax exemption certificate to remittance@mindeducation.org in order to ensure that sales tax is not included on your final invoice.

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindeducation.org/misc/terms/.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy can be found at http://www.mindeducation.org/misc/privacy/.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT - Odessa, TX
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES
CDC (EXHIBIT) A (Reg)

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.

Campus: 889 - School Leadership
Principal/Non-Campus Administrator: Keeley Boyer
Name of Donor: Education Foundation/Permian Strategic Partnership, Inc.
Email/Phone of Donor: tracee@permianpartnership.org
Donor Mailing Address: PO Box 52640 Midland, TX 79705
Donation Description: Principal Internship Program Fund 476 Proj 47625
Type of Donation: Check
Value*: $1,500,000.00
*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.

Purpose of Donation: Principal internship positions
Item/Service: Principal internship positions
Purpose of Purchase: Principal internship positions
Account Number: 476-00-57xx-xx-xxx-xx-47625
Amount: $75,000.00
2nd Account (if necessary): 476-23-61xx-xx-xxx-99-47625
Amount for 2nd Account (if necessary): $75,000.00
3rd Account (if necessary):
Amount for 3rd Account (if necessary):

Approver	Response	Date	Comment
Deborah Ottmers	Approve	9/12/2024 4:05 PM	PSP funded the Education Foundation who will provide $75k four times a year for 5 years to the Education Foundation to pay for Principal Intern salaries.
Celeste Potter	Approve	9/12/2024 3:46 PM	NA
Dusty Baumann	Approve	9/12/2024 3:23 PM	NA
Keeley Boyer	Approve	9/12/2024 4:17 PM	Approved

Approvals | Power Automate

Donation Submission #95 - $10,000 or more

Requested by **Kimberly Byers (Finance)** <Kimberly.Byers@ectorcountyisd.org>

Date Created Thursday, September 12, 2024 3:13 PM

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.
Superintendent approval required for a single donation/gift of $10,000 or more.

Campus: 889 - School Leadership
Principal/Non-Campus Administrator: Keeley Boyer
Name of Donor: Education Foundation/Permian Strategic Partnership, Inc.
Email/Phone of Donor: tracee@permianpartnership.org
Donor Mailing Address: PO Box 52640 Midland, TX 79705
Donation Description: Principal Internship Program Fund 476 Proj 47625
Type of Donation: Check
Value: *$1,500,000.00*
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.
Purpose of Donation: Principal internship positions
Item/Service: Principal internship positions
Purpose of Purchase: Principal internship positions
Account Number: 476-00-57xx-xx-xxx-xx-47625
Amount: $75,000.00
2nd Account (if necessary): 476-23-61xx-xx-xxx-99-47625
Amount for 2nd Account (if necessary): $75,000.00

GRANT AGREEMENT

This Grant Agreement (this "Agreement"), dated this 5 day of December, 2023 (the "Effective Date"), is between **PERMIAN STRATEGIC PARTNERSHIP INC.**, as grantor ("Grantor"), **ECTOR COUNTY ISD EDUCATION FOUNDATION, INC.** as grantee ("Grantee") and Ector County Independent School District ("ECISD," and together with Grantee, the "Grantee Parties") as the third party beneficiary of the Grant.

1. This Agreement contains the terms under which Grantor will make a conditional grant to Grantee in the amount of $1,500,000 (the "Grant") for the purpose described in the Scope of Work (the "Scope of Work," attached hereto as Exhibit A) to benefit ECISD (the foregoing, the "Purpose"). The Scope of Work also contains a schedule under which the payment of the Grant, if made, will occur, and conditions, if any, to additional payments.

2. Grantee is a Texas non-profit corporation founded to improve, over time, the quality of K-12 public education for all students by supporting and developing educational leaders through private funding of Ector County Independent School District ("ECISD") programs.

3. Grantor is an organization operating under Section 501(c)(6) of the Internal Revenue Code of 1986, as amended (the "Code") and is entering into this Agreement in furtherance of the purposes of its members. Grantor will invoice its member companies for their proportionate share of the Grant. None of Grantor's member companies shall have any individual liability to Grantee for the failure of any member to contribute its proportionate share of the Grant.

4. The amount of the Grant will be reduced if Grantor or the Grantee Parties secure additional funding directed to the Purpose.

5. The Grant will be paid to Grantee, which must issue to Grantor the appropriate receipts and tax documents, as required by law or requested by Grantor; however, Grantor is expressly aware that such information is in the possession and control of ECISD, and ECISD expressly understands that reciept of the Grant by the Grantee is conditioned upon cooperation in providing such information to the Grantor.

6. The Grant must be used solely for the Purpose and for no other purpose. Subject to the foregoing and the other requirements of this Agreement, it will be within Grantee's discretion to expend the funds for projects, goods, and services specifically described in the Scope of Work or otherwise intended to achieve the Purpose.

7. The Grant is for a fixed amount, subject to the Payment Schedule set out in the Scope of Work, in consideration of performing the Services. Any expenses incurred by ECISD will be the responsibility of ECISD.

8. Grantee may not change the Scope of Work without prior written approval from the Grantor, which approval may be granted or withheld in Grantor's sole discretion.

9. Although the Grant funds are not required to be physically segregated in a separate account, Grantee must account for such funds separately on Grantee's books and records.

10. Grantee must report to Grantor, in writing, the information set forth in the Scope of Work; however, Grantor is expressly aware that such information is in the possession and control of ECISD, and ECISD expressly understands that reciept of the Grant by the Grantee is conditioned upon cooperation in providing such information to the Grantor.

11. **Additional terms and conditions forming a part of this Agreement are set forth in Exhibit C (applicable to ECISD) and Exhibit D (applicable to Grantee).**

[SIGNATURES ON FOLLOWING PAGE]

This Agreement is executed as of the date first stated above. to be effective as of that date.

PERMIAN STRATEGIC PARTNERSHIP INC.

By: _____ Date: 12/14/23
Tracee Bentley
President and Chief Executive Officer

ECTOR COUNTY ISD EDUCATION FOUNDATION, INC.

By: _____ Date: 12-5-23
Name: LISA WYMAN
Title: PRESIDENT OF THE BOARD

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT (ECISD)

By: _____ Date: 12/11/23
Name: Kayla Boyer
Title: Chief of Schools

Exhibit A

Scope of Work

Description: Permian Basin public schools now have more principals with less than five years of school administrative experience than ever before. Educational research has shown that the principal ranks second only to teachers in determining and influencing student performance outcomes.

The Grant will fund a Grantee program for ECISD to employ 3 principal interns yearly for five years. The principal interns must serve under the leadership of a highly-effective principal and will be strategically placed at campuses where they can grow and develop. During the internship, principal interns will receive ongoing coaching and professional learning to build their campus leadership capacity.

The Grant will provide Grantee $1.5 million in order for Grantee to fund ECISD's employment of 3 principal interns each year for 5 years. In order for the continuing Grant payments to be made, ECISD must meet the requirements set forth below. ECISD agrees to certify to the Foundation the information below in order to report to the Grantor.

Program:

- 3 selected Principal Interns will spend one school year with an assigned ECISD principal and will engage in daily opportunities to learn and apply the skills and competencies required to lead high-achieving schools
- Principal Interns are full-time members of the assigned school's leadership team and are compensated at the appropriate school-level assistant principal salary
- Principal Interns should be assigned to ECISD's most effective principals as evidenced through student outcomes on standardized assessments and ability to coach and develop leaders

Eligibility:

- Minimum of 2 years of assistant principal experience
- Aspiring to serve as a principal at one of ECISD's campuses the following school year
- Evidence of leadership skills and capacity through interviews, recommendations, observations, student outcomes, etc.

Grant Agreement
Exhibit A

Payment Schedule:

Payment #1: $300,000.00 on or before April 15, 2024 (the "First Payment"). The First Payment may be reduced or delayed if: (i) ECISD has not met the milestones and deliverables described herein; (ii) ECISD secures additional funding for the Purpose from sources other than Grantor. ECISD will be provided reasonable time extension to meet such milestones and deliverables.
Payment #2: $300,000.00 on or before April 15, 2025 (the "Second Payment"). The Second Payment may be reduced or delayed if: (i) ECISD has not met the milestones and deliverables described herein; (ii) there are unspent funds from the Year 1 payment due to, for example, participation in the program being less than expected; (iii) ECISD secures additional funding for the Purpose from sources other than Grantor. ECISD will be provided reasonable time extension to meet such milestones and deliverables.
Payment #3: $300,000.00 on or April 15, 2026 (the "Third Payment"). The Third Payment may be reduced or delayed if: (i) ECISD has not met the milestones and deliverables described herein; (ii) there are unspent funds from the Year 1 payment due to, for example, participation in the programs being less than expected; (iii) ECISD secures additional funding for the Purpose from sources other than Grantor. ECISD will be provided reasonable time extension to meet such milestones and deliverables.
Payment #4: $300,000.00 on or before April 15, 2027 (the "Fourth Payment"). The Third Payment may be reduced or delayed if: (i) ECISD has not met the milestones and deliverables described herein; (ii) there are unspent funds from the Year 1 payment due to, for example, participation in the programs being less than expected; (iii) ECISD secures additional funding for the Purpose from sources other than Grantor. ECISD will be provided reasonable time extension to meet such milestones and deliverables.
Payment #5: $300,000.00 on or before April 15, 2028 (the "Fourth Payment"). The Third Payment may be reduced or delayed if: (i) ECISD has not met the milestones and deliverables described herein; (ii) there are unspent funds from the Year 1 payment due to, for example, participation in the programs being less than expected; (iii) ECISD secures additional funding for the Purpose from sources other than Grantor. ECISD will be provided reasonable time extension to meet such milestones and deliverables.

Initiative Assessments:
Along with quarterly initiative assessments; deliverables will include but are not limited to, internal program evaluation on an annual basis. Quarterly initiative assessments will be provided to the Grantor showing Principal Intern progress and achievements.

Grant Agreement
Exhibit A

Outcome Performance Measures	Deliverable Date	Payment
• Provide list of Principal Interns for 2024 – 2025 school year	6/1/24	Payment #1
• Provide results of 2024-2025 Principal Internships. • Provide list of Principal Interns for 2025 – 2026 school year	6/1/25	Payment #2
• Provide results of 2025-2026 Principal Internships. • Provide list of Principal Interns for 2026 – 2027 school year	6/1/26	Payment #3
• Provide results of 2026-2027 Principal Internships. • Provide list of Principal Interns for 2027 – 2028 school year	6/1/27	Payment #4
• Provide results of 2027-2028 Principal Internships. • Provide list of Principal Interns for 2028 – 2029 school year	6/1/28	Payment #5

Exhibit B
Budget

School	Total Amount over 5 Years	Payment #1	Payment #2	Payment #3	Payment #4	Payment #5
MISD	$1,500,000	$300,000	$300,000	$300,000	$300,000	$300,000

Exhibit C

Additional Terms and Conditions of Grant Agreement applicable between Permian Strategic Partnership Inc. ("Grantor") and ECISD

1. Additional Terms. These additional terms and conditions are incorporated into and form a part of the Agreement to which they are attached. Capitalized terms used in the Scope of Work, the Budget and this Exhibit C will have the meaning given to them in the Agreement unless defined differently in the Scope of Work or this Exhibit C. If there is a conflict between the Agreement, the Scope of Work, the Budget and/or the terms of this Exhibit C, the terms of the Agreement, the Scope of Work and the Budget will prevail, in that order.

2. Purpose. The Grant is to be used solely for the Purpose.

3. Termination of Grant Funding. If ECISD breaches any of its responsibilities under this Agreement, including the provisions in this Exhibit C, the Grantor may, in its sole and absolute discretion, terminate this Agreement in accordance with the Term and Termination paragraph below, in which event ECISD will not receive any further funding, and Grantor's obligation, if any, to make further payments will be terminated. However, ECISD shall keep any funds it receives from Grantor through Grantee's award prior to the date of termination.

4. Term and Termination.
    a. The term of this Agreement is set forth in Exhibit D.
    b. This Agreement may be terminated by notice in writing by a Party if either of the other Parties should:
        i. fail to perform its obligations hereunder;
        ii. become insolvent or go into liquidation, administration or receivership or be admitted to the benefits of any procedure for a settlement of debts, or be declared bankrupt with termination to be immediately effective upon receipt of the notice;
        iii. be dissolved or otherwise forfeit its corporate existence; or
        iv. breach any provision hereof and fail to remedy such breach (providing the breach is remediable) within thirty days after being given written notice from the other party reasonably describing the alleged breach.
    c. In the event of a termination notice being given by Grantor pursuant to this Section 4, Grantor will not be liable to (i) pay any further contributions or (ii) fulfill any other obligations the performance of which would have been required after the termination. Termination by ECISD does not excuse the performance of any of ECISD's obligations which accrued prior to the termination.
    d. Notwithstanding the termination of this Agreement for any reason, the provisions of Sections 5 and 6 will survive.

5. Record Keeping. Grantee must maintain adequate financial records related to the expenditure of the Grant. Grantee must retain all receipts and records of expenditures related to the Grant for no less than seven years.

6. Right to Audit. Grantor has the right, upon reasonable request during normal business hours at Grantor's expense to audit the books and records of ECISD, and to make copies thereof. ECISD must furnish to the Grantor, at no cost to Grantor, such additional information or reports concerning the Grant, ECISD, or the Purpose as Grantor may from time to time reasonably request.

7. No Lobbying. The Grant may not be used to: (i) carry on propaganda, (ii) support or oppose specific legislation, (iii) participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office, (iv) influence the outcome of any public election, or (v) support any voter registration drive.

8. Anti-Corruption and Anti-Bribery. No portion of the Grant may be used to provide any gift, entertainment, or bestow any other benefit to any public servant, party official, or voter as consideration for the recipient's decision, opinion, vote, or other exercise of official discretion as a public servant, party official, or voter, or to secure any other action that would violate the laws of the State of Texas or any other applicable jurisdiction.

9. Conflicts of Interest. ECISD agrees that, as a condition of receiving funds pursuant to the Grant, it will ensure that it has a process in place to identify potential conflicts of interest and ensure that decisions concerning the expenditure of the Grant funds are made by an individual or body that is free from any conflicts to ensure that those decisions serve the Purpose and are in the best interests of ECISD.

10. Release. Grantor assumes no responsibility for, and ECISD absolutely and irrevocably releases Grantor from any injuries, damages, or liabilities (including, but not limited to, attorney fees, expert witness fees, costs, and expenses) directly or indirectly resulting or arising from this Agreement.

11. No Assignment. ECISD may not assign this Agreement or any payment due or to become due under this Agreement without the prior express written consent of Grantor.

12. No Partnership or Joint Venture. Neither this Agreement, the Grant or any action by the Grantor pursuant to this Agreement shall make the Grantor liable to ECISD or to any other party as a joint venturer, partner, or other participant with respect to the activities of ECISD funded by the Grant.

13. Publicity, Confidentiality.

    a. All public announcements or press releases concerining the Grant which mention Grantor by name must be approved by Grantor prior to release. If Grantor requests, ECISD will participate in reasonable publicity (including both written press releases and media events) concerning the Grant and the Purpose. All printed materials referencing or publicizing the Grant must recognize Grantor as the "Permian Strategic Partnership."
    b. ECISD must keep confidential, using the same degree of care given to its own confidential information, any information provided by Grantor which is marked "Confidential" or otherwise provided to ECISD on condition of confidentiality.
    c. ECISD shall not use Grantor's, or any of its members', trademarks or service marks in any written, electronic or oral advertising or presentation or brochure, newsletter, book, electronic database or other written matter of whatever nature, without the party's prior written consent (collectively referred to herein as "Publicity Material"). ECISD must submit to Grantor or the applicable member(s) a request for written approval, prior to publication, of all Publicity Material that could display Grantor's or its members' trademarks or service marks.

14. Notices. Any notice, consent, report, waiver or other communication required under this Agreement must be in writing to be effective and shall be delivered (i) in person with receipt acknowledged, (ii) by deposit into the custody of a nationally recognized overnight courier for next day delivery, (iii) by United States first class mail, postage prepaid, certified or registered mail, return receipt requested, or (iv) via electronic mail, in each case addressed as follows:

If to Grantor:

Tracee Bentley, President and CEO
Permian Strategic Partnership
P.O. Box 52640
Midland, Texas 79705
Email: tracee@permianpartnership.org
Cc Email: casey@permianpartnership.org

With a copy to:

General Counsel
Permian Strategic Partnership
777 Hidden Ridge Dr.
Irving, TX 75038
Email: barry.thomas@pxd.com

If to ECISD:

Dr. Keeley Boyer, ECISD Chief of Schools
802 N. Sam Houston
Odessa, Texas 79761
Email: keeley.boyer@ectorcountyisd.org

or at such other address as may be submitted by giving the other party not fewer than five business days' advance written notice of such change of address in accordance with this paragraph 14.

Exhibit D

Additional Terms and Conditions of Grant Agreement applicable between Permian Strategic Partnership Inc. ("Grantor") and Grantee

1. Additional Terms. These additional terms and conditions are incorporated into and form a part of the Agreement to which they are attached. Capitalized terms used in the Scope of Work, the Budget and this Exhibit D will have the meaning given to them in the Agreement unless defined differently in the Scope of Work or this Exhibit D. If there is a conflict between the Agreement, the Scope of Work, the Budget and/or the terms of this Exhibit D, the terms of the Agreement, the Scope of Work and the Budget will prevail, in that order.

2. Purpose. The Grant is to be used solely for the Purpose.

3. Change in Status. It will be a breach of this Agreement, and Grantee must notify the Grantor immediately in writing, if: (i) Grantee's federal tax-exempt status or its classification under Section 501(c)(3) of the Code is revoked or altered; (ii) Grantee has received notice from the IRS or otherwise has reasonable grounds to believe that its tax-exempt status or its classification under Section 501(c)(3) of the Code may be revoked or altered; or (iii) Grantee has reason to believe that the Grant cannot be expended for the Purpose.

4. Return of Grant. If Grantee breaches any provision of this Agreement, including the provisions in this Exhibit C, the Grantor may, in its sole and absolute discretion, terminate this Agreement, in which event Grantee ~~or ECISD, whichever entity is in actual possession of unexpended funds,~~ must immediately return to the Grantor any portion of the Grant that has not yet been awarded to ECISD, and Grantor's obligation, if any, to make further payments will be terminated. Grantee will promptly inform Grantor if Grantee becomes aware of a breach of this Agreement by ECISD.

5. Term and Termination.

   a. The term of this Agreement, and the rights and obligations of the Parties hereunder, commence on the Effective Date and expire on July 1, 2029 (the "Term") unless earlier terminated as provided herein.

   b. This Agreement may be terminated by notice in writing by a Party if either of the other Parties should:

      i. fail to perform its obligations hereunder;

      ii. become insolvent or go into liquidation, administration or receivership or be admitted to the benefits of any procedure for a settlement of debts, or be declared bankrupt with termination to be immediately effective upon receipt of the notice;

      iii. be dissolved or otherwise forfeit its corporate existence; or

      iv. breach any provision hereof and fail to remedy such breach (providing the breach is remediable) within thirty days after being given written notice from the other party reasonably describing the alleged breach.

   c. In the event of a termination notice being given by Grantor pursuant to this Section 5, Grantor will not be liable to (i) pay any further contributions or (ii) fulfill any other obligations the performance of which would have been required after the termination.

Termination by Grantee does not excuse the performance of any of Grantee's obligations which accrued prior to the termination.

d. Notwithstanding the termination of this Agreement for any reason, the provisions of Sections 6, 7 and 11 will survive.

6. Record Keeping. Grantee must maintain adequate financial records related to the expenditure of the Grant. Grantee must retain all receipts and records of expenditures related to the Grant for no less than seven years.

7. Right to Audit. Grantor has the right, upon reasonable request during normal business hours at Grantor's expense to audit the books and records of Grantee, and to make copies thereof. Grantee must furnish to the Grantor, at no cost to Grantor, such additional information or reports concerning the Grant, the Grantee, or the Purpose as Grantor may from time to time reasonably request.

8. No Lobbying. The Grant may not be used to: (i) carry on propaganda, (ii) support or oppose specific legislation, (iii) participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office, (iv) influence the outcome of any public election, or (v) support any voter registration drive.

9. Anti-Corruption and Anti-Bribery. No portion of the Grant may be used to provide any gift, entertainment, or bestow any other benefit to any public servant, party official, or voter as consideration for the recipient's decision, opinion, vote, or other exercise of official discretion as a public servant, party official, or voter, or to secure any other action that would violate the laws of the State of Texas or any other applicable jurisdiction.

10. Conflicts of Interest. Grantee agrees that, as a condition of receiving the Grant, it will ensure that it has a process in place to identify potential conflicts of interest and ensure that decisions concerning the expenditure of the Grant funds are made by an individual or body that is free from any conflicts to ensure that those decisions serve the Purpose and are in the best interests of Grantee.

11. Representations and Warranties of Grantee. Grantee represents and warrants to Grantor that: (i) it is a corporation organized and in good standing under the laws of the State of Texas; (ii) it is an organization currently recognized by the Internal Revenue Service (IRS) as a tax-exempt organization under Section 501(c)(3) of the Code; (iii) that it is not a private foundation under Section 509(a)(3) of the Code; and (iv) there will be no commission or other similar compensation related to this Grant paid by Grantee to any employee, officer or agent of Grantor.

12. Release. Grantor assumes no responsibility for, and Grantee absolutely and irrevocably releases Grantor from any injuries, damages, or liabilities (including, but not limited to, attorney fees, expert witness fees, costs, and expenses) directly or indirectly resulting or arising from this Agreement.

13. No Assignment. Grantee may not assign this Agreement or any payment due or to become due under this Agreement without the prior express written consent of Grantor.

14. No Partnership or Joint Venture. Neither this Agreement, the Grant or any action by the Grantor pursuant to this Agreement shall make the Grantor liable to Grantee or to any other party as a joint venturer, partner, or other participant with respect to the activities of Grantee funded by the Grant.

15. Publicity, Confidentiality.

a. All public announcements or press releases concerining the Grant which mention Grantor by name must be approved by Grantor prior to release. If Grantor requests, Grantee will participate in reasonable publicity (including both written press releases and media events) concerning the Grant and the Purpose. All printed materials referencing or publicizing the Grant must recognize Grantor as the "Permian Strategic Partnership."

b. Grantee must keep confidential, using the same degree of care given to its own confidential information, any information provided by Grantor which is marked "Confidential" or otherwise provided to Grantee on condition of confidentiality.

c. Grantee shall not use Grantor's, or any of its members', trademarks or service marks in any written, electronic or oral advertising or presentation or brochure, newsletter, book, electronic database or other written matter of whatever nature, without the party's prior written consent (collectively referred to herein as "Publicity Material"). Grantee must submit to Grantor or the applicable member(s) a request for written approval, prior to publication, of all Publicity Material that could display Grantor's or its members' trademarks or service marks.

16. Notices. Any notice, consent, report, waiver or other communication required under this Agreement must be in writing to be effective and shall be delivered (i) in person with receipt acknowledged, (ii) by deposit into the custody of a nationally recognized overnight courier for next day delivery, (iii) by United States first class mail, postage prepaid, certified or registered mail, return receipt requested, or (iv) via electronic mail, in each case addressed as follows:

If to Grantor:

Tracee Bentley, President and CEO
Permian Strategic Partnership
P.O. Box 52640
Midland, Texas 79705
Email: tracee@permianpartnership.org
Cc Email: casey@permianpartnership.org

With a copy to:

General Counsel
Permian Strategic Partnership
777 Hidden Ridge Dr.
Irving, TX 75038
Email: barry.thomas@pxd.com

If to Grantee:

Celeste Potter, Director
P.O. Box 951
Odessa, TX 79760
Phone: (432) 456-7059
Email: celeste.potter@ectorcountyisd.org

or at such other address as may be submitted by giving the other party not fewer than five business days' advance written notice of such change of address in accordance with this paragraph 16.

17. No Waiver. No failure or delay by a party in exercising any right or remedy under this Agreement will waive any provision of this Agreement, nor will any single or partial exercise by a party of any right or remedy under this Agreement preclude it from otherwise or further exercising any rights or remedies which it may have, or any rights or remedies granted by any law.

18. Severability. The invalidity or unenforceability of any term or provision of this Agreement shall not affect the validity or enforceability of the other terms or provisions, which shall remain in full force and effect.

19. Descriptive Headings. The descriptive headings used in this Agreement are inserted for convenience of reference only and shall not be construed to define, limit, or add to the interpretation of any provision of, or scope or intent of, this Agreement.

20. Governing Law. This Grant Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to the choice of law principles that would apply the laws of any other jurisdiction.

21. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but any of which together shall constitute one and the same instrument. All signatures of the parties to this Agreement may be transmitted via email attachment, and such e-mail attachment will, for all purposes, be deemed to be the original signature of each party whose signature it reproduces and will be binding on such party.

22. Third Parties. No parties other than Grantee and Grantor shall have any rights, claims, or causes of action pursuant to this Grant Agreement or the Grant, except that the members of Grantor may enforce the provisions of this Agreement if Grantor forfeits its corporate charter or otherwise fails or refuses to enforce its rights hereunder. The service providers retained by Grantee in the performance of this Agreement are expressly not third party beneficiaries hereunder and may not enforce any provision of this Agreement against Grantor.

23. Amendment. No amendment to this Agreement is effective unless made in writing and signed by authorized representatives of both Grantor and Grantee.

24. Prior Agreements. This Agreement comprises the complete and exclusive agreement between the parties regarding the subject matter of this Agreement, and supersedes all oral and written communications, negotiations, representations, or agreements in relation to that subject matter made or entered into before the date of this Agreement.

Job Title: Principal Intern
Reports to: Campus Principal

Wage/Hour Status: Exempt
Pay Grade: Admin Pay 5

Dept. /School: To be Assigned

Days: 227

- Primary Purpose: This position is designed as a one-year internship with an assigned ECISD principal to engage in daily opportunities to learn and apply the skills and competencies required to lead high-achieving schools

Qualifications:

Education/Certification:

- Master's degree in educational administration
- Texas principal or other appropriate Texas certificate
- Certified T-TESS appraiser

Experience:

- Three years of experience as a classroom teacher
- Three years of Assistant Principal experience- preferred

Major Responsibilities and Duties:

Instructional Management

- Lead instructional and managerial processes to ensure that learning activities are aligned to district and school expectations

School Culture

- Develop and implement systems for positive student and staff culture focused on high expectations for excellence and student achievement.

Continuous Improvement

- Use multiple sources of data to identify areas of need and implement action plans for improvement.

Personnel Management

- Collaborate with principal on interviewing, selecting, and orienting new staff.
- Observe principal in the process for recommendations to superintendent on termination, suspension, or nonrenewal of employees assigned to campus.
- T-TESS Evaluations for assigned teachers

Management of Fiscal, Administrative, and Facilities Functions

- Partner with principal to develop campus budget based on documented program needs, estimated enrollment, personnel, and other fiscal needs. Keep programs within budget limits. Maintain fiscal control. Accurately report fiscal information.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.

Student Management

- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and Student Handbook.

Professional Growth and Development

- Participate in professional learning activities designed for both the principal position and principal inter position.

School or Community Relations

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

Supervisory Responsibilities

- As assigned by Principal

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:
Maintain emotional control under stress. Frequent districtwide and statewide travel; occasional prolonged or irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. I have read, understand and attest to the above description and funding relating to my daily activities.

Funding Source: Principal Intern Grant- Permian Strategic Partnership

Signature _____ Date _____

Request for New Position

Date: 1/25/24 Requesting Supervisor: Keeley Boyer

Campus/Department: Leadership Position Category: Campus Admin

Position Type: Exempt____Non-Exempt____ Position Requested: Principal Intern

Proposed Pay Grade: Admin Pay 5 Number of Positions: 3

Contract Days: 227 Percent of Day: (% if duties are divided) 100

Required documents to be attached:

- Copy of Proposed New Job Description (request job description template from appropriate HR Director)
- Other Supporting Documentation, if applicable (compensation plan, market information/comparisons)

Are you willing to adjust budget to add the position(s)? Yes ____ No ✓ Grant agreement

By approving this request, will any inequities with other positions be created? Yes ____ No ✓

Requesting Supervisor's Signature: _____ Date: 1/24/24

Cabinet Member's Signature: _____ Date: _____

Personnel Office Use Only

Position Title: _____

Position Number: _____ **Position Pay Grade:** _____
(once approved contact Position Management for Position Number)

Job Description: _____

Job Class: _____ **Effective Date:** _____

_____ _____
HR Director **Date**

Comments: _____

Donation Submission #67

Created by Kimberly Byers (Finance) <Kimberly.Byers@ectorcountyisd.org>

Requested for **Megan Watts** <Megan.Watts@ectorcountyisd.org>

Date Created Tuesday, August 27, 2024 7:35 PM

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.
Superintendent approval required for a single donation/gift of $10,000 or more.

Campus: 045 - Wilson & Young Middle School
Principal/Non-Campus Administrator: Megan Watts
Name of Donor: Wesley Community Group/ In Memory of Buzz Hurt
Email/Phone of Donor: batttu@aol.com
Donor Mailing Address: PO Box 72
Odessa, Texas 79760
Donation Description: Seal coating and striping of main parking lot of Wilson and Young
Type of Donation: Physical items
Value: *47,000*
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.
Purpose of Donation: Improve overall parking and aesthetic of Wilson and Young

[External] Re: Clarification of $$ for seal-coating & striping

Betsy T-H <batttu@aol.com>

Thu 8/15/2024 6:34 AM

To:Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>;Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>;Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>;Sable Corrales <Sable.Corrales@ectorcountyisd.org>;Carlos Mancha <manchacarlos12@yahoo.com>;Keeley Boyer <Keeley.Boyer@ectorcountyisd.org>;Megan Watts <Megan.Watts@ectorcountyisd.org>

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

The $47,000 is for the *main* parking lot, only.
The cost for all three parking lots totaled $67,500. That is a tad beyond our budget so we opted to work on the front parking lot.

Betsy T-H

On Wednesday, August 14, 2024 at 09:44:16 PM CDT, Betsy T-H <batttu@aol.com> wrote:

Dear Principal Watts,

The Wesley Group wants to dedicate all of these donations in honor of one of one of the founding members, Buzz Hurt. We request any acknowledgement of these donations includes Buzz's name.

1. Seal-coating & striping main parking lot by Danny's Paving.
   now scheduled on/or about Labor Day weekend or as soon as possible.
   $47.000.00

2. Placement of at least nine caliche boulders under the shade of the six pine trees in front of school. These boulders will be 20" to 24" in height to be used for seating areas for students. The boulders will be extracted from caliche pits located on Ratliff Ranch. The work will be conducted under the supervision of Ratliff Ranch Property Manager, Carlos Mancha. The project will be done on a weekend, very soon.

The diameter of each boulder will vary.
Approx $3,000 per boulder = $27,000

The third project is the construction of a covered walkway inside the school's courtyard. That estimate is yet-to-come from Mueller Metal Building Construction and from architect, Cruz Castillo. Stay tuned for that.

I hope this information is helpful.

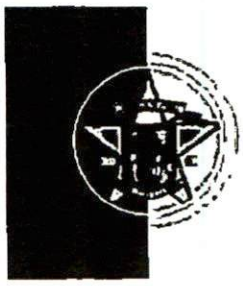
Betsy Triplett-Hurt

On Thursday, August 8, 2024 at 10:18:29 AM CDT, Megan Watts <megan.watts@ectorcountyisd.org> wrote:

Hello,
Yesterday I met Betsy, Gary, and Michael with Danny's paving. Betsy stated that the Wesley Group is requesting that the parking lot be seal coated to fill in the cracks and the potholes and improve the overall appearance before the striping, painting poles, labeling parking spaces etc. The tentative date for work is scheduled for Labor Day weekend.

We then met with Cruz Castillo, architect for JSA Architecture. He stated that they will have a 3D Drawing of the plans for the covered walkway and canopy area to be installed in the Wilson and Young courtyard. I shared that the board would need to approve of the change to the structure. Mr. Castillo stated that he can have the drawings prepared by next week. What would be the process for moving forward for board approval.

Thank you,
Megan Watts



MEGAN WATTS
PRINCIPAL
Wilson and Young Middle School
L 432-456-0451
megan.watts@ectorcountyisd.org

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email in error, do not read the information and please immediately notify sender by telephone to arrange for a return of the original documents. If you are the named recipient you are not authorized to reveal any of this information to any other unauthorized person.

From: Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>
Sent: Friday, August 2, 2024 3:32 PM
To: Megan Watts <Megan.Watts@ectorcountyisd.org>; Betsy T-H <batttu@aol.com>; Danny Carroll <danny@dannyspaving.com>; Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>; Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>; Sable Corrales <Sable.Corrales@ectorcountyisd.org>; Carlos Mancha <manchacarlos12@yahoo.com>; Keeley Boyer <Keeley.Boyer@ectorcountyisd.org>
Subject: Re: [External] Re: Update on paving W&Y parking lots

Thanks!!

Sam Magallan
Executive Director of District Operations
Ector County ISD
(432)456-9651 office
(432)889-8783 cell

From: Megan Watts <Megan.Watts@ectorcountyisd.org>
Sent: Friday, August 2, 2024 12:54 PM
To: Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>; Betsy T-H <batttu@aol.com>; Danny Carroll <danny@dannyspaving.com>; Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>; Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>; Sable Corrales <Sable.Corrales@ectorcountyisd.org>; Carlos Mancha <manchacarlos12@yahoo.com>; Keeley Boyer <Keeley.Boyer@ectorcountyisd.org>
Subject: Re: [External] Re: Update on paving W&Y parking lots

Hello,
I spoke with Danny from Danny's Paving last night. We are still coordinating a time/dates for the striping to occur before the start of school. I am waiting for a call from Danny's Paving to set the exact dates. As soon as I have them, I will send it to Gary.

I will meet the architect on Wednesday morning with Carlos regarding the courtyard.

Please let me know if you need anything else,
M. Watts



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From: Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>
Sent: Friday, August 2, 2024 11:10 AM
To: Betsy T-H <batttu@aol.com>; Megan Watts <Megan.Watts@ectorcountyisd.org>; Danny Carroll <danny@dannyspaving.com>; Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>; Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>; Sable Corrales <Sable.Corrales@ectorcountyisd.org>; Carlos Mancha <manchacarlos12@yahoo.com>
Subject: Re: [External] Re: Update on paving W&Y parking lots

Mrs. Watts,

In visiting with Dr. Sorola he thought it best to move forward as soon as we can with the restriping and bolder projects since we have estimates. Once we get drawings/plans for the awning we can present those to the board for comment and bring them up to speed with the entire scope of the donations. Mrs. Watts, coordination of these two projects will need to be communicated to Gary and the contractors to ensure that they do not get in each other's way. If we have dates and times please respond to this email.

Please feel free to reach out if you have any questions.

Thank you,

Sam Magallan
Executive Director of District Operations
Ector County ISD
(432)456-9651 office
(432)889-8783 cell

From: Betsy T-H <batttu@aol.com>
Sent: Friday, August 2, 2024 7:52 AM
To: Megan Watts <Megan.Watts@ectorcountyisd.org>; Danny Carroll <danny@dannyspaving.com>; Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>; Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>; Sable Corrales <Sable.Corrales@ectorcountyisd.org>; Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>; Carlos Mancha <manchacarlos12@yahoo.com>
Subject: Re: [External] Re: Update on paving W&Y parking lots

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Yes.

Betsy

On Thursday, August 1, 2024 at 06:53:53 PM CDT, Carlos Mancha <manchacarlos12@yahoo.com> wrote:

They are not able to Tuesday morning, he asked if Wednesday anytime after 1:30 would work?

Sent from Yahoo Mail for iPhone

On Thursday, August 1, 2024, 6:38 PM, Megan Watts <Megan.Watts@ectorcountyisd.org> wrote:

Carlos,
We have convocation on Tuesday at that time. It is mandatory for all ECISD employees. Is there a time in the morning?

Get Outlook for iOS

From: Carlos Mancha <manchacarlos12@yahoo.com>
Sent: Thursday, August 1, 2024 1:26:35 PM
To: Danny Carroll <danny@dannyspaving.com>; Betsy T-H <batttu@aol.com>; Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>; Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>; Sable Corrales <Sable.Corrales@ectorcountyisd.org>; Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>; Megan Watts <Megan.Watts@ectorcountyisd.org>
Subject: Re: [External] Re: Update on paving W&Y parking lots

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

I apologize for the inconvenience but I have a scheduling conflict on Monday. Would Tuesday at 2 pm work?

Thanks,
Carlos

Sent from Yahoo Mail for iPhone

On Thursday, August 1, 2024, 12:51 PM, Danny Carroll <danny@dannyspaving.com> wrote:

Whenever y'all are ready to schedule or have any questions regarding the striping reach out to Danny Jr, I'll CC him on this thread so you'll have it. 432-232-0087
Thank you

Get Outlook for iOS

From: Betsy T-H <batttu@aol.com>
Sent: Thursday, August 1, 2024 12:31:14 PM
To: Carlos Mancha <manchacarlos12@yahoo.com>; Gary Weatherford <gary.weatherford@ectorcountyisd.org>; Anthony Sorola <anthony.sorola@ectorcountyisd.org>; Sable Corrales <sable.corrales@ectorcountyisd.org>; Exalander Magallan <exalander.magallan@ectorcountyisd.org>; Danny Carroll <danny@dannyspaving.com>; Megan Watts <megan.watts@ectorcountyisd.org>
Subject: Re: [External] Re: Update on paving W&Y parking lots

Has anyone talked to Danny about the date to stripe the parking lot?

Betsy

On Thursday, August 1, 2024 at 12:24:13 PM CDT, Megan Watts <megan.watts@ectorcountyisd.org> wrote:

Yes sir. We can make sure you have access. I also spoke with the city and that stated that their work on the street will not impact the parking lot project.

Ty

Get Outlook for iOS

From: Carlos Mancha <manchacarlos12@yahoo.com>
Sent: Thursday, August 1, 2024 12:20:06 PM
To: Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>; Megan Watts <Megan.Watts@ectorcountyisd.org>; Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>; Sable Corrales <Sable.Corrales@ectorcountyisd.org>; Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>; danny@dannyspaving.com <danny@dannyspaving.com>; Betsy T-H <batttu@aol.com>
Subject: [External] Re: Update on paving W&Y parking lots

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon,

I would like make a request to access the school's courtyard Monday August 5th at 1:30 p.m. We had to move the meeting with the architect. Please let know if this does not work so we can reschedule.

Thank you,
Carlos Mancha

On Wednesday, July 31, 2024 at 04:51:54 PM CDT, Betsy T-H <batttu@aol.com> wrote:

1. Danny, with Danny's Paving, has provided an excellent price for striping both parking lots and his offer has been accepted by our Wesley Group.
To get this accomplished prior the beginning of school, Danny says they can stripe the lots either this weekend or next weekend.
He needs to know who to contact to get everything set up for which ever date. Danny is added to this email chain. His cellphone number is 432-232-0087. I am not sure who is the proper contact person.

2. As for the Covered Walkway Project: Carlos will meet with the architect either Thursday or Friday.

3. As for the caliche boulders: Carlos and I can place them anytime.

Hope this information is helpful.
Betsy T-H

On Wednesday, July 31, 2024 at 09:45:47 AM CDT, Exalander Magallan <exalander.magallan@ectorcountyisd.org> wrote:

Good morning all,

Betsy it was a pleasure meeting you and Carlos. I'm excited about the plans we spoke about on Monday, I think it only add value and a sense of pride to the building, thank you.
I think it would be wise to add the parking lot of off Tom Green west of the building.
As the quotes/estimates begin to come in let's be sure to keep everyone in the loop. We will want to present this donation to the board.
I've cc'd Dr. Sorola in on this thread as well.
Thanks again,

Sam Magallan
Executive Director of District Operations
Ector County ISD
(432)456-9651 office
(432)889-8783 cell

From: Betsy T-H <batttu@aol.com>
Sent: Tuesday, July 30, 2024 4:22 PM
To: Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>; Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>; Megan Watts <Megan.Watts@ectorcountyisd.org>; Carlos Mancha <manchacarlos12@yahoo.com>
Subject: [External] Re: Meeting 7/29/24

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During the conversation with Danny of Danny's Paving, he asked whether to include striping the parking lot off of Tom Green. He will provide two estimates: one for the main parking lot off of 38th street and one for the west parking lot off of Tom Green.
Hopefully, we will be able to do both parking lots.

I added Carlos Mancha to this email, manchacarlos12@yahoo.com.

Betsy T-H

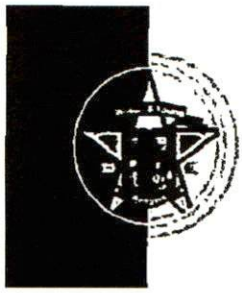
On Tuesday, July 30, 2024 at 02:22:40 PM CDT, Megan Watts <megan.watts@ectorcountyisd.org> wrote:

Hello,
I wanted to send a short summary of the meeting that was held at Wilson and Young yesterday. We discussed the projects listed below to improve the campus.

- Boulders donated and delivered from Ratliff Ranch to be placed under the pine trees to allow for seating in front of the school
- Restriping and labeling the front parking lot to minimize visitor/staff/volunteer parking confusion and improve the overall aesthetic. This would include striping the curbs, the light posts, and labeling appropriate parking
- Covering walkway of interior courtyard with metal.

All work would be underwritten by the Wesley Community Group.

Please let me know if you have any additional questions or additions,
Megan Watts



MEGAN WATTS
PRINCIPAL
Wilcox and Young Middle School
432-456-0451
megan.watts@ectorcountyisd.org

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The information contained in this transmission may contain privileged and confidential information. It is intended only for the use of the person(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution, or duplication of this communication is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.Ã‚Â

Donation Submission #47 - $10,000 or more

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.
Superintendent approval required for a single donation/gift of $10,000 or more.

Campus: 045 - Wilson & Young Middle School
Principal: Megan Watts
Name of Donor: Wesley Community Group/In Memory of Buzz Hurt
Email/Phone of Donor: batttu@aol.com
Donor Mailing Address: PO Box 72
Odessa, Texas 79760

Donation Description: 9 caliche boulders
Type of Donation: Physical items
Value*: 27,000.00
*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.
Purpose of Donation: To serve as seating under the shade of the pine trees in the front of Wilson and Young Middle School and improve the overall aesthetic.

[External] Re: Clarification of $$ for seal-coating & striping

Betsy T-H <batttu@aol.com>

Thu 8/15/2024 6:34 AM

To:Exalander Magallan <Exalander.Magallan@ectorcountyisd.org>;Gary Weatherford <Gary.Weatherford@ectorcountyisd.org>;Anthony Sorola <Anthony.Sorola@ectorcountyisd.org>;Sable Corrales <Sable.Corrales@ectorcountyisd.org>;Carlos Mancha <manchacarlos12@yahoo.com>;Keeley Boyer <Keeley.Boyer@ectorcountyisd.org>;Megan Watts <Megan.Watts@ectorcountyisd.org>

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The $47,000 is for the *main* parking lot, only.
The cost for all three parking lots totaled $67,500. That is a tad beyond our budget so we opted to work on the front parking lot.

Betsy T-H

On Wednesday, August 14, 2024 at 09:44:16 PM CDT, Betsy T-H <batttu@aol.com> wrote:

Dear Principal Watts,

The Wesley Group wants to dedicate all of these donations in honor of one of one of the founding members, Buzz Hurt. We request any acknowledgement of these donations includes Buzz's name.

1. Seal-coating & striping main parking lot by Danny's Paving.
   now scheduled on/or about Labor Day weekend or as soon as possible.
   $47.000.00

2. Placement of at least nine caliche boulders under the shade of the six pine trees in front of school. These boulders will be 20" to 24" in height to be used for seating areas for students. The boulders will be extracted from caliche pits located on Ratliff Ranch. The work will be conducted under the supervision of Ratliff Ranch Property Manager, Carlos Mancha. The project will be done on a weekend, very soon.

The diameter of each boulder will vary.
Approx $3,000 per boulder = $27,000

The third project is the construction of a covered walkway inside the school's courtyard. That estimate is yet-to-come from Mueller Metal Building Construction and from architect, Cruz Castillo. Stay tuned for that.

I hope this information is helpful.

Betsy Triplett-Hurt

On Thursday, August 8, 2024 at 10:18:29 AM CDT, Megan Watts <megan.watts@ectorcountyisd.org> wrote:

Hello,
Yesterday I met Betsy, Gary, and Michael with Danny's paving. Betsy stated that the Wesley Group is requesting that the parking lot be seal coated to fill in the cracks and the potholes and improve the overall appearance before the striping, painting poles, labeling parking spaces etc. The tentative date for work is scheduled for Labor Day weekend.

We then met with Cruz Castillo, architect for JSA Architecture. He stated that they will have a 3D Drawing of the plans for the covered walkway and canopy area to be installed in the Wilson and Young courtyard. I shared that the board would need to approve of the change to the structure. Mr. Castillo stated that he can have the drawings prepared by next week. What would be the process for moving forward for board approval.

Thank you,
Megan Watts



MEGAN WATTS
PRINCIPAL
Wilson and Young Middle School
432-456-0451
megan.watts@ectorcountyisd.org

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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 2024 to May 2025 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/EHS SCHOOL READINESS ACADEMY
THIS AGREEMENT WILL BE IN EFFECT FROM SEPTEMBER 2024 AND REVIEWED ON MAY 2025.

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 Education 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).
- Therapy services will be provided through 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.

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

_____

SPECIAL EDUCATION 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

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 Education:

Mark Gabrylczyk
P.O. Box 3912
Odessa, Texas 79760
(432)456-8719

Head Start Center contacts:

Arbor Terrace Head Start School Readiness Academy
Mrs. Melissa Aleman, Site Manager
432-335-0539

Booth Head Start School Readiness Academy
Mrs. Teresa Serna, Site Manager
432-381-0108

Chaffin Head Start School Readiness Academy
Ms. Cynthia Calhoun, Site Manager
432-337-4414

Hollingsworth Head Start School Readiness Academy
Mrs. Glenda Smith, Site Manager
432-332-9021

Whitiker Head Start School Readiness Academy
Mrs. Tonya Pyles, Site Manager
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 – 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 2024 to May 2025 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

COMMUNITY PARTNERSHIP

BETWEEN GOPB, INC. HEAD START SCHOOL READINESS ACADEMY AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Head Start Revised Performance Standards 1302.53 (b)(1) – 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. The role and responsibility of the ECISD will be to help identify teen fathers/mothers, and refer them to the Parent Power Program to help them address their needs and concerns, as well as engage and educate them. As addressed in GOPB, Inc.'s 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 the children.

The 10-week curriculum-based workshop, known as "Parent Power" will be formatted into a 4-month program designed to provide support, guidance and resources for young fathers and mothers facing the challenges of being young parents. This 4-month program is designed to assist high school-age fathers and mothers 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(s) is to provide the sessions/classes, information, skills and support for the fathers and mothers in the Parent Power program, and also to encourage them to be a part of ECISD's Teen Fatherhood Initiative program.

The Parent Power program will provide meals, free child care, handouts/binders, and a graduation recognition ceremony for those who complete the program. The facilitator(s) will present the 10-week sessions program on campus the Hollingsworth Head Start School Readiness Academy located at 900 S. Grant on Tuesday evenings from 5:30 – 7:30 p.m. The first session will begin Tuesday, October 1, 2024. The last session/graduation will take place January 21, 2025 (with January 28rd serving as a make-up day due to bad weather.

The Foundations of Fatherhood curriculum used in the program will cover the following topics:

Parenthood Self-Assessment	Character of a Man	Influence of Character
My Anger – Friend or Foe	Dealing with Guilt & Shame	My Child's Life – Part 1
My Child's Life – Part 2	Improving Communication	Health Relationships
Traditions, Culture & Identity	Developing Your Support System	
Fatherhood, The Next Level		

The Graduation/Recognition Ceremony for all Parent Power program graduates will take place January 21, 2025, at the Hollingsworth Head Start/Early Head Start Center.

This partnership will be reviewed and renewed on a yearly basis by both parties involved.

This partnership will be in effect from August, 2024 through July, 2025.

_____	_____
Catriva Webbs, Executive Director	ECISD Representative
GOPB, Inc.	
Head Start School Readiness Academy	
_____	_____
Date	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 - 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 2024 to May 2025 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 2024 to May 2025 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 laws of the state and federal government, including, but not limited to the Family Educational Rights and Privacy Act (FERPA).

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 laws of the state and federal government including, but not limited to, the Family Educational Rights and Privacy Act (FERPA).

Ill. 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. Keeley Boyer, Ector County ISD Interim Superintendent

REQUEST FOR APPROVAL OF MODIFIED SCHEDULE STATE ASSESSMENT TESTING DAYS WAIVER

This waiver allows the district to modify the schedule of classes for students who are not being tested to report to and attend school after the state assessment testing period has ended, therefore reducing the interruptions during testing period. Students who are not being tested must still meet the maximum 2-through-4 hour requirement for funding (see SAAH 3.6.6 Attendance Accounting during testing days)

The waiver may be applied for 3 consecutive calendar years, 2024-25, 2025-26, and 2026-27.



REQUEST FOR APPROVAL OF STAFF DEVELOPMENT 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 day. The waiver allows staff development to be provided as part of the day. In order to receive full Average Daily Attendance (ADA) funding, ECISD must provide at least 120 minutes of student instruction. The waiver provides for a maximum of 2,100 waiver minutes to use for professional development.

ECISD has 4 full days and 1 early release day on the 2024-2025 calendar for a total of 2,005 minutes.

REQUEST FOR APPROVAL OF PUBLIC SCHOOL DISTRICT AND OPEN-ENROLLMENT CHARTER SCHOOL AGREEMENT 2024-2025 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 2024-2025 between Ector County ISD and Texas Virtual School Network as presented.

Statewide Course Catalog
Public School District and Open-Enrollment Charter School Agreement 2024-2025

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 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 course has demonstrated academic proficiency of the content 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).
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, Chapter 30A 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 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 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 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 taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course 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 (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 (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 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 high school course completion data reported by the district. If the student did not successfully complete a TXVSN high school 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 (POs) 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 is responsible for making timely payment for any course cost, even in the event where the district drops a student due to the student leaving the district and the student subsequently completing the course. In the event the student's new school district accepts the TXVSN receiver agreement and the course, then the new receiver district is then responsible for making timely payment, if the prior receiver district has not paid the course cost.
35. 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.
36. 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.
37. 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 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).
9. follow the Financial Aid for Swift Transfer (FAST program) rules as determined by the Texas Higher Education Coordinating Board (THECB) if the course provider is an institution of higher education and participates in the FAST program.

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 C&I

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 confirm with your accounts payable department which group mailbox or business office employees contacts should be provided to ensure the TXVSN invoices are sent to the appropriate individual. Please share a copy of the signed agreement with the business office upon completion of this document.**

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 accounts.payable@ectorcountyisd.org | Phone 432-456-9691

OR

B. Two district business office employees. (Complete all fields.)

1. Name Deborah Ottmers | Title Chief Financial Officer

Email deborah.ottmers@ectorcountyisd.org | Phone 432-456-9491

2. Name Albessa Chavez | Title Executive 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. Keeley Boyer | Title Interim Superintendent

District Ector County | CDN 068901

Email superintendent@ectorcountyisd.org | Phone 432-4569879

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.

Completion Directions

Please complete the campus activation form on the next page and submit this signed annual agreement document to the TXVSN help desk.

Receiver District or Open Enrollment Charter School

TXVSN Campus Activation Form

1. List every campus that will be using the Texas Virtual School Network (TXVSN) catalog services in the below table, not just the new campuses.
2. Please fill out the entire row completely for each campus and submit this PDF Receiver Agreement to the TXVSN help desk.

Campus ID (9 digit)	Campus Name	Principal First Name	Principal Last Name	Principal Email	Principal Phone
068901003	Permian High School	Delesa	Styles	delesa.styles@ectorcountyisd.org	432.456.0039
068901002	Odessa High School	Hector	Limon	hector.limon@ectorcountyisd.org	432.456.0029
068901698	Advanced Technical Center	Bradley "Ryan"	Merritt	bradley.merritt@ectorcountyisd.org	432.456.4989
068901011	George W. Bush New Tech Odessa	Abel	Avila	abel.avila@ectorcountyisd.org	432.456.6989
068901015	Odessa Collegiate Academy	James	Ramage	james.ramage@ectorcountyisd.org	432.456.6429
068901014	OC TECHS	Karl	Miller	karl.miller@ectorcountyisd.org	432.456.6409
068901042	Bonham Middle School	Kayme	Smith	kayme.smith@ectorcountyisd.org	432.456.0429
068901043	Bowie Middle School	Amy	Russell	amy.russell@ectorcountyisd.org	432.456.0439
068901044	Crockett Middle School	Senovio	Ortiz	senovio.ortiz@ectorcountyisd.org	432.456.0449
068901046	Nimitz Middle School	Teresa	Willison	teresa.willison@ectorcountyisd.org	432.456.0469
068901045	Wilson & Young Middle School	Megan	Watts	megan.watts@ectorcountyisd.org	432.456.0459
068901004	Alternative Center	Amanda	Warber	amanda.warber@ectorcountyisd.org	432.456.0049

REQUEST FOR APPROVAL OF PERMIAN HIGH SCHOOL BAND STUDENT OUT-OF-STATE TRAVEL TO COSTA RICA

The Permian High School Band program is requesting to travel internationally to Costa Rica from May 26 – June 1, 2025. The purpose of the trip is to perform and to participate in intercultural exchange activities with a local school or community band. The group will consist of approximately 130 students and chaperones. Preliminary cost projections are $3,000 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover a majority of transportation, activities, all housing expenses, and a majority of the meals. Trip insurance is required for all participants, in the event that the trip is canceled.

Exhibit A—Request for Trip Approval

Date of request: 7/29/2024

Date/time of departure: 6:00 AM, Monday, May 26, 2025 a.m. or p.m. *(circle one)*

Date/time of return: 10:00 PM, Sunday, June 1, 2025 a.m. or p.m. *(circle one)*

Destination of trip: Costa Rica

Purpose of trip, i.e., event to be attended, instructional value of the trip:
Two performances/Intercultural exchange activities with a local school or community band

1030

Estimate of any permissible fees associated with the trip: $3000

District employee sponsor and organization: Jeff Whitaker

Number of students participating: 110

Number of chaperones participating: 20

Name of Chaperone	Criminal History Check Requested *(circle one)*
Jeff Whitaker, Trey Burns, Daniel Ward, Tyler Serrato, Booster Club Officers	Yes No
	Yes No
	Yes No

Signature of District employee sponsor:

For Office Use Only

School-sponsored trip:

☐ Approved

☐ Denied

Reason, if denied: _____

Chaperone approval or denial:

Name of Chaperone	Criminal History Check Completed *(circle one)*	Decision *(circle one)*
	Yes No	Approved Denied
	Yes No	Approved Denied
	Yes No	Approved Denied

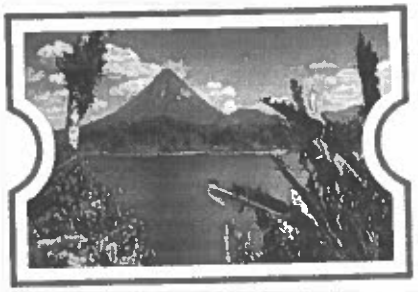
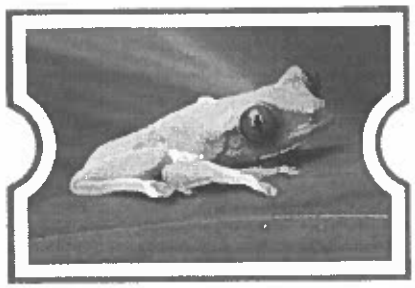
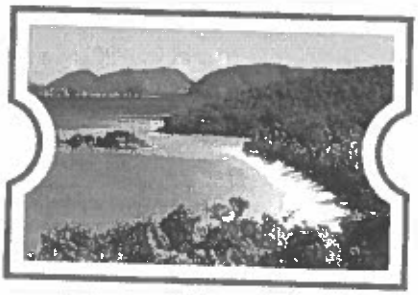
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Principal's Approval: Delisa Styles 8-19-24
(Signature) (Date)

Superintendent or Designee Approval: Aaron Hawley 8/27/2024
(Signature) (Date)

Sign Here

Board Approval: _____
(Signature -Required for Out-of-State Travel) (Date)

COSTA RICA

Permian High School Band

Monday, May 26th
- Arrive at the Midland Odessa Airport
- Depart on Southwest flight TBD
- Lunch in the connecting airport (on own)
- Arrive in San Jose Costa Rica
- Meet your Green Light tour manager
- 7:30pm Load buses
- 8:15pm Group dinner at Cafe Mundo
- 10:00pm Check into Park Inn by Radisson Hotel Av. 6, San Bosco, CR-P, San José, 10103, Costa Rica +506 4110 1100

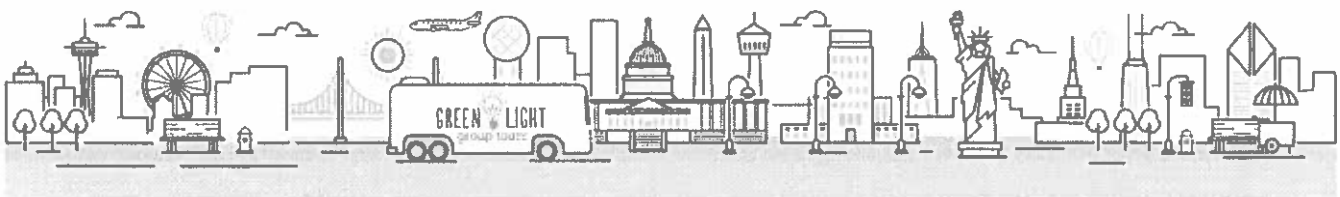
Tuesday, May 27th
- 6:00am Breakfast at the hotel
- 7:45am Check out of hotel, load bus
- 9:00am Enjoy Doka Estate Farm tour and learn about growing sugar cane, coffee and cocoa
- 11:30am Enjoy waterfalls and wildlife at La Paz Waterfall Gardens
- Lunch at La Paz Waterfall
- 3:15pm Depart for La Fortuna, home of the impressive Arenal Volcano
- 6:00pm Check into the Arenal Springs Resort
- 7:30pm Dinner at the hotel
- Enjoy the pools

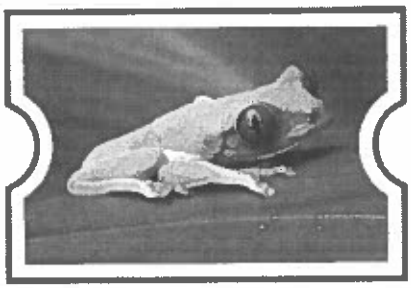
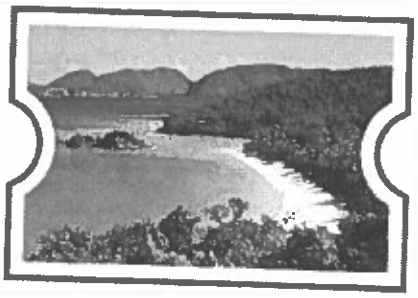
Wednesday, May 28th
- 8:00am Breakfast at the hotel
- 9:00am Load buses
- 10:00am Intercultural exchange with a local school Escuelaa de San Francisco de penas blancas
- Lunch at the school
- 1:30pm Hike and swim in the La Fortuna Waterfall
- 7:00pm Dinner at the hotel
- Enjoy the pools

1032

Thursday, May 29th
- 6:30am Breakfast at the hotel
- 8:30am Board bus
- 9:00am Walk across hanging bridges through the rainforest
- 12:00pm Lunch in Don Rufino Restaurant
- 2:00pm Enjoy a ziplining tour in the rainforest with Arenal Canopy Adventure
- 5:00pm Enjoy swimming in thermal springs at Paradise Hot Springs
- 7:30pm Dinner at the Azalia Restaurant in Paradise Hot Springs
- 9:00pm Arrive back at hotel

Friday, May 30th
- 7:30am Breakfast at the hotel
- 8:30am Check out and load bus



COSTA RICA

- 9:30am Arrive in La Fortuna, set up for performance
- 10:00am Local community performance with the La Fortuna Marching band
- Lunch with the marching band
- 1:00pm Depart for the beach
- 4:00pm Check into the Fiesta Resort Puntarenas
- Free time to enjoy the beach and pools
- Dinner at the resort

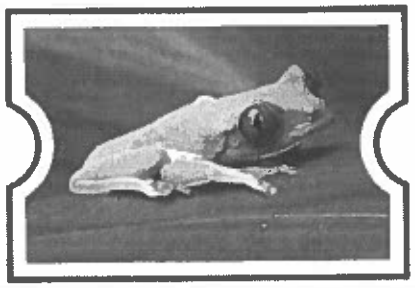
Saturday, May 31st

- 6:30am Breakfast at the hotel
- 7:15am Load bus
- 7:30am Enjoy a catamaran tour to the Tortuga Island
- 9:00am Relaxation, fun and lunch at the beaches of Tortuga Island
- 4:30pm Return to resort
- Free time to enjoy the beach and pools
- Dinner at the resort

Sunday, June 1st

- 6:00am Breakfast at the hotel
- 7:00am Board bus and depart for the airport
- 9:30am Arrive at the airport
- Lunch in the airport (cash back)
- Depart on flights TBD
- Dinner in the connecting airport (cash back)
- Arrive back in Midland Odessa

1033


COSTA RICA

Ground Package Includes

- Round trip Airfare (estimated at $900/seat)
- 1 night lodging in San Jose
- 3 nights lodging at the Arenal Manoa Hotel
- 2 nights lodging at the Fiesta Resort Puntarenas
- Motorcoach transportation in Costa Rica
- Dedicated tour manager
- Coffee tour at Doka Estate
- La Paz Waterfall Gardens
- La Fortuna Waterfall
- Hot Springs
- Hanging bridges
- Canopy tour in Arenal Volcano (zip-line)
- Two performances/Intercultural exchange activities with a local school or community band
- Catamaran boat tour to Tortuga Island
- Six breakfasts
- Six lunches
- Seven dinners
- Online billing and registration
- Basic travelers insurance
- Exit tax
- Nighttime hotel security guard
- Four complimentary teacher's packages at double occupancy

Minimum # Paying Travelers	80	90	100	120	130
Triple	$3,211	$3,151	$3,156	$3,076	$3,044
Double	$3,506	$3,446	$3,451	$3,371	$3,339
Single	$4,311	$4,251	$4,256	$4,176	$4,144

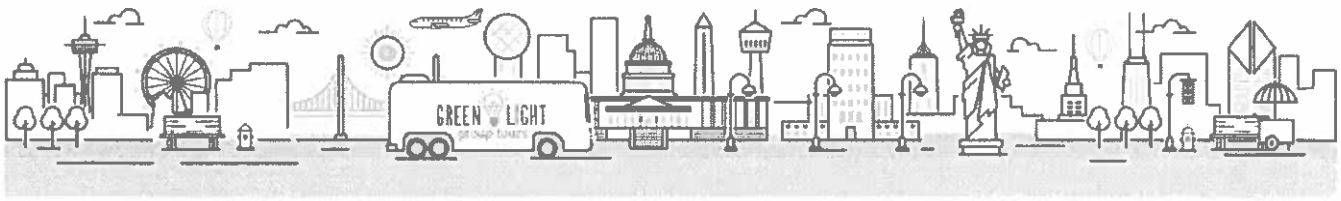
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*All travelers must have a passport valid through December 2025

*Price is an estimate and can be confirmed when flights are released

Does Not Include:

- Transportation between school and the MAF Airport
- Oversized and overweight checked luggage fees
- Sodas at meals



REQUEST FOR APPROVAL OF ODESSA HIGH SCHOOL SHOWGIRLS STUDENT OUT-OF-STATE TRAVEL TO ORLANDO, FLORIDA

The Odessa High School Showgirls are requesting to travel out-of-state to Orlando, Florida, from March 6-10, 2025. The purpose of the trip is to participate in a Disney Performing Arts Dance Workshop. The group will consist of approximately 42 students and chaperones. Preliminary cost projections are $2,400 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover a majority of transportation, activities, all housing expenses, and a majority of the meals. Trip insurance is required for all participants, in the event that the trip is canceled.

Exhibit A—Request for Trip Approval

Date of request: August 19,2024

Date/time of departure: March 6th/6am a.m. or p.m. *(circle one)*

Date/time of return: March 10th/12pm a.m. or p.m. *(circle one)*

Destination of trip: Orlando Florida

Purpose of trip, i.e., event to be attended, instructional value of the trip:
Taking dance workshops at disney studios.

Estimate of any permissible fees associated with the trip: About $2,400.00 per student/chaperone

District employee sponsor and organization: Kristina Rios OHS Showgirls (varsity and jv)

Number of students participating: 39

Number of chaperones participating: 2 Coaches

Name of Chaperone	Criminal History Check Requested *(circle one)*
Victoria Ruiz	Yes No
Beronica Navarrete	Yes No
Liz Mayo	Yes No

Signature of District employee sponsor: K. Rios

For Office Use Only

School-sponsored trip:

☐ Approved

☐ Denied

Reason, if denied:

_____

Chaperone approval or denial:

Name of Chaperone	Criminal History Check Completed *(circle one)*	Decision *(circle one)*
	Yes No	Approved Denied
	Yes No	Approved Denied
	Yes No	Approved Denied

Principal's Approval: _____ 08-19-24
(Signature) (Date)

Superintendent or Designee Approval: Dr Lisa Nava 8-28-24
(Signature) (Date)

Board Approval: _____
(Signature -Required for Out-of-State Travel) (Date)






FLORIDA

Odessa High School Showgirls

Thursday, March 6th
- Depart on flight TBD
- Arrive in sunny Orlando, FL!
- Meet your Green Light tour manager
- Lunch in the airport
- Board motorcoach
- Enjoy *Disney's Magic Kingdom®*
- Dinner within the park (dining card provided)
- See Happily Ever After Firework Spectacular
- Check into hotel

Friday, March 7th
- Breakfast at the hotel
- Participate in a Disney Performing Arts Dance Workshop
- Enjoy *Disney's Hollywood Studios®*
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- See *Fantasmic™* light, fire and water show

Saturday, March 8th
- Breakfast at the hotel
- Depart for Cocoa Beach
- Visit Ron Jons Surf Shop
- Enjoy the beach
- Cash back for lunch
- Return to Orlando to shower
- Dinner at Planet Hollywood
- Free time for shopping at Disney Springs

Sunday, March 9th
- Breakfast at the hotel
- Enjoy Universal Studios and Islands of Adventure (home to Harry Potter!)
- Lunch within the park (voucher provided)
- Dinner within the park (voucher provided)

Monday, March 10th
- Breakfast at the hotel
- Pack and load bus
- Enjoy *Disney's Animal Kingdom®*
- Lunch within the park (dining card provided)
- Depart for the airport
- Depart on flight TBD
- Dinner in the connecting airport
- Arrive back in Midland/Odessa

www.greenlightgrouptours.com · info@greenlightgrouptours.com · 1-800-490-1820







FLORIDA

Ground package Includes

- Round trip flight (estimated at $650/seat does not include luggage fees)
- Motorcoach transfers
- Dedicated tour manager
- Four nights lodging
- Three-day Disney basic pass
- One-day Universal two-park ticket
- Disney Performing Arts Workshop
- Beach visit
- Disney Springs
- Breakfast daily at the hotel
- Three *©Disney* dining cards ($25 each)
- Two Universal meal vouchers
- Dinner at Planet Hollywood
- Three airport meals
- Lunch in Cocoa Beach
- Two million dollar liability insurance policy
- Name badge with emergency phone numbers and mini itinerary
- Nighttime hotel security guard
- Standard trip delay protection
- Three complimentary director's packages; two at double occupancy and one at single occupancy
- Online registration and billing

Minimum number of paying travelers:	30	35	40	45	50
Quad	$2,468	$2,375	**$2,304**	$2,250	$2,206
Triple	$2,528	$2,435	**$2,364**	$2,310	$2,266
Double	$2,648	$2,555	**$2,484**	$2,430	$2,386
Single	$3,008	$2,915	**$2,844**	$2,790	$2,746

Does Not Include

- Transportation between school and the Midland/Odessa Airport
- Checked bag fees (in not Southwest)

*Price is an estimate and can be confirmed in August

REQUEST FOR APPROVAL OF EDUCATIONAL SPECIFICATIONS UPDATE

This is an update to the Educational Specifications that were previously approved on March 26, 2024. This update consists of the inclusion of an addendum to the original document that covers the unit design aspects of the Transition Learning Center.

The attached Educational Specifications Addendum describes the building program in reference to square footage, identified spaces, programs, adjacencies, and possible layouts.



Educational Specifications Addendum

Transition Learning Center

Submitted: September 11, 2024

ECISD TRANSITION to the Future
1111 W. 12th • Odessa, Texas

ECISD OUR students..THE future

DLRGROUP

Whats Inside

Acknowledgments	03
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Acknowledgments

Dr. Keely Boyer	Interim Superintendent
Dr. Scott Muri	Superintendent Emeritus
Dr. Anthony Sorola	Associate Superintendent
Sam Magallan	Executive Director of Operations
Sable Corrales	Operations / Project Supervision
Christoper Bartlett	Director of Construction
Stacey Nunez	Assistant Principal
Micah Pettigrew	Special Education Supervisor
Mark Gabrylczyk	Executive Director of Special Services

Board of Trustees

Dawn Miller	Position 1
Delma Abalos	Position 2
Wayne Woodall	Position 3
Chris Stanley	Position 4 - President
Dr. Steve Brown	Position 5 - Secretary
Tammy Hawkins	Position 6 - Vice President
Bob Thayer	Position 7

Summary

The need for a new Transitional Learning Center was identified by EC ISD 2023 bond planning. This supplemental Education Specification (Ed Specs) expands upon the 2024 Education Specification prepared by Ector County ISD and addresses the Transitional Learning Center (TLC) program specifically.

Each educational program undergoing significant renovation or receiving a new facility is required by the Texas Education Agency (TEA) to have an Education Specification approved by the Board of Trustees in advance of designing the facility. This amendment is intended to satisfy the TEA requirement and prepare the District for the upcoming TLC replacement facility.

The addendum establishes the design requirements for the new Transition Learning Center campus, building on EC ISD's Educational Specifications (Ed Specs) with the specific needs of learners and spaces at the TLC. Where the addendum does not provide direction, refer to the 2024 EC ISD Ed Specs. This document was prepared by DLR Group with the critical input of TLC staff, learners, members of the EC ISD district leadership.

The new TLC facility will serve a population of approximately 55 learners with diverse, overlapping, and significant special needs. Learners communicate in a variety of ways: verbally in English and Spanish and non-verbally using sign language, specialized switches, and music. Multiple and varied mobility equipment assists learners with movement throughout the day. The TLC's population also includes a significant number of adults such as educators, teaching assistants, and private-duty nurses as required to address the learners' unique needs.

The TLC campus will be relocated from its current site at 1111 W 12th St, to 1118 W 12th St.

The new facility will be no more than 16,000 gross-square-feet in size to accommodate adequate space for collaboration, specialized instruction, community connection, federally mandated Americans with Disabilities Act (ADA) required clearances, and specialized storage requirements. Site scope for this project includes a new bus drop off area, staff and visitor parking, outdoor learning and play area. See the Building Program section for more detailed breakdown of spaces.

The total project budget for the new TLC facility is of $6,000,000 as identified in the EC ISD 2023 Bond.

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Building Program

Transition Learning Center

18+ Learning Centers 2024

Building Program Summary

SPACE / FUNCTION	SQFT
ADMINISTRATION	2,252
CLINIC	376
SPECIAL CLASSROOMS	7,628
ATHELTICS / PHYSICAL EDUCATION	650
VOCATIONAL LAB	300
ANCILLARY	320
UNASSIGNED SPACE (MECH, CIRCULATION, WALLS, ETC) @ 35% NET AREA	4,034
TOTAL BUILDING GROSS SQUARE FEET	15,560

Building Program - Administration & Clinic

SPACE / FUNCTION	SQFT	
ADMINISTRATION	2,252	
SECURED VESTIBULE	80	
RECEPTION / WAITING	100	
DIRECTOR SECRETARY	120	
DIRECTOR OFFICE	180	1045
CONFERENCE ROOM	200	
MAIL / WORK ROOM	300	
AUTISM / HOMEBOUND OFFICE	800	
FACULTY LOUNGE	200	
FACULTY RESTROOM	80	
ADMINISTRATION RESTROOM	80	
WELLNESS ROOM	56	
ADMINISTRATION STORAGE	56	
CLINIC	376	
RECEPTION / WAITING	56	
CLINIC STAFF WORK AREA	110	
ISOLATION / EXAM ROOM	80	
STORAGE ROOM	50	
RESTROOM	80	

Building Program - Special Classrooms

SPACE / FUNCTION	SQFT
SPECIAL CLASSROOMS	**7,628**
SPECIALIZED CLASSROOM	800
SPECIALIZED CLASSROOM	800
SPECIALIZED CLASSROOM	800
SPED RESTROOM	150
SPED RESTROOM	150
SPED RESTROOM	150
SPED RESTROOM	150
SHOWER	100
SHOWER	100
CULINARY ARTS	1,100
LECTURE ROOM	1,000
COMPUTER LAB / Z-SPACE	1,000
LIVING ROOM / BEDROOM LAB	200
CAFETERIA	1,000
SENSORY CALM DOWN AREA	64
SENSORY CALM DOWN AREA	64

Building Program - Additional Areas

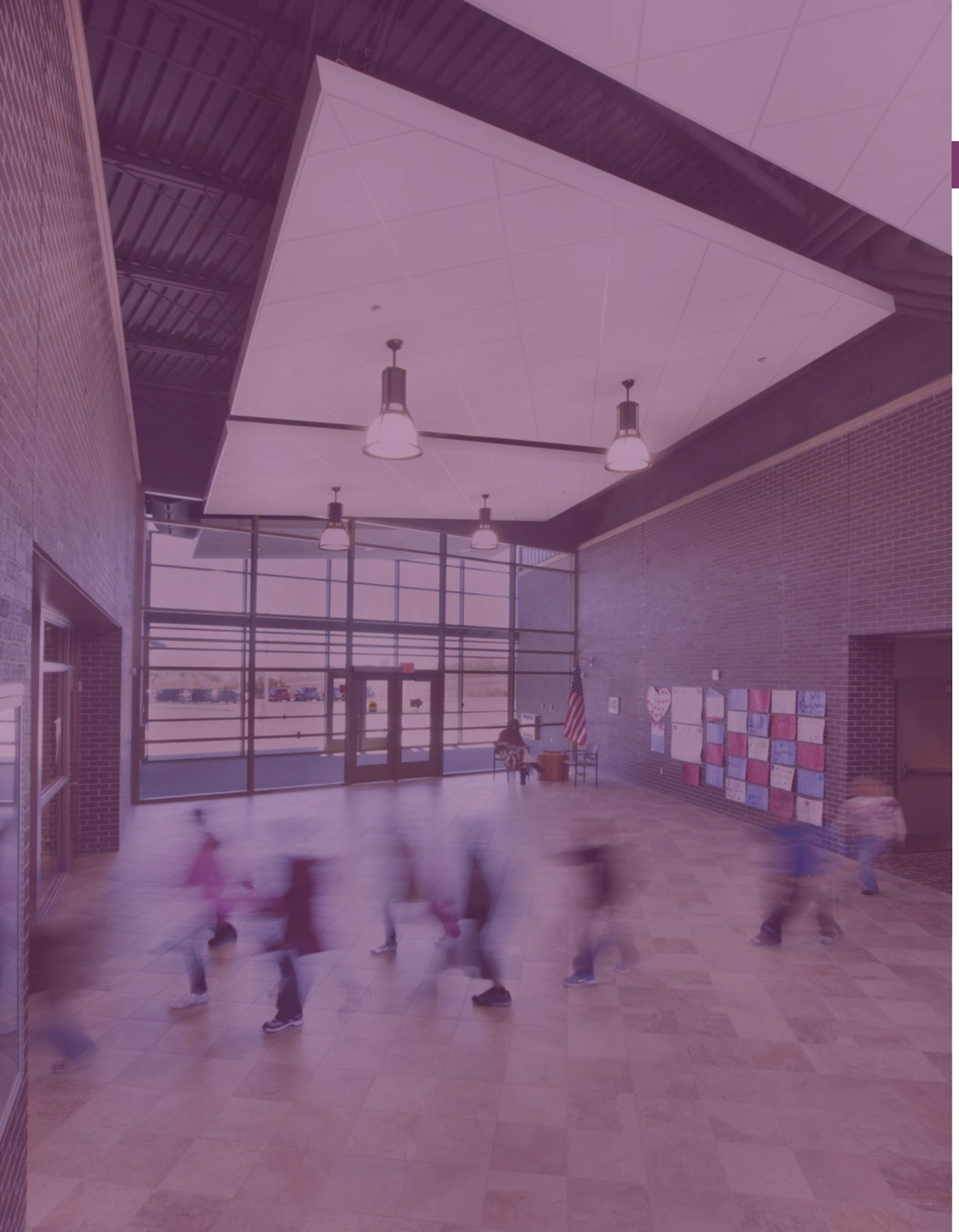
SPACE / FUNCTION	SQFT
ATHLETICS	**650**
RECREATION	650
VOCATIONAL LAB	**300**
VOCATIONAL LAB	300
ANCILLARY	**320**
UTILITY ROOM	120
MDF ROOM	200

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Program Adjacencies

Transition Learning Center

18+ Learning Centers 2024



Program Adjacencies - Education Spaces

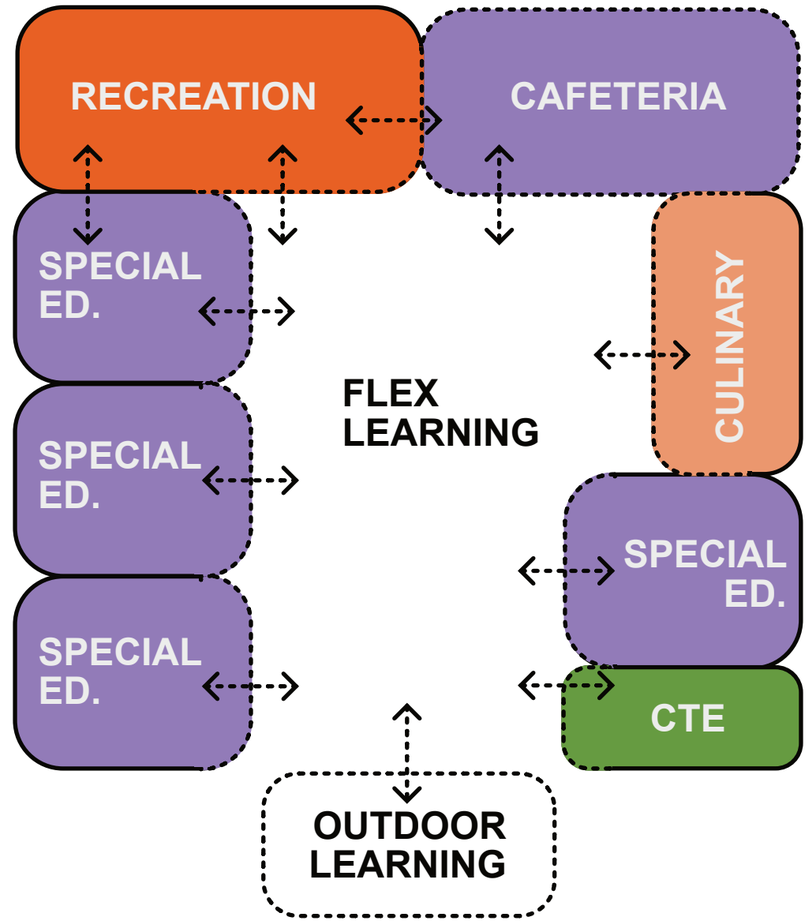


DIAGRAM NOT TO SCALE

CLOSED AREA

OPEN AREA

CONNECTION

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Appendix

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CFCI/OFCI/OFOI Matrix 17

Finish Material Matrix 19

Transition Learning Center Plans 20

CFCI/OFCI/OFOI MATRIX:

ITEM	PROVIDED BY OWNER	PROVIDED BY CONTRACTOR	REMARKS
APARTMENT LAB			
Dining table with chairs	OFOI		
Couch	OFOI		
End tables	OFOI		
Single Bed	OFOI		
Dresser	OFOI		
Closet	OFOI		
RECREATION			
Dining table with chairs	OFOI		
Ping Pong Table	OFOI		
Storage Shelves	OFOI		
Pool Table	OFOI		
Foosball Table	OFOI		
Basketball Game	OFOI		
Elliptical	OFOI		
Treadmill	OFOI		
VOCATIONAL LAB			
Workbench with Tool Board	OFOI		
Metal Storage Shelves	OFOI		
Mobile Work Table	OFOI		
Mobile Service Cabinet	OFOI		
Mobile Tool Cabinet	OFOI		

CFCI/OFCI/OFOI MATRIX:

ITEM	PROVIDED BY OWNER	PROVIDED BY CONTRACTOR	REMARKS
CULINARY ARTS			
Dining table with chairs	OFOI		
Store Display		CFCI	
Transaction Counter (*H/L*)		CFCI	
Refrigerator		CFCI	
Sink (*H/L*)		CFCI	
Microwave (*H/L*)	OFOI		
Oven (*H/L*)		CFCI	
Stove (*H/L*)		CFCI	
Metal Shelving		CFCI	
3 Compartment Sink		CFCI	
Hand wash Sink		CFCI	
Door Type Dishwasher		CFCI	
Infill Counter & Wall Mount		CFCI	
Shelf		CFCI	
Commercial Stove with Hood		CFCI	
Reach-in Refrigerator		CFCI	
Preparation Station	OFOI		
Ice Machine		CFCI	
Portable Touchscreen	OFOI		

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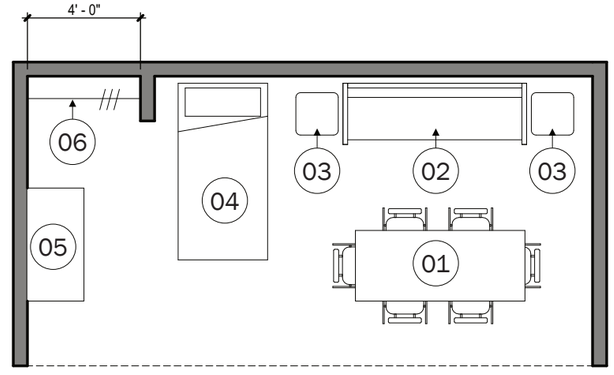
FINISH MATERIAL MATRIX

Special Education	Walls	Floor	Ceiling
Apartment Lab	Painted Gypsum Board	Carpet	2x2 Acoustic Tile
Culinary Arts	Epoxy Painted Gypsum Board	Resilient Flooring	2x2 Acoustic Tile, Cleanable

CTE	Walls	Floor	Ceiling
Vocational Lab	Painted Gypsum Board	Resilient Flooring	2x2 Acoustic Tile

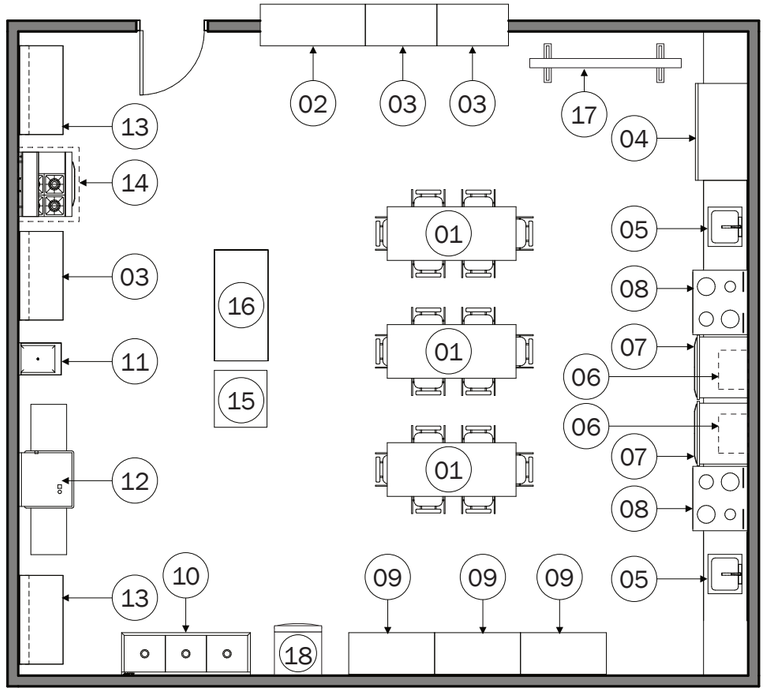
ATHLETICS	Walls	Floor	Ceiling
Recreation	Painted Gypsum Board	Wood Athletic Floor	2x2 Acoustic Tile

TRANSITION LEARNING CENTER : Apartment Lab



KEYNOTE	
ITEM #	ITEM
01	Dining Table with Chairs
02	Couch
03	End Table
04	Single Bed
05	Dresser
06	Closet

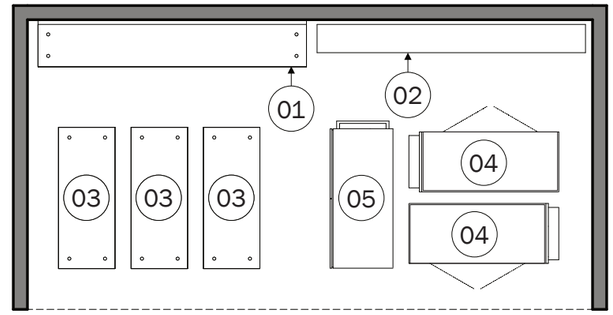
TRANSITION LEARNING CENTER : Culinary Arts



KEYNOTE					
ITEM #	ITEM	ITEM #	ITEM	ITEM #	ITEM
01	Dining table with chairs	08	Stove (*H/L*)	14	Commercial Stove with Hood
02	Store Display	09	Metal Shelving	15	Reach-in Refrigerator
03	Transaction Counter (*H/L*)	10	3 Compartment Sink	16	Preparation Station
04	Refrigerator	11	Hand wash Sink	17	Mobile Touch Screen
05	Sink (*H/L*)	12	Door Type Dishwasher	18	Ice Machine
06	Microwave (*H/L*)	13	SS Counter & Wall Mount		
07	Oven (*H/L*)		Shelf		

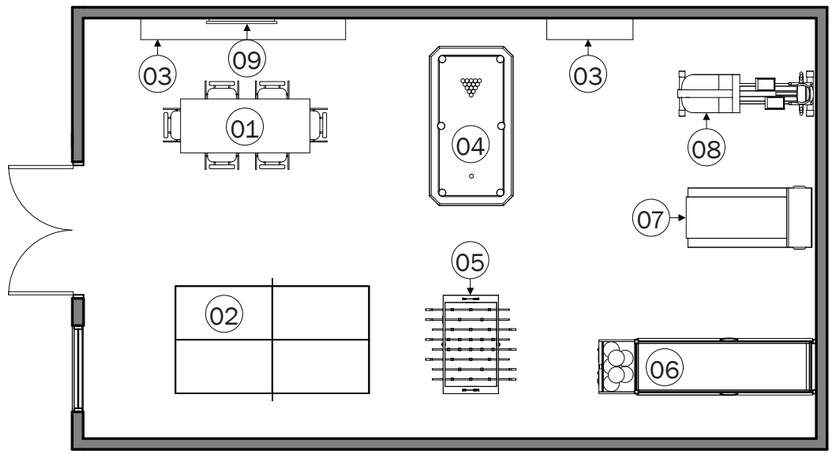
** H/L: High or Low Height Station*

TRANSITION LEARNING CENTER : Vocational Lab



KEYNOTE	
ITEM #	ITEM
01	Workbench with Tool Board
02	Metal Storage Shelves
03	Mobile Work Table
04	Mobile Service Cabinet
05	Mobile Tool Cabinet

TRANSITION LEARNING CENTER : Recreation



KEYNOTE			
ITEM #	ITEM	ITEM #	ITEM
01	Dining Table with Chairs	08	Treadmill
02	Ping Pong Table	09	Wall Mounted TV
03	Storage Shelves		
04	Pool Table		
05	Foosball Table		
06	Basketball Game		
07	Elliptical		

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REQUEST FOR APPROVAL OF ANNUAL RENEWAL OF MEMORANDUM OF UNDERSTANDING WITH TEXAS TECH UNIVERSITY FOR PRINCIPAL FELLOW MASTERS PROGRAM 2024-2025

This is an approval of the Memorandum of Understanding with Texas Tech University for the Principal Fellow Program 2024-2025. This a federally funded program that allows school districts to partner with the TTU Leadership Program, to prepare highly-effective teachers in a non-traditional program where the candidates are mentored by a top performing principal as they are working on a master's degree.

Agreement #24-0225-Almager
between
Ector County Independent School District
and
Texas Tech University

This Agreement, by and between the Ector County Independent School District (hereinafter referred to as "SPONSOR"), whose principal place of business is 802 N. Sam Houston, Odessa, TX 79761-0000 and Texas Tech University (hereinafter referred to as "TTU"), a Texas state instution of higher education whose principal place of business is 2625 Memorial Circle, Lubbock, TX 79409, is for the following purpose:

Whereas, SPONSOR is the recipient of the following award (hereinafter referenced to as the "Prime Award" and attached hereto as Attachment A):

Prime Award Number:	246945677110001
Prime Award Sponsor:	Texas Education Agency
Project Title:	2024-2025 Principal Residency Grant, Cycle 7
Project CFDA Number:	84.367A
Project FAIN Number:	S367A230041
SPONSOR Principal Investigator:	Scott Rudes
TTU Principal Investigator:	Irma Almager

and whereas, said Prime Award involves an approved collaborative effort between SPONSOR and TTU, and TTU has agreed to use its personnel, facilities, and reasonable efforts in the performance of the work; therefore, the parties mutually agree as follows:

ARTICLE 1. SCOPE OF WORK

TTU shall supply all the necessary personnel, equipment, and materials (except as otherwise may be provided herein) to accomplish the tasks set forth in the attached Scope of Work, marked Attachment B, which by this reference is incorporated herein.

ARTICLE 2. PERIOD OF PERFORMANCE

The term of this Agreement shall commence October 01, 2024 and terminate August 31, 2025 unless otherwise extended by mutual written agreement of the parties.

ARTICLE 3. LIMITATION ON COSTS

The total cost of performing the tasks under Article 1 of this Agreement will not exceed $34,483.00. SPONSOR shall not, in the absence of a modification hereto, be obligated to reimburse TTU for costs that are in excess of the total amount specified in this Article.

The budget for which TTU has based this support is detailed in Attachment C.

ARTICLE 4. SPONSOR PRINCIPAL INVESTIGATOR

Scott Rudes, as the SPONSOR Principal Investigator of the project and representative of SPONSOR, shall have the overall responsibility of the technical, scientific, and programmatic aspects of the project funded by the Project Sponsor. Any changes to the Scope of Work shall require an amendment, signed by both parties, to this Agreement.

ARTICLE 5. TTU PRINCIPAL INVESTIGATOR

The Principal Investigator representing TTU for the purpose of technical direction in accordance with Article 1 shall be Irma Almager. A change in the designated TTU Principal Investigator shall require the prior written approval of SPONSOR and the TTU Principal Invesigator.

ARTICLE 6. USE OF FUNDS

TTU is responsible for ensuring that costs charged to this Agreement (1) benefit the Scope of Work being funded, (2) are consistent with the Project Sponsor's terms and conditions of the Prime Award, and (3) are allowable, allocable, and reasonable under federal cost principles.

ARTICLE 7. PRIOR APPROVALS

Written requests made by either Party for cost or other administrative prior approvals, required by the provisions set forth by this Agreement, shall be signed by both Parties' Authorized Representative and shall be submitted to TTU's Authorized Representative, who will initiate the appropriate action required.

ARTICLE 8. TERMS OF PAYMENT

No later than sixty (60) days after the Agreement is fully executed, TTU shall submit an invoice for the full award amount to the SPONSOR's Financial contact at the following email addresses:

Deborah Ottmers
Chief Financial Officer
Deborah.ottmers@ectorcountyisd.org

Invoice shall be paid no later than thirty (30) days of receipt of invoice.

ARTICLE 9. REPORTING REQUIREMENTS

An annual progress report shall be submitted to Sponsor's Principal Investigator not later than sixty (60) days beyond the termination date of this Agreement.

ARTICLE 10. CONDITIONS OF AWARD

SPONSOR and TTU agrees to comply with the provisions set forth by the Project Sponsor's Terms and Conditions of Award, incorporated herein as Exhibit A.

ARTICLE 11. AUDIT

TTU agrees to maintain books, records, and documents and other evidence pertaining to all costs and expenses incurred and revenues acquired under this Agreement for three (3) years from the Project end date.

ARTICLE 12. EQUIPMENT ACCOUNTABILITY

Inventory accountability and disposition of equipment will be in accordance with the Project Sponsor's policy. Upon termination of the project, SPONSOR's need for any equipment acquired under this Agreement shall be taken into account when determining disposition of title.

ARTICLE 13. INTELLECTUAL PROPERTY AND PUBLICATIONS

The results and data developed by this collaborative effort, if jointly developed, will be jointly owned by the parties, and if developed solely by one party, will be owned solely by that party. Each party grants to the other party a non-exclusive, royalty-free license to use the results and data developed solely by each other, provided that each party uses such results and data only for its own internal research and educational purposes. The parties agree to negotiate in good faith in the event that either requests a license for commercial purposes.

There will be no restrictions on the joint publications of part or all of the data and/or discoveries made.

ARTICLE 14. PUBLICITY

No publicity matter having or containing reference to the other party to this Agreement or in which the name of the other party is mentioned shall be made use of until written approval has first been obtained by the party making use of the other party's name.

SPONSOR (ECISD) and TTU acknowledge that both parties must comply with the Texas Open Records Act. 1058

ARTICLE 15. DEBARMENT/EXCLUSION

TTU certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

ARTICLE 16. TERMINATION

In the event of termination of the Prime Award, this Agreement shall be automatically terminated as of the termination date of the Prime Award. Additionally, either party shall have the right to terminate this Agreement by giving thirty (30) days' written notice of intent to terminate to the other party's Authorized Representative. In the event of early termination of this Agreement, whether due to termination of the Prime Award or termination by either party per the terms of this Article, TTU shall return all unexpended funds to SPONSOR less any noncancelable obligations properly incurred up to the date of notice of termination within 60 days of effective date of termination.

ARTICLE 17. REPRESENTATION

Representatives of the parties for this Agreement are as follows:

A. For TTU

I. Principal Investigator
Irma Almager
Education Psychology & Leadership
Texas Tech University
College of Education, RM #306
Lubbock, TX 79409
Telephone: (806) 834-0062
Email: Irma.almager@ttu.edu

II. Financial Contact

Sarah Cody, CRA
Managing Director
Texas Tech University
Accounting Services
Box 41105
Lubbock, TX 79409-1105
Telephone: (806) 742-2970
Email: ora@ttu.edu

III. Authorized Representative
Kellee Smith, MBA, CRA
Assistant Managing Director
Office of Research Services
Texas Tech University
Box 41035
Lubbock, TX 79409-1305
Telephone: (806) 742-3884
Email: ors.awardservices@ttu.edu

B. For ECISD

I. Sponsor Investigator
Scott Rudes
Executive Director of Talent Development
802 Sam Houston, Odessa, TX. 79763
432-456-0097
Email: scott.rudes@ectorcountyisd.org

II. Financial Contact
Jerry Mahana
Director of Purchasing
802 Sam Houston, Odessa, TX. 79763
432-456-9711
Email: jerry.mahana@ectorcountyisd.org

III. Authorized Representative
Thelma Cordova
Administrative Assistant
802 Sam Houston, Odessa, TX. 79763
432-456-0097
Email: thelma.cordova@ectorcountyisd.org

ARTICLE 18-DISPUTE RESOLUTION

TTU will use the Texas Government Code, Chapter 2260's dispute resolution process to attempt to resolve any claim for breach of contract arising under this Agreement that is not resolved in the ordinary course of business.

TTU and SPONSOR do not waive sovereign immunity by their execution of or by any conduct of their respective representatives under this agreement, and the dispute resolution process does not affect TTU's or SPONSOR's right to assert all claims and defenses in a lawsuit arising from or related to this Agreement.

ARTICLE 19-GOVERNING LAW

This Agreement will be governed and construed in accordance with the laws of the State of Texas. Venue for any claim arising under this agreement will be the state courts of Lubbock County, Texas.

ARTICLE 20-AGREEMENT MODIFICATION

An amendment to change the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of both parties. The contract period may be extended by mutual agreement of parties, which may be communicated by email/letter, and will not require a formal modification of the Agreement.

Accepted for **Ector County ISD**	**Accepted for** **Texas Tech University:**
Keeley Boyer Interim Superintendent of Schools	Kellee Smith, MBA, CRA Assistant Managing Director, ORS
Date	**Date**

Attachment A
Notice of Prime Award

Texas Education Agency

NOGA ID: 246945677110001

Organization: ECTOR COUNTY ISD
County-District: 068901
Vendor ID: 1-756001362
Campus/School: Not Applicable
ESC Region: 18
School Year: 2024

Notice of Grant Award

SAS # A599-24

Amendment Number:

Name of Grant Program	Far Fund Code	Far Rev Code	Fed Awd # /CFDA #	Federal Aid Agency	TEA USE only	Begin Date	End Date	Increase (Decrease)	Amount
2024-2025 PRINCIPAL RESIDENCY GRANT CYCLE 7	255	5929	S367A230041 84.367A	USDE	69452467	02/16/2024	08/31/2025	$0.00	$749,889.00
								NOGA Total	$749,889.00

An amount of ($0.00) has been reserved for the Notice of Grant Award. For more information, please contact the funding contact listed on the TEA Grant Opportunities page.

Application and any amendment thereto identified above, Received Date/ Document Control Number/ Application ID(701-23-127-001)as revised or negotiated by the Texas Education Agency (TEA), is hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the application, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the sub grantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee	Approval ID of the Commissioner of Education or Designee Texas Education Agency	Date
The signature of the applicant's authorized officer contained on the applicant's application or amended application referred to above, is hereby incorporated by reference and made a part of this grant/award.		02/16/2024

Texas Education Agency

Supplement to Notice of Grand Award (NOGA)

1	**Subrecipient Name:** ECTOR COUNTY ISD 802 N. SAM HOUSTON ODESSA TX 79761-0000	2	**Subrecipient Unique Entity Identifier:** UEI: EE6JKZY1KPX1 Vendor ID: 1- 756001362 County District (CDN): 068-901

3	**Subrecipient Information**	
	Grant Name:	2024-2025 PRINCIPAL RESIDENCY GRANT CYCLE 7
	Subaward period of performance start and end date:	See NOGA certificate
	Amount of federal funds obligated by this action:	See NOGA certificate
	Total amount of federal funds awarded:	See NOGA certificate
	Indirect cost rate:	5.387%
	De minimis indirect cost rate:	Not Applicable
	Research and development grant:	Not Applicable

4 Subrecipient Terms and Conditions

(1) New EDGAR including 2 C.F.R. Part 200 applies.

(2) Grant program requirements
(a) Incorporated by reference in General and Fiscal Guidelines
(b) Incorporated by reference in Program Guidelines
(c) Incorporated by reference in General Provisions and Assurances
(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)

(3) Additional requirements
Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable

(4) Access to subrecipient records
Per 2 CFR §200.332. The subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.

(5) Closeout of subaward
(a) Incorporated by reference in General and Fiscal Guidelines
(b) Incorporated by reference in NOGA transmittal letter

5	**Name of Pass-Through Entity** Texas Education Agency	6	**Contact Information for TEA Awarding Official** See NOGA certificate

7	**Federal Award Information**	
	Federal awarding agency:	USDE
	Federal award identification number:	See NOGA certificate
	CFDA number:	See NOGA certificate
	CFDA name:	Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)
	Federal award date:	July 1, 2023
	Total amount of federal award:	$ 235,928,923.00

8 Federal Award Project Description

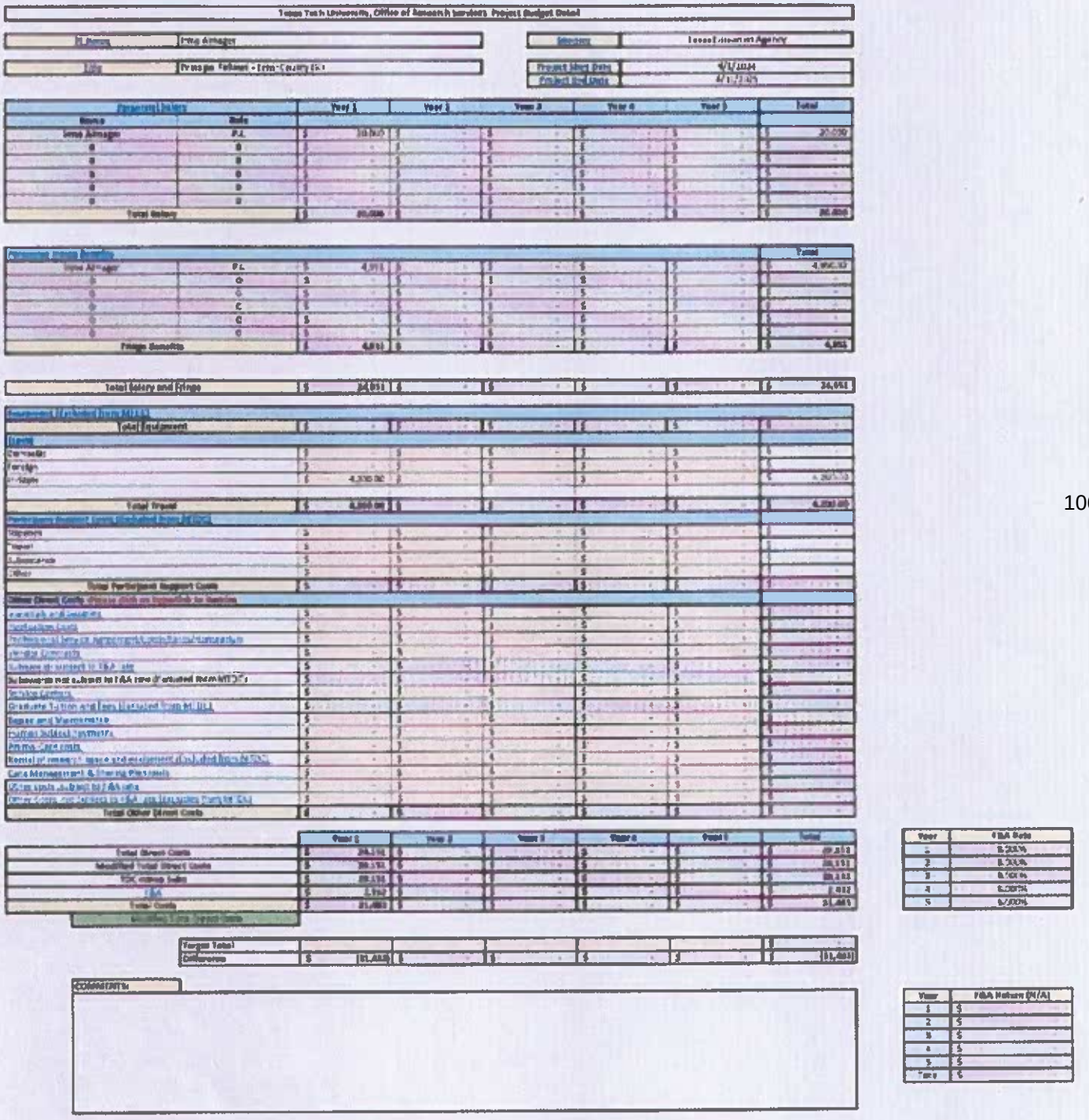
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Attachment B
Scope of Work

TTU – Statement of Work

1. Dedicate and provide a TTUCOE faculty coach (faculty coach) to provide a minimum of six on-site coaching sessions at participating ISD. In addition to the six on-site coaching sessions, the faculty coach will (a) provide support to the PF placed in the ISD schools, (b) collaborate with building administrators and TTUCOE faculty, and (c) contribute to the progress monitoring of the PF using ISD student data.
2. Recruit and screen talented and committed PF Candidate(s) to the TTUCOE PF program.
3. Offer district immersion-style, competency-based principal education programs in certification areas aligned to the expressed ISD needs found from an initial PF led equity audit.
4. Use Principal Candidate clinical competency data (i.e., leadership pedagogy, impact on formative and summative student achievement data, progress monitoring, leadership coaching, action plans) to modify and adjust TTUCOE PF program to better foster principal candidates' mastery of competencies.
5. Deliver courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; and Strategic Problem Solving.
6. Design courses that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures.
7. Utilize formative feedback, provided to the PF on weekly basis by TTUCOE faculty and/or TTU faculty coaches.

Attachment C
Budget



Texas Tech University, Office of Research Services Project Budget Detail

PI Name: Irma Arriaga

Title: Principal Fellows - Irma Cavazos Ed.

Sponsor: Texas Enhancement Agency

Proposed Start Date: 9/1/2024

Proposed End Date: 8/31/2025

Personnel Salary		Year 1	Year 2	Year 3	Year 4	Year 5	Total
Name	Role						
Irma Arriaga	P.I.	$ 20,000	$ -	$ -	$ -	$ -	$ 20,000
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
Total Salary		$ 20,000	$ -	$ -	$ -	$ -	$ 20,000

Personnel Fringe Benefits							Total
Irma Arriaga	P.I.	$ 4,911	$ -	$ -	$ -	$ -	$ 4,911
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
0	0	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits		$ 4,911	$ -	$ -	$ -	$ -	$ 4,911

Total Salary and Fringe	$ 24,911	$ -	$ -	$ -	$ -	$ 24,911

Equipment (Purchased Items $5,000+)						
Total Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Travel						
Domestic	$ -	$ -	$ -	$ -	$ -	$ -
Foreign	$ -	$ -	$ -	$ -	$ -	$ -
In-State	$ 4,330.00	$ -	$ -	$ -	$ -	$ 4,330.00
Total Travel	$ 4,330.00	$ -	$ -	$ -	$ -	$ 4,330.00
Participant Support Costs (Stipends Items $5,000+)						
Stipends	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ -	$ -	$ -	$ -	$ -
Subsistence	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
Total Participant Support Costs	$ -	$ -	$ -	$ -	$ -	$ -
Other Direct Costs (Items $5,000+ Expenditures for Services)						
Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
Publication Costs	$ -	$ -	$ -	$ -	$ -	$ -
Professional Services Agreements (Consultants)	$ -	$ -	$ -	$ -	$ -	$ -
Computer Services	$ -	$ -	$ -	$ -	$ -	$ -
Subawards (F&A paid to TTU)	$ -	$ -	$ -	$ -	$ -	$ -
Subawards not subject to F&A (de minimis Rate MTDC)	$ -	$ -	$ -	$ -	$ -	$ -
Training Costs	$ -	$ -	$ -	$ -	$ -	$ -
Graduate Tuition and Fees (Limited Rate 8%)	$ -	$ -	$ -	$ -	$ -	$ -
Rental and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Animal Related Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Animal Care Costs	$ -	$ -	$ -	$ -	$ -	$ -
Rental of research space and equipment (not subject to F&A)	$ -	$ -	$ -	$ -	$ -	$ -
Core Management & Sharing Fees (not subject to F&A)	$ -	$ -	$ -	$ -	$ -	$ -
Other costs not subject to F&A	$ -	$ -	$ -	$ -	$ -	$ -
Other costs not subject to F&A (per Sponsor Policy for F&A)	$ -	$ -	$ -	$ -	$ -	$ -
Total Other Direct Costs	$ -	$ -	$ -	$ -	$ -	$ -

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total Direct Costs	$ 29,241	$ -	$ -	$ -	$ -	$ 29,241
Modified Total Direct Costs	$ 29,241	$ -	$ -	$ -	$ -	$ 29,241
TDC minus Subs	$ 29,241	$ -	$ -	$ -	$ -	$ 29,241
F&A	$ 2,242	$ -	$ -	$ -	$ -	$ 2,242
Total Costs	$ 31,483	$ -	$ -	$ -	$ -	$ 31,483
Modified Total Direct Costs						

Target Total						$ -
Difference	$ (31,483)	$ -	$ -	$ -	$ -	$ (31,483)

Year	F&A Rate
1	8.33%
2	8.33%
3	8.33%
4	8.33%
5	8.33%

Year	F&A Return (N/A)
1	$
2	$
3	$
4	$
5	$
Total	$

Comments:

REQUEST FOR APPROVAL OF ANNUAL RENEWAL OF MEMORANDUM OF UNDERSTANDING WITH THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN FOR PRINCIPAL FELLOW MASTERS PROGRAM 2024-2025

This is an approval of the Memorandum of Understanding with The University of Texas of the Permian Basin for the Principal Fellow Program 2024-2025. This a federally funded program that allows school districts to partner with the UTPB Leadership Program, to prepare highly-effective teachers in a non-traditional program where the candidates are mentored by a top performing principal as they are working on a master's degree.

Agreement
between
Ector County ISD
and
The University of Texas Permian Basin

This Agreement, by and between Ector County ISD (hereinafter referred to as "SPONSOR"), whose principal place of business is 802 N. Sam Houston, Odessa, Texas 79761, and The University of Texas Permian Basin (hereinafter referred to as "UT PERMIAN BASIN"), a Texas state institution of higher education whose principal place of business is 4901 E. University Blvd, Odessa, TX 79762-8122, is for the following purpose:

Whereas, SPONSOR is the recipient of the following award (hereinafter referenced to as the "Prime Award" and attached hereto as Exhibit A):

Prime Award Number:	246945677110001
Prime Award Sponsor:	Texas Education Agency
Project Title:	2024-2025 Principal Residency Grant, Cycle 7
Project CFDA Number:	84.367A
Project FAIN Number:	S367A230041
SPONSOR Principal Investigator:	Scott Rudes
UT PERMIAN BASIN Principal Investigator:	Ethel Arzu

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and whereas, said Prime Award involves an approved collaborative effort between SPONSOR and UT PERMIAN BASIN, and UT PERMIAN BASIN has agreed to use its personnel, facilities, and reasonable efforts in the performance of the work; therefore, the parties mutually agree as follows:

ARTICLE 1. SCOPE OF WORK

UT PERMIAN BASIN shall supply all the necessary personnel, equipment, and materials (except as otherwise may be provided herein) to accomplish the tasks set forth in the attached Scope of Work, marked Exhibit B, which by this reference is incorporated herein.

ARTICLE 2. PERIOD OF PERFORMANCE

The term of this Agreement shall commence October 1, 2024 and terminate August 31, 2025, unless otherwise extended by mutual written agreement of the parties.

ARTICLE 3. LIMITATION ON COSTS

The total cost of performing the tasks under Article 1 of this Agreement will not exceed $11,227.00. SPONSOR shall not, in the absence of a modification hereto, be obligated to reimburse UT PERMIAN BASIN for costs that are in excess of the total amount specified in this Article.

The budget for which UT PERMIAN BASIN has based this support is detailed in Exhibit C.

ARTICLE 4. SPONSOR PRINCIPAL INVESTIGATOR

Scott Rudes, as the SPONSOR Principal Investigator of the project and representative of SPONSOR, shall have the overall responsibility of the technical, scientific, and programmatic

aspects of the project funded by the Project Sponsor. Any changes to the Scope of Work shall require an amendment, signed by both parties, to this Agreement.

ARTICLE 5. UT PERMIAN BASIN PRINCIPAL INVESTIGATOR

The Principal Investigator representing UT PERMIAN BASIN for the purpose of technical direction in accordance with Article 1 shall be Ethel Arzu. A change in the designated UT PERMIAN BASIN Principal Investigator shall require the prior written approval of SPONSOR and the UT PERMIAN BASIN Principal Investigator.

ARTICLE 6. USE OF FUNDS

UT PERMIAN BASIN is responsible for ensuring that costs charged to this Agreement (1) benefit the Scope of Work being funded, (2) are consistent with the Project Sponsor's terms and conditions of the Prime Award, and (3) are allowable, allocable, and reasonable under federal cost principles.

ARTICLE 7. PRIOR APPROVALS

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Written requests made by either Party for cost or other administrative prior approvals, required by the provisions set forth by this Agreement, shall be signed by both Parties' Authorized Representative and shall be submitted to UT PERMIAN BASIN's Authorized Representative, who will initiate the appropriate action required.

ARTICLE 8. TERMS OF PAYMENT

No later than 60 days after the Agreement is fully executed, UT PERMIAN BASIN shall submit an invoice for the full award amount to the SPONSOR's Financial contact at the following email addresses:

Deborah Ottmers
Chief Financial Officer
Deborah.ottmers@ectorcountyisd.org

Invoice shall be paid no later than 60 days of receipt of invoice.

ARTICLE 9. REPORTING REQUIREMENTS

An annual progress report shall be submitted to Sponsor's Principal Investigator not later than sixty (60) days beyond the termination date of this Agreement.

ARTICLE 10. CONDITIONS OF AWARD

SPONSOR and UT Permian Basin agrees to comply with the provisions set forth by the 2024-2025 Principal Residency Grant Cycle 7, incorporated herein as Exhibit A.

ARTICLE 11. AUDIT

UT Permian Basin agrees to maintain books, records, and documents and other evidence pertaining to all costs and expenses incurred and revenues acquired under this Agreement for three (3) years from the Project end date.

ARTICLE 12. EQUIPMENT ACCOUNTABILITY

Inventory accountability and disposition of equipment will be in accordance with the 2024-2025 Principal Residency Grant Cycle 7. Upon termination of the project, SPONSOR's need for any equipment acquired under this Agreement shall be taken into account when determining disposition of title.

ARTICLE 13. INTELLECTUAL PROPERTY AND PUBLICATIONS

The results and data developed by this collaborative effort, if jointly developed, will be jointly owned by the parties, and if developed solely by one party, will be owned solely by that party. Each party grants to the other party a non-exclusive, royalty-free license to use the results and data developed solely by each other, provided that each party uses such results and data only for its own internal research and educational purposes. The parties agree to negotiate in good faith in the event that either requests a license for commercial purposes.

There will be no restrictions on the joint publications of part or all of the data and/or discoveries made.

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ARTICLE 14. PUBLICITY

No publicity matter having or containing reference to the other party to this Agreement or in which the name of the other party is mentioned shall be made use of until written approval has first been obtained by the party making use of the other party's name.

SPONSOR (ECISD) and UT PERMIAN BASIN acknowledge that both parties must comply with the Texas Open Records Act.

ARTICLE 15. DEBARMENT/EXCLUSION

UT PERMIAN BASIN certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

ARTICLE 16. TERMINATION

In the event of termination of the 2024-2025 Principal Residency Grant Cycle 7, this Agreement shall be automatically terminated as of the termination date of the 2024-2025 Principal Residency Grant Cycle 7. Additionally, either party shall have the right to terminate this Agreement by giving thirty (30) days' written notice of intent to terminate to the other party's Authorized Representative. In the event of early termination of this Agreement, whether due to termination of the Prime Award or termination by either party per the terms of this Article, UT PERMIAN BASIN shall return all unexpended funds to SPONSOR less any noncancelable obligations properly incurred up to the date of notice of termination within 60 days of effective date of termination.

ARTICLE 17. REPRESENTATION

Representatives of the parties for this Agreement are as follows:

A. For UT PERMIAN BASIN

I. Principal Investigator

Ethel Arzu
Department of Counseling, Bilingual Education, and Educational Leadership
The University of Texas Permian Basin
College of Education, Office # 3222
Odessa, TX 79762
Telephone: (432) 552-2130
Email: arzu_e@utpb.edu

II. Financial Contact

Grants Accounting
The University of Texas Permian Basin
4910 E. University
Odessa, TX 79762
Email: grantsacctng@utpb.edu

III. Authorized Representative

Rajalingam Dakshinamurthy
Provost/Senior Vice President of Academic Affairs
The University of Texas Permian Basin
4910 E. University
Odessa, TX 79762
Telephone: (432) 552-2704
Email: dakshinamurthy_r@utpb.edu

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B. For SUBRECIPIENT

I. Subrecipient Investigator

Scott Rudes
Executive Director of Talent Development
802 Sam Houston, Odessa, TX. 79763
432-456-0097
Email: scott.rudes@ectorcountyisd.org

II. Financial Contact

Jerry Mahana
Director of Purchasing
802 Sam Houston, Odessa, TX. 79763
432-456-9711
Email: jerry.mahana@ectorcountyisd.org

III. Authorized Representative

Thelma Cordova
Administrative Assistant
802 Sam Houston, Odessa, TX. 79763
432-456-0097
Email: thelma.cordova@ectorcountyisd.org

ARTICLE 18-DISPUTE RESOLUTION

UT PERMIAN BASIN will use the Texas Government Code, Chapter 2260's dispute resolution process to attempt to resolve any claim for breach of contract arising under this Agreement that is not resolved in the ordinary course of business.

UT PERMIAN BASIN and SPONSOR do not waive sovereign immunity by their execution of or by any conduct of their respective representatives under this agreement, and the dispute resolution process does not affect UT PERMIAN BASIN's or SPONSOR's right to assert all claims and defenses in a lawsuit arising from or related to this Agreement.

ARTICLE 19-GOVERNING LAW

This Agreement will be governed and construed in accordance with the laws of the State of Texas. Venue for any claim arising under this agreement will be the state courts of Ector County, Texas.

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ARTICLE 20-AGREEMENT MODIFICATION

An amendment to change the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of both parties. The contract period may be extended by mutual agreement of parties, which may be communicated by email/letter, and will not require a formal modification of the Agreement.

Accepted for **Ector County ISD**	**Accepted for** **The University of Texas Permian Basin:**
Keeley Boyer	Rajalingam Dakshinamurthy
Interim Superintendent of Schools	Provost/Senior Vice President of Academic Affairs
Date	**Date**

Exhibit A
Notice of Prime Award

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Texas Education Agency

NOGA ID: 246945677110001

Organization: ECTOR COUNTY ISD | County-District: 068901 | Vendor ID: 1- 756001362

Campus/School: Not Applicable | ESC Region: 18 | School Year: 2024

Notice of Grant Award

SAS # A599-24

Amendment Number:

Name of Grant Program	Far Fund Code	Far Rev Code	Fed Awd # /CFDA #	Federal Aid Agency	TEA USE only	Begin Date	End Date	Increase (Decrease)	Amount
2024-2025 PRINCIPAL RESIDENCY GRANT CYCLE 7	255	5929	S367A230041 84.367A	USDE	69452467	02/16/2024	08/31/2025	$0.00	$749,889.00
								NOGA Total:	$749,889.00

An amount of ($0.00) has been reserved for the Notice of Grant Award. For more information, please contact the funding contact listed on the TEA Grant Opportunities page.

Application and any amendment thereto identified above, Received Date/ Document Control Number/ Application ID(701-23-127-001)as revised or negotiated by the Texas Education Agency (TEA), is hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the application, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the sub grantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee	Approval ID of the Commissioner of Education or Designee Texas Education Agency	Date
The signature of the applicant's authorized officer contained on the applicant's application or amended application referred to above, is hereby incorporated by reference and made a part of this grant/award.		02/16/2024

Texas Education Agency

Supplement to Notice of Grand Award (NOGA)

1	**Subrecipient Name:** ECTOR COUNTY ISD 802 N. SAM HOUSTON ODESSA TX 79761-0000	2	**Subrecipient Unique Entity Identifier:** UEI: EE6JKZY1KPX1 Vendor ID: 1- 756001362 County District (CDN): 068-901

3	**Subrecipient Information**	
	Grant Name:	2024-2025 PRINCIPAL RESIDENCY GRANT CYCLE 7
	Subaward period of performance start and end date:	See NOGA certificate
	Amount of federal funds obligated by this action:	See NOGA certificate
	Total amount of federal funds awarded:	See NOGA certificate
	Indirect cost rate:	5.387%
	De minimis indirect cost rate:	Not Applicable
	Research and development grant:	Not Applicable

4 Subrecipient Terms and Conditions

(1) New EDGAR including 2 C.F.R. Part 200 applies.

(2) Grant program requirements
(a) Incorporated by reference in General and Fiscal Guidelines
(b) Incorporated by reference in Program Guidelines
(c) Incorporated by reference in General Provisions and Assurances
(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)

(3) Additional requirements
Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable

(4) Access to subrecipient records
Per 2 CFR §200.332, The subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.

(5) Closeout of subaward
(a) Incorporated by reference in General and Fiscal Guidelines
(b) Incorporated by reference in NOGA transmittal letter

5	**Name of Pass-Through Entity** Texas Education Agency	6	**Contact Information for TEA Awarding Official** See NOGA certificate

7	**Federal Award Information**	
	Federal awarding agency:	USDE
	Federal award identification number:	See NOGA certificate
	CFDA number:	See NOGA certificate
	CFDA name:	Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)
	Federal award date:	July 1, 2023
	Total amount of federal award:	$ 235,928,923.00

8 Federal Award Project Description

Incorporated by reference in program guidelines

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Exhibit B
Scope of Work

8-week time period	EPP/Field Supervisor
May-August	Provide district/mentor/resident with Key assignments for the fall semester and PASL task, walk through task with resident and mentor principals Also, complete the AEL and T-TESS workshops in June.
	Thorough explanation of expectations of residency, guidance of performance gates/assignments and documents/artifacts to collect; walk though of observation protocols; set up cadence of check ins with residents, mentors, districts
Summer B - July 3 through Aug 17 EDLD 6368 and 6363	Summer Institute - AEL and TOT - This can be complimented by some kind of orientation meeting with all the role players where we bring in this tool as a support to our discussion Courses in the Principalship and Administration of Special Programs focus on a variety of tasks including but not limited to an orientation to the broader work of the principal as a campus-level leader and to the campus leader's responsibilities in the areas of special programs including but not limited to Bilingual/ESL, SPED, 504, Migrant Students, Early Childhood, and Counseling programming. Fellows will also develop a Table of Specifications as a way to explore thoughtful instructional alignment and complete an Equity Audit as key assessments. Key assessments • Complete AEL & T-TESS assessments • Equity audit • Case studies • Curriculum alignment & accountability • Diagnosis of school's stages of development Principal fellow's tasks • Complete coursework • Engage in mini-internship • Participate in monthly meetings • Explore the interconnectedness of AEL framework • Identify tangible tools that support the application of AEL framework and plan ways to implement it • Move from a procedural to a conceptual understanding of the domains, dimensions, descriptors, and performance levels of T-TESS Rubric • Collect quality evidence, apply the evidence to the rubric to accurately score dimensions and calibrate

	Begins with dialogue about expectations for experiences, formatting and framework for ongoing coaching throughout the year. Introduction and continued planning with support of guided discussion tool and gradual release tool - plan for first observation cycle and first informal observation.
Fall Semester 1st 8 weeks EDUC 6305 & EDLD 6369	One Core EDLD course in this eight week period. The Fellow will develop a structured way of thinking about human capital leadership and human resources management. Practice development of resources and tools that support leadership in those areas. (6369) The Fellow will also take the Certification Exam preparation course EDLD 6191. Key assessments • Frame a research problem and develop a proposal for investigating it (EDUC 6305) • Staff assignment, induction, & PD planning (EDLD 6369) Principal fellow's tasks (during Fall 2024) • Complete course work • Engage in certification exam preparation • Engage in PASL review and preparation • Create eportfolio • Completion of 120 documented hours of 241.15 aligned leadership experiences • Engage in mini-internship • Participate in monthly meetings • Engage in two face-to-face observations • Engage in POP Cycle • Advocate for three students

	Refinement and revisiting with guided discussion and gradual release tools, formative updates, general mentoring discussions and completion of the first observation cycle - possible completion of first informal observation (following the first formal observation cycle).
Fall Semester 2nd 8 weeks EDLD 6365 & EDLD 6370	Courses during this term will focus on building a framework with adaptable application of principles of instructional leadership (6370) and community building (6365). Key assessments include (not exhaustive) a focus instructional observation and coaching, instructional leadership applied to various dimensions of the school leaders' role (differentiation and technology), a major improvement planning activity informed by data and, in 6365, engagement with representatives from varied stakeholder groups (interviews) and the construction of a strategic community engagement plan. Key assessments • Instructional observation & coaching • Collaborative team & multiple measures of data project • Strategic community engagement plan Principal fellow's tasks (During Fall 2024) • Complete course work • Engage in certification exam preparation • Engage in PASL review and preparation • Create eportfolio • Completion of 120 documented hours of 241.15 aligned leadership experiences • Engage in mini-internship • Participate in monthly meetings • Engage in two face-to-face observations • Engage in POP Cycle • Advocate for three students

	Identification of possible patterns in experiences and growth needs with discussion around relative areas of strength and implications for improvement in practice. First informal observation will have been completed - The second formal observation (of four) will also be completed during this time. In addition to formal observation cycles each eight weeks, the Fellows will generally have coaching discussions each week.
Spring Semester 1st 8 weeks EDLD 6367 & EDLD 6392	Courses during this term will focus on building an informed theoretical framework for school leadership (6367) and engagement in more active leadership during courses that are formally reserved for action research and practical leadership (6392 - Practicum I).Key assessments include (not exhaustive) work to synthesize a theory for leadership informed by experiences in the program, increased release for actual leadership on campus, and development of plan/begin work on a major action research project the Fellow will be encouraged to use for PASL submission. Key assessments • Data driven action research • Practice certification exam (268) • Conduct TExES score report & analysis • Synthesize theory of leadership • Self and mentor evaluations Principal fellow's tasks (During Spring 2025) • Complete course work • Completion of 120 documented hours of 241.15 aligned leadership experiences • Register for PASL • Earn eligibility to test • Successfully complete Practicum • Engage in mini-internship • Participate in monthly meetings • Engage in two face-to-face observations • Engage in POP Cycle • Mentor two struggling teachers

	By the end of this eight week period of time, Fellows/Residents will have met near weekly with their Field Supervisor, discussions will be facilitated with the guided discussion tool. There will also have been three formal observation cycles and at least two informal observations as per new 228 requirements. The gradual release tool will also be consistently consulted as a tool to monitor how release into leadership experiences is happening more consistently and at greater levels of depth.
Spring semester 2nd 8 weeks EDLD 6361 & EDLD 6393	Courses during this term will focus on development of a framework for understanding School Law, how to find it, and how to apply it (6361) and completion of the Practicum (EDLD 6393) action research project that should be used for PASL submission, increasing release for leadership on the campus, and finaling of all practical leadership preparation activities including passing the certification exams. Key assessments • Data driven action research • Practice certification exam (268) • Conduct TExES score report & analysis • Synthesize theory of leadership • Legal case briefs • Self and mentor evaluations Principal fellow's tasks (During Spring 2025) • Complete course work • Completion of 120 documented hours of 241.15 aligned leadership experiences • Register for PASL • Earn eligibility to test • Successfully complete Practicum • Engage in mini-internship • Participate in monthly meetings • Engage in two face-to-face observations • Engage in POP Cycle • Mentor two struggling teachers

	By the end of this eight week period of time, Fellows/Residents will have met near weekly with their Field Supervisor, discussions will be facilitated with the guided discussion tool. There will also have been four formal observation cycles and at least three informal observations as per new 228 requirements. The gradual release tool will also be consistently consulted as a tool to monitor how release into leadership experiences is happening more consistently and at greater levels of depth. PASL Work should be organized into a presentation to be delivered to an audience that includes but may not be limited to principals, district supervisors, field supervisors, and peer-fellows - *Estimated for Early May, 2025
May and June 2025	Graduation in May 2025 - Formal programming concludes at the end of Spring B 2025.

General	Scope of work will also include responsiveness, some technical support, and attendance at initiative-relevant meetings with the Texas Education Agency

Exhibit C
Budget

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Year 1 Direct Costs:	$	7,475
Year 1 Indirect Costs:	$	3,752
Year 1 Total Amount:	$	11,227

BUDGET CALCULATOR - YEAR 1

06/24/2024 - 08/15/2025

Name	Role	Total Projected Base Salary	% Effort	Person Months (PM)	Requested Salary	Fringe (28%)	Total Requested Salary and Fringe
Ethel Arzu	PI	$ 68,379	6%	0.78	$ 4,434	$ 1,241	$ 5,675
		$ -	#DIV/0!	#DIV/0!	$ -	$ -	$ -
		$ -	#DIV/0!	#DIV/0!	$ -	$ -	$ -
		$ -	#DIV/0!	#DIV/0!	$ -	$ -	$ -
		$ -	#DIV/0!	#DIV/0!	$ -	$ -	$ -
				Subtotal:	$ 4,434	$ 1,241	$ 5,675

WAGES AND FRINGE FOR PART-TIME AND STUDENTS	Number of Students	Wage/Hour	Hours/Week	Weeks/Year	Total Pay	Fringe (10%)	Total Pay and Fringe
					$ -	$ -	$ -

GRADUATE ASSISTANTS	Number of Students	Semester/Student	Stipend/Semester/Student	Total Pay	Fringe (10%)	Total Pay and Fringe
				$ -	$ -	$ -

CONSULTANTS		
	Total Consultants:	$ -

EQUIPMENT		
	Total Equipment:	$ -

MATERIALS AND SUPPLIES		
	Total Materials and Supplies:	$ -

TRAVEL	Traveler	# of Travelers	# of Days	# of Nights	Flight	Hotel	Rental Car	Per Diem	Registration	Total
										$ -
										$ -
										$ -
									Total Travel:	$ -

PARTICIPANT SUPPORT COSTS		
	Stipends	
	Travel	
	Materials, Supplies, and Other Costs	
	Total Participant Support Costs:	$ -

SUBAWARDS	Name of Person - Affiliated University	
	Name of Person - Affiliated University	
	Name of Person - Affiliated University	
	Total Subawards:	$ -

OTHER DIRECT COSTS	Fees to the State ($125/candidate/workshop)	$ 1,500
	Printing	$ 50
	Misc	$ 250
	Total Other Direct Costs:	$ 1,800

TOTAL DIRECT COSTS		$ 7,475

MODIFIED TOTAL DIRECT COSTS	MTDC = TDC - Equipment - Participant Support Costs - Tuition - Subaward greater than $25,000	$ 7,475

TOTAL INDIRECT COSTS (F&A COSTS) (F&A rate, 50.2% on campus, 15.6% off campus)	F&A = MTDC * F&A rate	$ 3,752

TOTAL DIRECT AND INDIRECT COSTS		$ 11,227



DISCUSSION OF ACCELERATION ACADEMIES, LLC. PARTNERSHIP AGREEMENT AMENDMENT

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. This agreement may renew annually if certain requirements are met and can be amended following annual review. The current agreement has been reviewed and amended sections will be presented allowing Acceleration Academies to continue 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.

AMENDMENT to PARTNERSHIP AGREEMENT
BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND
ACCELERATION ACADEMIES, LLC.

THIS AMENDMENT, effective September 17, 2024 (the "Effective Date"), modifies and amends the **AGREEMENT** by and between **the Ector County Independent School District ("District"), and Acceleration Academies, LLC. ("Acceleration Academies")**, collectively "Parties", previously entered into on September 21, 2021 (the "Initial Partnership Agreement").

WHEREAS, the Parties desire to amend the "Initial Partnership Agreement" upon the terms and conditions set forth in this Amendment;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Parties agree to amend the previously executed Initial Partnership Agreement as follows:

1. Section 3.7 is hereby deleted in its entirety and replaced with the following:

   3.7. "Acceleration Academies agrees it will not solicit, employ, or contract the services of any District employee or contractor during this Agreement or within one year following the termination of this Agreement, absent District's express written consent."

2. Section 4.7 is hereby deleted in its entirety and replaced with the following:

   4.7. "Acceleration Academies shall be compensated monthly under Section 12.1 of this Agreement for the education of each student who meets any three of the following four conditions in the applicable month:

   A. The student receives a minimum of 12 hours per week of on-site (48 hours monthly) and remote instruction using 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. The student receives a successful mandatory 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. The student achieves academic progress of 40% or greater in an accredited program course;
   D. The student earns 0.5 or greater academic credits in an accredited program course."

3. A new Section 4.8. shall be added as follows:

   4.8. "Compensation shall be additionally conveyed on a pro-rata basis in the event a student meets the criteria of Section 4.7 for two or more weeks in an applicable month."

4. In Section 6.2, the text-

"**In Attendance defined.** A student is In Attendance on any day his or her participation in an Acceleration Academies' program or activity meets the requirements of Paragraph 4.7(A), (B) or (C)."

is amended to read as follows:

"In Attendance defined. A student is In Attendance on any day his or her participation in an Acceleration Academies' program or activity meets the requirements of Paragraph 4.7."

5. Section 6.3 in the Initial Partnership Agreement shall be deleted in its entirety.

6. Section 6.4 in the Initial Partnership Agreement shall be re-numbered to 6.3.

7. In Section 13.3, the first sentence shall be modified to read as follows (the new language is underlined):

"Acceleration Academies shall submit <u>to the District</u> an annual report <u>for</u> each year of implementation, starting with the end of the first year of implementation."

8. In Sections 13.4 and 13.5, the word "project" shall be replaced with the word "Program".

9. Article 18 is hereby deleted in its entirety and replaced with the following:

"Neither Acceleration Academies nor District waives or relinquishes any defense or immunity on behalf of itself, its trustees, officers, employees, or agents as a result of the execution of this Agreement or the performance of the functions and obligation described herein."

10. Section 22.1.b. is hereby deleted in its entirety and replaced with the following:

b. "By either Party hereto, with or without cause, in accordance with this Section 22."

11. Article 23 NOTICE shall be amended as follows, with respect to the District's contact information:

Attn: Superintendent
802 N. Sam Houston
Odessa, TX 79761
Superintendent@ectorcountyisd.org

12. In Article 24, the first sentence shall be modified to read as follows (the new language is underlined):

"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 prior written consent of the other Party."

Acknowledgement. Except as expressly supplemented and amended by the terms of this Amendment, all other terms and conditions in "Initial Partnership Agreement" that are not hereby amended remain in full force and effect and are hereby ratified and affirmed in all respects.

IN WITNESS WHEREOF, each of the Parties hereto has caused this Amendment to be executed by its duly authorized agent.

Ector County ISD	**Acceleration Academies, LLC**
By: _____	By: _____
Dr. Keeley Boyer	Kelli Campbell
Interim Superintendent	Chief Executive Officer

Acceleration Academies Agreement Amendment

September 17, 2024

1091

Ector Acceleration Academies at a Glance

135

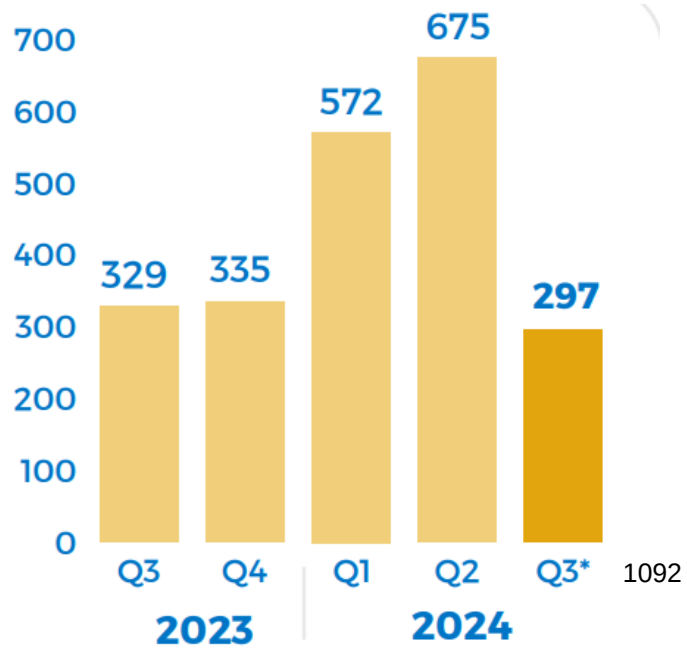
Graduates To-Date

These graduates represent a $87,750,000 boost to their local economy when considering their increase in lifetime earning potential as a high school graduate ($305,000) and societal cost savings ($345,000).

Source: National Center for Educational Statistics

Special Programs

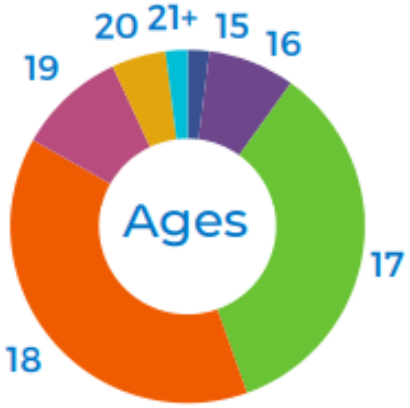
12	29	2
GCs with an IEP or 504	GCs in ELL/ESOL	GCs in Gifted/Talented Programs
8% of total enrollment	**18%** of total enrollment	**1%** of total enrollment



1092

Course Completions

Per Quarter



Age 15	3	(2%)
Age 16	12	(8%)
Age 17	55	(35%)
Age 18	63	(40%)
Age 19	16	(10%)
Age 20	8	(5%)
Age 21	3	(2%)

ECISD
OUR students...THE future

Evidence of Impact (OFSDP Data)

EAA OFSDP Students	Number	Percent
Graduates	82	30.83%
Continuers	127	47.74%
Drop Outs	38	14.29%
Non Drop Out Leavers	19	7.14%
Total	266	100%

1093

Data includes those students identified as OFSDP in Focus for the 2023-2024 school year. TEA required students to be in person to be counted as OFSDP.

Source: Focus Student Information Systems: Date of data pull: 8/7/24

ECISD OUR students...THE future

Evidence of Impact – Student Total Minutes (OFSDP)

OFSDP Minutes by Track	Total Minutes
Ector Acceleration Academies	2,550,455

1094

Source: SQL 08 Report
Date of data pull: 8/7/2024

Partnership Agreement Amendments

- 4.7 – Eligibility Criteria revised to include:
  - 12 hours weekly onsite attendance requirement
  - 40% or greater academic progress
  - .5 or greater academic credits earned

On Site Attendance	Remote Attendance	Total Credits	Total Prog
46:49	6:55	0	93.75
20:53	12:40	1	100
10:19	6:11	0.5	67.92058516
99:46	51:34	4	100
67:06	15:34	0.5	100
2:04	1:08	0	26.08695652
44:08	19:52	2	100
32:35	15:38	0.5	41.66666667
43:45	17:36	1.5	100
31:18	16:11	0.5	100
7:31	4:29	0.5	23.04168575
25:46	7:42	0	44.11764706
109:09	3:59	0.5	100
20:01	3:17	0	65.64971751
8:50	4:20	0.5	63.49206349
32:13	13:35	1	100
45:29	20:59	0.5	100

1095

Partnership Agreement Amendments

- 4.8 – New Section Added:
  - Opportunity for student to be eligible for billing in partial month so long as criteria in 4.7 is met

1096

Partnership Agreement Amendments

- 6.3 – Deleted in entirety to align “enrollment” and “presence” criteria with revised student eligibility in 4.7

- Renumbered for 6.4 to become 6.3 - Opportunity for student to be eligible for billing in partial month so long as criteria in 4.7 is met

1097

It's About the Who....



Thank you for your ongoing support!

1099

PRESENTATION OF THE 2023-2024 ECISD EMPLOYEE EXIT DATA

The administration will present an analysis of 2023 - 2024 Ector County ISD employee exit data.

ECISD Employee Exit Data 2023-2024 SY

ECISD Human Resources Department

1101

Human Resources

350

1102

ECISD Human Resources

28

1103

Human Resources

Teacher Staffing Update – **98.5% Filled**

ECISD Total Teacher Vacancies*	**28**
ECISD Total Teacher Hires	211
ECISD Total Teacher Exits	279

1104

*Includes all teaching vacancies as of 9/1/2024.

ECISD Human Resources Vacancies

ECISD Historical TEACHER Vacancies as of September 1st			
	Secondary	**Elementary**	**ECISD TOTAL**
2024-2025	15	13	28
2023-2024	23	13	36
2022-2023	20	29	49
2021-2022	50	41	91
2020-2021	55	35	57
2019-2020	48	68	116
2018-2019	101	120	221*

1105

*Total Vacancy numbers from 2018-2019 were at over 350 during the hiring season

Teacher Turnover Rates*

Year**	Ector County ISD		State of Texas	
	Teacher Turnover Rate	Avg. Teacher Salaries	Teacher Turnover Rate	Avg. Teacher Salaries
2022-2023	**23.8%**	**$63,387**	**21.4%**	**$60,717**
2021-2022	22.1%	$61,203	17.7%	$58,887
2020-2021	19.1%	$58,705	14.3%	$57,641
2019-2020	21.6%	$55,719	16.8%	$57,091
2018-2019	21.2%	$51,071	16.5%	$54,122
2017-2018	18.6%	$49,064	16.6%	$53,334

1106

ECISD Average Teacher Total Compensation for 2023-2024 was $73,761!

*Data retrieved from Texas Academic Performance Report (TAPR) for respective years.
**2023-2024 TAPR Data not yet available.



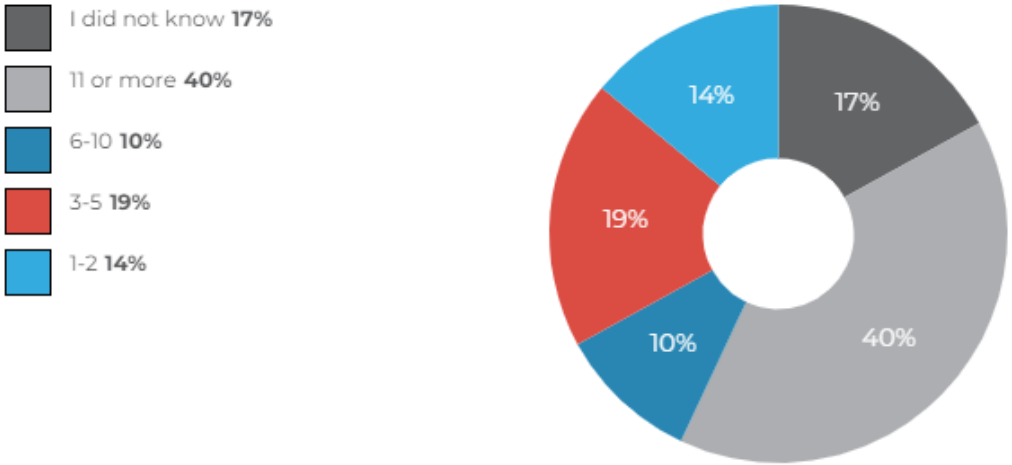
UPBEAT

Ector County School District
Exit Survey Results
SY 2023-2024

1107

Participation Information - Faculty

How many years did you anticipate working as a classroom teacher when you started your first full-time teaching job?



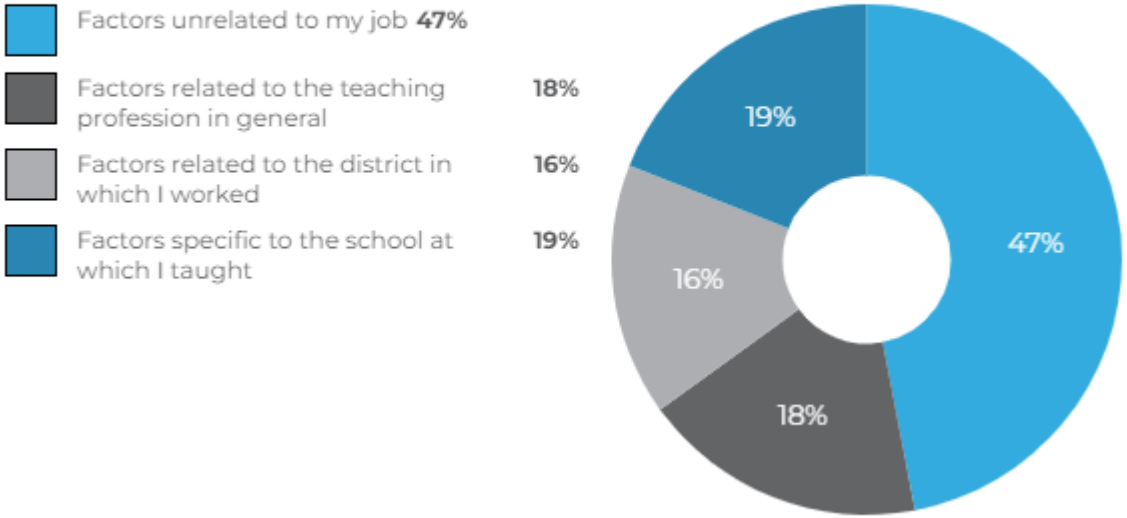
	2023 Exit	2024 Exit	Change
1-2 Years	6%	14%	8%
3-5 Years	18%	19%	1%
6-10 Years	11%	10%	-1%
11 or more	42%	40%	-2%
I don't know	23%	17%	-6%

1108

103 Completions – 64% Participation Rate (44% last year)
(Upbeat Comparison - 50% Completion for Exit surveys)

Participation Information - Faculty

Which factor contributed most to your decision to leaving the district?



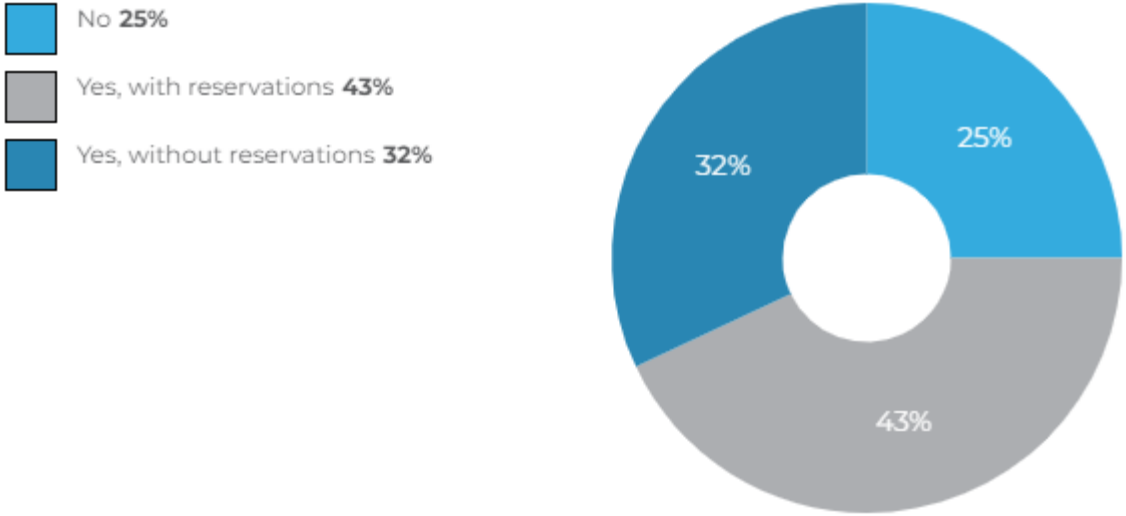
	2023 Exit	2024 Exit	Change
School	41%	19%	-22%
District	13%	16%	3%
Profession	19%	18%	-1%
Unrelated	27%	47%	20%

1109

103 Completions – 64% Participation Rate (44% last year)
(Upbeat Comparison - 50% Completion for Exit surveys)

Participation Information - Faculty

Would you recommend the district to a friend as a good place to work?



	2023 Exit	2024 Exit	Change
No	25%	25%	0%
Yes, with Reservations	45%	43%	-2%
Yes, without Reservations	30%	32%	2%

1110

103 Completions – 64% Participation Rate (44% last year)
(Upbeat Comparison - 50% Completion for Exit surveys)

2024 Category Overview



OVERVIEW	2023 Exit	2024 Exit	Change
1. School Related Factors	-2%	1%	3%
2. District Factors	-3%	8%	11%
3. Personal Factors	-9%	0%	9%

2024 Category Overview	Not At All	A little Bit	Some	Quite a bit	A Tremendous Amount	Comparison
School Factors	59.%	11.%	11.%	9.%	10.%	1+
District Factors	66.%	11.%	8.%	6.%	9.%	8+
Personal Factors	61.%	11.%	8.%	11.%	9.%	1111 0

2024 Areas of Strength



2023 Areas for Strength	2023 Exit	2024 Exit	Change
Unfair Eval Practices	-6%	1%	7%
Dissatisfied with Assignment	-1%	0%	1%
Poor Benefits	-7%	1%	8%
Distance to work	6%	11%	5%

2024 Areas of Strength		Not At All	A little Bit	Some	Quite a bit	A Tremendous Amount	Comparison
School Factors	Dissatisfaction with grade or subject teacher assignment	77.%	7.%	6.%	4.%	6.%	0
	Lack of Planning Time	58.%	15.%	3.%	10.%	13.%	9+
District Factors	Limited Growth Opportunities	68.%	15.%	4.%	3.%	10.%	12+
Personal Factors	The Distance between work and home	82.%	5.%	3.%	8.%	2.%	1112 11+

2024 Areas for Improvement



2023 Areas for Improvement	2023 Exit	2024 Exit	Change
Professional Autonomy	-5%	0%	5%
Dissatisfied w/ District Leadership	0%	0%	0%
Limited growth opportunities	0%	12%	12%
Poor work/life balance	-3%	8%	11%

2024 Areas For Improvement		Not At All	A little Bit	Some	Quite a bit	A Tremendous Amount	Comparison
School Factors	Lack of trust with school leaders	46.%	11.%	12.%	14.%	17.%	1+
	Dissatisfaction with school leadership	47.%	10.%	11.%	10.%	22.%	0
District Factors	Low Pay	58.%	10.%	13.%	8.%	11.%	12+
Personal Factors	Poor Work/Life Balance	41.%	17.%	11.%	16.%	15.%	8+

1113

ECISD Human Resources Perpetual Recruiting

- Additional Virtual Special Education Positions for hard to fill areas
  - Added Speech Language Pathologists (SLP) and Educational Diagnosticians due to evaluation need and success of our Virtual Positions
  - Employees from Lubbock, Houston, and DFW Metroplex

- Job Fairs throughout the year. (15 University Job Fairs across Texas and New Mexico)
  - 2022 Job fair had 12 attendees
  - 2023 May Job Fair had 119 attendees
  - 2024 June Job Fair had over 156 attendees

- International Teacher program – 67 new Teachers for 2024-2025 SY, over 300 total.
  - Teachers from Ghana, Columbia, Spain, The Philippines, India, and more
  - More Alliance Abroad International Teachers than Houston, Dallas, and Austin ISDs

1114

- Partnering with external recruiting consultant (Leadership Talent Advisors) as part of our LEAP TSL Grant to expand, strategize, and increase effectiveness of district recruiting practices.

ECISD - Home of the $100,000 Teacher!

- The ECISD Board of Trustees approved one of the state's highest starting teacher salary of **$60,600** for the 2024-2025 school year.
  - Also approved first in Texas Teacher with Resident Enhanced Certification Salary Schedule

- Stackable compensation in the form of Performance Based Compensation (PBC)
  - **44** ECISD Teachers earned **OVER $100,000 in 23-24 SY!** (up to $118,850) - Featured at TASA/TASB this year.
  - 58% of teachers earned over $70,000
  - Teacher Incentive Allotment (TIA) – Over $3.1 Million Dollars for 2023-2024 SY
  - Leadership for Ector's Accelerated Performance (LEAP) Teacher and School Leader grant (TSL)
    - Multi-million dollar, multi-year PBC and PD Grant
  - First in Texas - Principal Incentive Allotment (PIA)
  - Opportunity Culture

1115

- Talent Development Pipelines. *From where you are, to where you want to be*.
  - OC2UTPB3, Odessa Pathway to Teaching (OPT), Para-to-Teacher, Temp-to-Teacher, Aspiring Leaders, Principal Fellows, Counselor & Diagnostician Pipeline,
  - Instructional Facilitators (IFs), District of Innovation (DOI) to Odessa Pathways to Teaching (OPT),
  - United States Department of Labor (USDOL) Registered Apprenticeship Program (RAP)

Questions



1116

PRESENTATION AND DISCUSSION OF 2024 CCMR RESULTS

This presentation will provide an update on the percentage of the class of 2023 high school graduates considered college, career, or military ready for the 2024 accountability year. Board Goal #3 states this percentage will increase from 56% to 65% by May 2024.



INFORMATION ITEMS

- Added Administrative Professional and Stipend/Supplemental Pay Plan
- Financials
- Purchases Over $50,000 Informational Report
- Routine Personnel Report

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Keeley Boyer, Interim Superintendent of Schools
FROM: Dr. Anthony Sorola, Associate Superintendent
RE: Information Report for September 2024
DATE: 9/17/2024

ADDED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPPLEMENTAL PAY PLAN		
POSITION/GROUP	**DUTIES PERFORMED/DAYS**	**STIPEND/PAY GRADE**
ADDED ADMINISTRATIVE PROFESSIONAL	Bond & Grant Accountant	Administrative Professional PG 2

RECLASSIFIED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPPLEMENTAL PAY PLAN		
POSITION/GROUP	**DUTIES PERFORMED/DAYS**	**STIPEND/PAY GRADE**

REMOVED ADMINISTRATIVE PROFESSIONAL AND STIPEND/SUPPLEMENTAL PAY PLAN		
POSITION/GROUP	**DUTIES PERFORMED/DAYS**	**STIPEND/PAY GRADE**

Financials

The financial statements for the three required adopted budgets for the most recently closed month for the current fiscal year follow.

1120

ECTOR COUNTY ISD, TX

GENERAL FUND (199) YTD BUDGET REPORT

JULY 31, 2024

FOR 2025 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-337,223,000	0	-337,223,000	-2,384,888.91	.00	-334,838,111.09	.7%
11 INSTRUCTION	200,591,101	0	200,591,101	1,660,488.31	8,683,993.77	190,246,618.92	5.2%
12 INSTRUCTIONAL RES & MEDIA SERV	2,080,846	0	2,080,846	11,364.98	384.85	2,069,096.17	.6%
13 CURRICULUM & STAFF DEVELOPMENT	9,812,543	0	9,812,543	404,094.80	547,965.95	8,860,482.25	9.7%
21 INSTRUCTIONAL LEADERSHIP	5,236,712	0	5,236,712	352,868.62	90,207.38	4,793,636.00	8.5%
23 SCHOOL LEADERSHIP	19,788,203	0	19,788,203	816,052.57	178,160.54	18,793,989.89	5.0%
31 GUID, COUNS & EVALUATION SERVS	16,622,717	0	16,622,717	376,214.38	1,273,050.90	14,973,451.72	9.9%
32 SOCIAL WORK SERVICES	1,898,930	0	1,898,930	32,834.07	46,099.34	1,819,996.59	4.2%
33 HEALTH SERVICES	3,206,566	0	3,206,566	31,761.32	12,726.99	3,162,077.69	1.4%
34 STUDENT TRANSPORTATION	10,848,013	0	10,848,013	347,209.07	801,049.00	9,699,754.93	10.6%
36 CO/EXTRACURRICULAR ACTIVITIES	8,062,579	0	8,062,579	117,554.57	286,803.77	7,658,220.66	5.0%
41 GENERAL ADMINISTRATION	8,517,284	0	8,517,284	642,039.70	1,672,267.32	6,202,976.98	27.2%
51 FACILITIES MAINT & OPERATIONS	36,845,955	0	36,845,955	1,469,991.79	9,466,001.04	25,909,962.17	29.7%
52 SECURITY & MONITORING SERVICES	8,225,177	0	8,225,177	218,028.04	33,511.87	7,973,637.09	3.1%
53 DATA PROCESSING SERVICES	9,325,521	0	9,325,521	613,140.67	1,403,110.55	7,309,269.78	21.6%
61 COMMUNITY SERVICES	1,511,998	0	1,511,998	49,476.39	17,833.87	1,444,687.74	4.5%
71 DEBT SERVICE	1,388,000	0	1,388,000	499.30	891,520.00	495,980.70	64.3%
81 FACILITIES ACQUISITION & CONST	3,000,000	0	3,000,000	475.85	.00	2,999,524.15	.0%
99 INTERGOVERNMENTAL CHARGES	2,260,855	0	2,260,855	.00	2,260,855.00	.00	100.0%
TOTAL GENERAL FUND	12,000,000	0	12,000,000	4,759,205.52	27,665,542.14	-20,424,747.66	270.2%
TOTAL REVENUES	-337,748,000	0	-337,748,000	-2,384,888.91	.00	-335,363,111.09	
TOTAL EXPENSES	349,748,000	0	349,748,000	7,144,094.43	27,665,542.14	314,938,363.43	
GRAND TOTAL	12,000,000	0	12,000,000	4,759,205.52	27,665,542.14	-20,424,747.66	270.2%

1121

** END OF REPORT - Generated by BAUMANN, DUSTY **

ECTOR COUNTY ISD, TX

SCHOOL NUTRITION (240) YTD BUDGET REPORT

JULY 31, 2024

FOR 2025 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-20,327,315	0	-20,327,315	-215,785.57	.00	-20,111,529.43	1.1%
35 FOOD SERVICE	20,327,315	0	20,327,315	316,860.57	6,550,457.13	13,459,997.30	33.8%
TOTAL SCHOOL NUTRITION	0	0	0	101,075.00	6,550,457.13	-6,651,532.13	100.0%
TOTAL REVENUES	-20,327,315	0	-20,327,315	-215,785.57	.00	-20,111,529.43	
TOTAL EXPENSES	20,327,315	0	20,327,315	316,860.57	6,550,457.13	13,459,997.30	
GRAND TOTAL	0	0	0	101,075.00	6,550,457.13	-6,651,532.13	100.0%

** END OF REPORT - Generated by BAUMANN, DUSTY **

1122

ECTOR COUNTY ISD, TX

DEBT SERVICE (599) YTD BUDGET REPORT

JULY 31, 2024

FOR 2025 01

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-46,249,195	0	-46,249,195	-254,810.04	.00	-45,994,384.96	.6%
71 DEBT SERVICE	16,849,195	0	16,849,195	4,500.00	16,839,547.00	5,148.00	100.0%
TOTAL DEBT SERVICE FUND	-29,400,000	0	-29,400,000	-250,310.04	16,839,547.00	-45,989,236.96	-56.4%
TOTAL REVENUES	-46,249,195	0	-46,249,195	-254,810.04	.00	-45,994,384.96	
TOTAL EXPENSES	16,849,195	0	16,849,195	4,500.00	16,839,547.00	5,148.00	
GRAND TOTAL	-29,400,000	0	-29,400,000	-250,310.04	16,839,547.00	-45,989,236.96	-56.4%

** END OF REPORT - Generated by BAUMANN, DUSTY **

1123

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

MONTHLY REPORT OF TAX COLLECTIONS
FOR THE PERIOD OF JULY 1, 2024 THRU JULY 31, 2024

YEAR CURRENT TAX		OUTSTANDING COLLECTIBLE AS OF 2023 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED OVERALL	PERCENT UNCOLLECTED CURRENT
	2024	0.00	0.00	0.00	0.00	0.00	0.00	#DIV/0!	#DIV/0!
DELINQUENT TAX									
	2023	7,921,932.34	1,340,832.27	9,262,764.61	0.00	332,356.40	8,930,408.21	112.73%	96.41%
	2022	3,848,445.77	(10,466.51)	3,837,979.26	0.00	85,709.52	3,752,269.74	97.50%	97.77%
	2021	1,902,603.23	(3,210.64)	1,899,392.59	0.00	33,446.70	1,865,945.89	98.07%	98.24%
	2020	1,516,278.78	(195.78)	1,516,083.00	0.00	22,092.69	1,493,990.31	98.53%	98.54%
	2019	1,277,172.83	0.00	1,277,172.83	0.00	16,146.81	1,261,026.02	98.74%	98.74%
	2018	962,383.87	0.00	962,383.87	0.00	12,616.54	949,767.33	98.69%	98.69%
	2017	799,821.83	0.00	799,821.83	0.00	6,789.28	793,032.55	99.15%	99.15%
	2016	862,517.72	0.00	862,517.72	0.00	3,021.82	859,495.90	99.65%	99.65%
	2015	777,307.59	(0.51)	777,307.08	0.00	1,627.07	775,680.01	99.79%	99.79%
	2014	786,352.05	0.00	786,352.05	0.00	1,058.46	785,293.59	99.87%	99.87%
	2013	534,144.48	0.00	534,144.48	0.00	806.67	533,337.81	99.85%	99.85%
	2012+	2,885,025.85	0.00	2,885,025.85	0.00	1,433.08	2,883,592.77	99.95%	99.95%
				0.00					
TOTAL DELINQUENT TAX		24,073,986.34	1,326,958.83	25,400,945.17	0.00	517,105.04	24,883,840.13	100%	99%
CED # 24 SII TAXES		46,548.77	0.00	46,548.77	0.00	0.00	46,548.77	100.00%	100.00%
TOTAL ALL TAXES		24,120,535.11	1,326,958.83	25,447,493.94	0.00	517,105.04	24,930,388.90		

PENALTY / INTEREST / DISCOUNT			YEAR TO DATE
CURRENT P & I	0.00	0.00	0.00
DISCOUNTS	0.00	0.00	0.00
DELINQUENT YEAR P & I	0.00	174,147.62	174,147.62
TOTAL PENALTY / INTEREST / DISCOUNT	0.00	174,147.62	174,147.62

OTHER COLLECTIONS			
TAXES W/O COLLECTED	0.00	0.00	0.00
TAX CERTIFICATES	0.00	71.77	71.77
LATE RENDITION FEES	0.00	3,926.65	3,926.65
RETURN CHECK COLLECTIONS	0.00	0.00	0.00
OTHER COSTS COLLECTED	0.00	0.00	0.00
SUSPENSE PAYMENTS	0.00	0.00	0.00
REFUNDS	0.00	0.00	0.00
CASH OVER / (SHORT)	0.00	0.00	0.00
TOTAL OTHER	0.00	3,998.42	3,998.42
TOTAL SCHOOL	0.00	695,251.08	695,251.08

	GENERAL FUND		DEBT SERVICE		
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
TOTAL	387,363.39	133,449.20	129,741.65	44,696.84	695,251.08

Purchases Over $50,000
Informational Report

The purchases over $50,000 for the previous month of the current fiscal year follow. The report includes all such large purchases, regardless of required previous board approval. 1125

As per Board Policy CH (local), the Superintendent is not required to obtain Board approval for the following types of budgeted purchases, regardless of cost:

1. A purchase made pursuant to a Board-approved interlocal contract or a cooperative purchasing program, in accordance with law;
2. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL) or CBB(LEGAL)]; or
3. A continuing or periodic purchase under a Board-approved bid or contract.

ECISD New Purchase Orders Over $50,000 Report for August 2024

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
1	08/22/2024	25002349	THE GORDIAN GROUP INC	$ 5,000,000	REPLACING PO 24012183 -Program Development, Implementation and Support -Contract Documents -Information Management System -Procurement Support -Training Programs -Job Order Development	OMNIA 2021002786	693-81-6629-00-955-99-65024	SABLE CORRALES	DISTRICT OPERATIONS
2	08/23/2024	25002390	PBK ARCHITECTS, INC	$ 3,935,645	REPLACING PO 24012150 Construction Services related to New Middle School situated in Ector County, Texas at Sections 34 & 35 of Block 43, Odessa, TX Legally described as: 40 acres out of T-2-S, BLK 43, SEC 34 (Card #1) WH McCollum undivided in 640 acres.	ECISD AWARDED RFQ 24-13	693-81-6629-00-048-99-50024	SABLE CORRALES	DISTRICT OPERATIONS
3	08/23/2024	25002389	PBK ARCHITECTS, INC	$ 3,375,000	REPLACING PO 24012121 Construction Services related to CTE Building situated in Ector County, E Murphy St., Odessa, TX 79761.	ECISD AWARDED RFQ 24-13	693-81-6629-00-016-99-10024	SABLE CORRALES	DISTRICT OPERATIONS
4	08/23/2024	25002373	MCGRAW-HILL SCHOOL EDUCATION LLC	$ 2,363,385	REPLACING PO 24014269 -Texas Science Grade K-5 Comprehensive Student 4 Year Bundle -MH TX SCIENCE GRADE K-5 INVESTIGATOR ARTICLES KIT -MCGRAW HILL TX SCIENCE GRADE 3-5 SCIENCE LITERACY ESSENTIALS -MH CIENCIAS PARA TX GRADO K-5 PRINT WRITE IN STUDENT EDITION 4 YEAR FULFILLMENT	TIPS 210301	410-11-6321-00-999-11-41025	AMY MILLER	INSTRUCTIONAL MATERIALS
5	08/13/2024	25001910	MCGRAW-HILL SCHOOL EDUCATION LLC	$ 1,538,891	REPLACING PO 24013987 -MH TX SCIENCE K-5 SGL CLS SCIENCE INVESTIGATIONS LAB EQPMNT MTRLS KIT 4YR FLFLMNT	TIPS 210301	410-11-6321-00-999-11-41025	AMY MILLER	INSTRUCTIONAL MATERIALS
6	08/30/2024	25002722	FOCUS CARE INC	$ 1,327,000	RENEWAL OF PO 24000962 FEV -High Impact Tutor - Outcomes Based Contract - Annual Subscription Plan	ECISD BOARD APPROVED TEA TX TUTOR CORPS	211-11-6299-46-851-30-21125	SHEILA PRUITT	CURRICULUM & INSTRUCTION
7	08/23/2024	25002378	ACE MART RESTAURANT SUPPLY CO	$ 1,207,969	REPLACING PO 24014468 - SERVING LINE COUNTER FOR CROCKETT MIDDLE SCHOOL. Specifications come from CounterCraft Model No. SCSL-312 or alternate with equal specifications. - SERVING LINE COUNTER FOR WILSON & YOUNG MIDDLE SCHOOL. Specifications come from CounterCraft Model No. SCSL-396 or alternate with equal specifications. - SERVING LINE COUNTER FOR NIMITZ MIDDLE SCHOOL. Specifications come from CounterCraft Model No. SCSL-312 or alternate with equal specifications.	ECISD AWARDED RFP 24-22SN	240-35-6639-00-974-99	RUTH BALTAZAR	SCHOOL NUTRITION

ECISD New Purchase Orders Over $50,000 Report for August 2024

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
8	08/27/2024	25002512	LONE STAR FURNISHINGS	$ 845,158	REPLACING PO 24010685 MIDDLE SCHOOL INDOOR BLEACHERS FOR BOWIE, CROCKETT, NIMITZ, BONHAM, ECTOR, AND WILSON & YOUNG MIDDLE SCHOOLS.	BUYBOARD 667-22	693-11-6639-00-043-91-80424 693-11-6639-00-044-91-80424 693-11-6639-00-047-91-80424 693-11-6639-00-046-91-80424 693-11-6639-00-045-91-80424 693-11-6639-00-042-91-80424	DORA CRUZ	ATHLETICS
9	08/23/2024	25002387	PARKHILL, SMITH & COOPER, INC.	$ 796,875	REPLACING PO 24012602 Construction Services related to Permian Auditorium Renovations.	ECISD AWARDED RFQ 24-13	693-81-6629-00-003-99-40124	SABLE CORRALES	DISTRICT OPERATIONS
10	08/27/2024	25002515	THE SEWELL FAMILY OR COMPANIES INC	$ 671,258	13 - 2024 FORD F-150 SERIES	BUYBOARD 724-23	429-52-6631-00-952-00-45324	KIMBERLEY JONES	DISTRICT POLICE DEPARTMENT
11	08/27/2024	25002481	HELLAS CONSTRUCTION INC	$ 600,000	REPLACING PO 24010303 - ODESSA BASEBALL 50 FC INFIELD AND 30 FC OUTFIELD - ODESSA TENNIS LIGHING 30 FC	AEPA/TEXBUY 021-A	693-81-6639-00-002-91-80124	DORA CRUZ	ATHLETICS
12	08/19/2024	25002204	A-Z BUS TEXAS LLC	$ 559,760	REPLACING PO 24014462 2 - 2024 (or Newer) Blue Bird T3RE 4006	BUYBOARD 722-23	199-34-6631-01-986-99	SABLE CORRALES	DISTRICT OPERATIONS
13	08/27/2024	25002482	HELLAS CONSTRUCTION INC	$ 399,999	REPLACING PO 24010304 PERMIAN BASEBALL 50 FC INFIELD AND 30 FC OUTFIELD	AEPA/TEXBUY 021-A	693-81-6639-00-003-91-80224	DORA CRUZ	ATHLETICS
14	08/05/2024	25001622	DLR GROUP INC OF TEXAS , A TEXAS CORPORATION	$ 390,000	Construction Services related to Transition Learning Center	ECISD AWARDED RFQ 24-13	693-81-6629-00-002-99-30024	SABLE CORRALES	DISTRICT OPERATIONS
15	08/05/2024	25001618	PARKHILL, SMITH & COOPER, INC.	$ 365,625	Construction Services related to AG Farm	ECISD AWARDED RFQ 24-13	693-81-6629-00-698-99-20024	SABLE CORRALES	DISTRICT OPERATIONS
16	08/13/2024	25001951	GATEWAY EDUCATION HOLDINGS LLC	$ 363,952	REPLACING PO#24014065 2024 PERSONAL FINANCIAL LITERACY CTE CLASS SETS.	ALLIED STATES 21-7409 & 22-7436	410-11-6321-00-999-11-41025	AMY MILLER	INSTRUCTIONAL MATERIALS
17	08/28/2024	25002537	CDW-G	$ 342,870	REPLACING PO#24008206 APC-Data Center Project	SOURCEWELL 121923-Ector County ISD (121923)	199-53-6299-38-864-99	JENNIFER VALENCIA	INFORMATION TECHNOLOGY
18	08/19/2024	25002174	A-Z BUS TEXAS LLC	$ 332,770	REPLACING PO 24014463 2 - 2024 (or Newer) Blue Bird BBCV 3303	BUYBOARD 722-23	199-34-6631-01-986-99	SABLE CORRALES	DISTRICT OPERATIONS
19	08/21/2024	25002311	THE BOSWORTH LTD	$ 314,600	REPLACING PO 24008489 FLY REPLACEMENT HVAC UNIT INSTALL HVAC PROPOSAL TO INSTALL 56 OWNER SUPPLIED RTU & CURB ADAPTERS/METAL DUCTS.	ECISD AWARDED RFP 24-30-2	199-81-6639-00-126-99	RENNETTE FLORES	MAINTENANCE SERVICES
20	08/14/2024	25002004	CDW-G	$ 249,999	24-25 TEACHER DEVICES 133 - DELL CTO 7450 165U 512 32 W11H	SOURCEWELL 121923-Ector County ISD (121923)	199-11-6397-99-864-11	JENNIFER VALENCIA	INFORMATION TECHNOLOGY
21	08/27/2024	25002514	N-TUNE MUSIC & SOUND INC	$ 243,110	REPLACE PO# 24013989 OHS BAND #10 INSTRUMENTS AND EQUIPMENT.	BUYBOARD 712-23, 739-24, & 655-21	693-11-6639-00-861-11-40224 693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
22	08/21/2024	25002309	THE BOSWORTH LTD	$ 240,000	SUPPLEMENTAL HVAC SERVICE AS NEEDED FOR DISTRICT BUILDINGS	ECISD AWARDED RFP 24-30-2	199-51-6246-00-955-99	KENT CLARK	MAINTENANCE SERVICES
23	08/28/2024	25002541	N-TUNE MUSIC & SOUND INC	$ 229,150	REPLACE PO# 24013932 PHS BAND #7 INSTRUMENTS AND EQUIPMENT.	BUYBOARD 712-23, 739-24, & 655-21	693-11-6397-00-861-11-40224 693-11-6639-00-861-11-40224	THELMA CHAPA	FINE ARTS
24	08/21/2024	25002280	FOCUS SCHOOL SOFTWARE LLC	$ 227,040	FOCUS/SIS Annual Maintenance and Support & Hosting 24/25	ECISD AWARDED RFP 22-15	199-53-6411-00-972-99 199-53-6394-00-972-99	KASHUNTA THURMAN	INFORMATION SYSTEMS

ECISD New Purchase Orders Over $50,000 Report for August 2024

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
26	08/21/2024	25002312	THE BOSWORTH LTD	$ 218,000	REPLACING PO 24008338 CAMERON HVAC UNIT INSTALLATION HVAC PROPOSAL TO INSTALL 53 OWNER SUPPLIED RTU & CURB ADAPTERS/METAL DUCTS.	ECISD AWARDED RFP 24-30-2	199-81-6639-00-105-99	RENNETTE FLORES	MAINTENANCE SERVICES
27	08/23/2024	25002402	NCULLUM ENTERPRISES LLC	$ 215,045	REPLACING PO 24014303 SN WAREHOUSE FREEZER CONVERSION- CURRENT WALK IN COOLER WILL BE CONVERTED TO A WALK IN FREEZER.	ECISD AWARDED BID 24-23SN	240-35-6639-00-974-99	RUTH BALTAZAR	SCHOOL NUTRITION
28	08/20/2024	25002235	FOLLETT CONTENT SOLUTIONS LLC	$ 210,996	REPLACING PO#24014428 10,881 - BOOKS FOR ECTOR MIDDLE SCHOOL	BUYBOARD 702-23	199-12-6669-00-047-11	JENNIFER VALENCIA	INFORMATION TECHNOLOGY
29	08/12/2024	25001872	ACCELERATION ACADEMIES	$ 205,000	Continuation of Services for Acceleration Academies. Board approved extension until 9/30/2024.	ECISD AWARDED RFP 21-31	199-11-6299-00-810-24	ELSA ENRIQUEZ	STUDENT AND SCHOOL SUPPORT
30	08/12/2024	25001830	ALL ABOARD AMERICA!	$ 200,000	CHARTERS BUS SERVICES	ECISD AWARDED RFP 23-25	199-36-6412-00-861-99	THELMA CHAPA	FINE ARTS
31	08/21/2024	25002285	MRB CONTRACTORS LLC	$ 198,080	REPLACING PO 24006156 Hail Damage-New Direction Roof removal & replacement	ECISD AWARDED RFP #23-26SI	475-81-6629-17-043-99-47525	SABLE CORRALES	DISTRICT OPERATIONS
32	08/28/2024	25002586	THE SEWELL FAMILY OR COMPANIES INC	$ 196,620	4 - 2024 DODGE DURANGO	BUYBOARD 724-23	429-52-6631-00-952-00-45324	KIMBERLEY JONES	DISTRICT POLICE DEPARTMENT
33	08/21/2024	25002260	ISTATION	$ 195,688	ISTATION READING PK-5 SPANISH Noel Elementary School	ALLIED STATES 20-7373	211-11-6248-00-851-30-21125	SHEILA PRUITT	CURRICULUM & INSTRUCTION
34	08/29/2024	25002616	CDW-G	$ 159,777	ERATE: C2-RFP 24-14/ FRN#2499030159 150 - CISCO CATALYST 9166I 150 - COSCO MERAKI MR SERIES ENTERPRISE	SOURCEWELL 121923-Ector County ISD (121923)	199-53-6397-38-864-99 199-53-6299-38-864-99	JENNIFER VALENCIA	INFORMATION TECHNOLOGY
35	08/19/2024	25002094	CONTROL TECHNOLOGIES INC	$ 158,675	REPLACING PO 24002978 OHS Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-002-99	SABLE CORRALES	DISTRICT OPERATIONS
36	08/19/2024	25002096	CONTROL TECHNOLOGIES INC	$ 154,076	REPLACING PO 2400275 New Tech Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-011-99	SABLE CORRALES	DISTRICT OPERATIONS
37	08/21/2024	25002310	THE BOSWORTH LTD	$ 148,800	REPLACING PO 24010925 PROPOSAL FOR PARTS AND LABOR TO INSTALL CHILLED & HOT WATER PUMPS 3EA BELL & GOSSETT HW PUMPS 3EA BELL & GOSSETT CW PUMPS	ECISD AWARDED RFP 24-30-2	199-81-6639-00-002-99	RENNETTE FLORES	MAINTENANCE SERVICES
38	08/19/2024	25002086	CONTROL TECHNOLOGIES INC	$ 146,438	REPLACING PO 24002952 Bonham Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-042-99	SABLE CORRALES	DISTRICT OPERATIONS
39	08/06/2024	25001627	CDW-G	$ 140,387	24-25 SMARTNET CISCO SUPPORT RENEWAL	SOURCEWELL 121923-Ector County ISD (121923)	199-53-6248-38-864-99	JENNIFER VALENCIA	INFORMATION TECHNOLOGY
40	08/06/2024	25001632	CURRICULUM ASSOCIATES LLC	$ 122,502	Toolbox: i-Ready Learning Teacher Toolbox Access Reading plus Writing -1 Year PK-8 grade	BUYBOARD 653-21	199-11-6248-00-851-24	SHEILA PRUITT	CURRICULUM & INSTRUCTION
41	08/19/2024	25002087	CONTROL TECHNOLOGIES INC	$ 121,909	REPLACING PO 24002953 Bowie Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-043-99	SABLE CORRALES	DISTRICT OPERATIONS
42	08/19/2024	25002090	CONTROL TECHNOLOGIES INC	$ 113,363	REPLACING PO 24002957 Ector Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-047-99	SABLE CORRALES	DISTRICT OPERATIONS

ECISD New Purchase Orders Over $50,000 Report for August 2024

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
43	08/01/2024	25001549	LEGENDS OF LEARNING INC	$ 112,025	LEGENDS OF LEARNING-MATH&SCI 8,350 - Learning Universe - Middle 15,500 - Learning Universe - Science Elementary	BUYBOARD 661-22	199-11-6394-00-851-24	SHEILA PRUITT	CURRICULUM & INSTRUCTION
44	08/30/2024	25002683	MOTOROLA SOLUTIONS, INC.	$ 107,123	15 - APX6000 700/800 MODEL 2.5 PORTABLE AND ACCESSORIES	TEXAS DIR DIR-TSO-4101	199-52-6639-00-952-99	KIMBERLEY JONES	DISTRICT POLICE DEPARTMENT
45	08/23/2024	25002388	PARKHILL, SMITH & COOPER, INC.	$ 104,062	REPLACING PO 26012603 Construction Services related to PHS and OHS JROTC Renovations	ECISD AWARDED RFQ 24-13	693-81-6629-00-861-99-40524	SABLE CORRALES	DISTRICT OPERATIONS
46	08/19/2024	25002095	CONTROL TECHNOLOGIES INC	$ 100,031	REPLACING PO 2400324 PHS Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-003-99	SABLE CORRALES	DISTRICT OPERATIONS
47	08/21/2024	25002272	EDUPROJECT ELL LLC	$ 99,352	PROJECT ELL 9,337 - ACTIVE ELS	CHOICE PARTNERS 22/044KN-05	199-11-6248-00-875-25 199-13-6411-00-875-25	MIRIAM NAVARRETE	BILINGUAL EDUCATION
48	08/19/2024	25002100	LVR COMMERCIAL FLOORING	$ 99,222	REPLACING PO 24014306 Reagan-21 rooms A1,A2,A3,A5,A7,B1,B3,B5,B7,B8, B9,C1,C2,C3,C4,C5,C6,D3, D4,H2, Work Room 16090 sf Refresh terrazzo, demo existing flooring. 2370 lf Install 4 1/2" cove base.	BUYBOARD 642-21	199-51-6246-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
49	08/19/2024	25002088	CONTROL TECHNOLOGIES INC	$ 90,557	REPLACING PO 24002954 Crockett Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-044-99	SABLE CORRALES	DISTRICT OPERATIONS
50	08/05/2024	25001605	PANORAMA EDUCATION	$ 90,375	PANORAMA RENEWAL CONTRACT FOR ACCESS SERV, DATA PANORAMA DISTRICT SOFTWARE UPDATE.	CHOICE PARTNERS 21/031KN-44	199-31-6248-00-855-99	DIANE SOLLIS	GUIDANCE & COUNSELING
51	08/21/2024	25002273	L WALLACE CONSTRUCTION CO INC	$ 88,231	REPLACING PO 24004369 Hail Damage-Blanton Elementary Roof removal & replacement	ECISD AWARDED RFP 23-22SI	475-81-6629-17-125-99-47525	SABLE CORRALES	DISTRICT OPERATIONS
52	08/01/2024	25001535	NEW TECH NETWORK INC	$ 85,180	PLANNING, IMPLEMENTATION, AND START-UP SERVICES (PRELIMINARY SERVICES) FOR GALE POND ALAMO STEAM ACADEMY SCHOOL TO BECOME A MEMBER UNDER THE NEW TECH MODEL.	SOLE SOURCE	199-21-6299-00-858-99	DIANE SOLLIS	GUIDANCE & COUNSELING
53	08/21/2024	25002276	SUMMIT K12 HOLDING INC	$ 83,527	SUMMIT K12 7,000 - Renewal C2L LS 5,000+ - Connect to Literacy - Listening & Speaking for English Learners 2nd-12th grades 900 - Renewal C2L ELPS 150-999 - ELPS Skills Mastery Course 6th-12th grades 400 - Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	CHOICE PARTNERS 1/016KN-14	199-13-6411-00-875-25 199-11-6248-89-875-24	MIRIAM NAVARRETE	BILINGUAL EDUCATION
54	08/21/2024	25002274	L WALLACE CONSTRUCTION CO INC	$ 82,981	REPLACING PO 24004371 Hail Damage-Jordan Elementary Roof removal & replacement	ECISD AWARDED RFP 23-23SI	475-81-6629-17-129-99-47525	SABLE CORRALES	DISTRICT OPERATIONS
55	08/27/2024	25002476	CDW-G	$ 81,683	DESKTOPS AND MONITORS FOR CTE CLASSROOMS 62 - OptiPlex Small Form Factor Plus 7020 Intel Core i7 processor 14700 vPro (33 MB cache, 20 cores, 28 threads, up to 5.3 GHz Turbo, 65W)	SOURCEWELL 121923-Ector County ISD (121923)	199-11-6397-00-003-22	BREK PAZ	PERMIAN HIGH SCHOOL

ECISD New Purchase Orders Over $50,000 Report for August 2024

Item	PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
56	08/19/2024	25002102	LVR COMMERCIAL FLOORING	$ 79,717	REPLACING PO 24014308 Blanton-9 classrooms S5,S6,W7,W8,N13,N15,N17,N18	BUYBOARD 642-21	199-51-6246-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS
57	08/13/2024	25001950	PUBLIC IMPACT LLC	$ 79,414	24-25OPPORTUNITYCULTURE PL/COACHING CONSULTATIONS	ECISD AWARDED RFP 23-33	199-13-6299-00-850-99	THELMA CORDOVA	TALENT DEVELOPMENT
58	08/06/2024	25001629	NCS PEARSON INC	$ 75,878	RS/SPED/Q-GLOBAL DIGITAL ASSESSMENT LIBRARY FOR SCHOOLS PLUS	REGION 18 ESC R18-624-603-340--69	199-31-6339-00-871-23	ROMI SCOWN	SPECIAL EDUCATION
59	08/06/2024	25001641	N-TUNE MUSIC & SOUND INC	$ 75,040	CROCKETT BAND #13 INSTRUMENTS AND EQUIPMENT.	BUYBOARD 712-23, 739-24, & 655-21	693-11-6639-00-861-11-40224 693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
60	08/28/2024	25002543	N-TUNE MUSIC & SOUND INC	$ 74,630	REPLACE PO 24008657 BOND INSRUMENTS, QT #2	BUYBOARD 712-23, 739-24, & 655-21	693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
61	08/06/2024	25001640	N-TUNE MUSIC & SOUND INC	$ 74,369	BOWIE BAND #12 INSTRUMENTS AND EQUIPMENT.	BUYBOARD 712-23, 739-24, & 655-21	693-11-6397-00-861-11-40224 693-11-6639-00-861-11-40224	THELMA CHAPA	FINE ARTS
62	08/14/2024	25002013	TCASE SERVICES INC	$ 74,249	RS/SPED 3,278 - EMPOWER IEP 1,149 - 504	BUYBOARD 661-22	199-11-6248-10-871-23	ROMI SCOWN	SPECIAL EDUCATION
63	08/19/2024	25002109	OTIS ELEVATOR COMPANY INC	$ 73,013	REPLACING PO 24002969 Board Approved Budget Amendment #1 07/27/2021 - Otis Accel Hydraulic Control System for Austin / Odessa / NTO / Bonham / Bowie / Crocket / Ector / Ratliff / BCH	BUYBOARD 657-21	199-51-6249-02-965-99	SABLE CORRALES	DISTRICT OPERATIONS
64	08/28/2024	25002542	N-TUNE MUSIC & SOUND INC	$ 65,400	REPLACE PO 24008627 BOND INSRUMENTS, QT #3	BUYBOARD 712-23, 739-24, & 655-21	693-11-6397-00-861-11-40224	THELMA CHAPA	FINE ARTS
65	08/21/2024	25002275	L WALLACE CONSTRUCTION CO INC	$ 63,826	REPLACING PO 24004388 Hail Damage-Pease Elementary Roof removal & replacement	ECISD AWARDED RFP 23-23SI	475-81-6629-17-117-99-47525	SABLE CORRALES	DISTRICT OPERATIONS
66	08/19/2024	25002089	CONTROL TECHNOLOGIES INC	$ 60,552	REPLACING PO 24002956 Nimitz Middle School Upgrade of campus-wide HVAC Control & Facility Management System	BUYBOARD 631-20, 654-21	199-81-6639-00-046-99	SABLE CORRALES	DISTRICT OPERATIONS
67	08/23/2024	25002379	BASIN ABSTRACT & TITLE	$ 57,794	REPLACING PO 24012055 LAND PURCHASE AT S TRIPP AVE FOR NEW MIDDLE SCHOOL	REAL ESTATE	693-81-6619-00-965-99-61024	SABLE CORRALES	DISTRICT OPERATIONS
68	08/05/2024	25001604	DISCOVERY EDUCATION INC	$ 55,500	RENEWAL-DISCOVERY EDUCATION SOCIAL STUDIES FOR TEXAS	REGION 18 ESC R18-625-1433-296--50	199-11-6248-00-851-24	SHEILA PRUITT	CURRICULUM & INSTRUCTION
69	08/19/2024	25002101	LVR COMMERCIAL FLOORING	$ 53,924	REPLACING PO 24014307 Ross-10 classrooms BB1,B1,B3,B5,B7,B8, C1,C2,C3,C4	BUYBOARD 642-21	199-51-6246-00-965-99	SABLE CORRALES	DISTRICT OPERATIONS

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TX

MEMORANDUM

TO: DR. SCOTT MURI, SUPERINTENDENT OF SCHOOLS

FROM: DR. MATTHEW SPIVY, EXECUTIVE DIRECTOR OF HUMAN RESOURCES

RE: ROUTINE PERSONNEL REPORT FOR AUGUST 2024

DATE: 8/31/2024

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
APRIL JANE ADVIENTO	ELEM SPED-LD-CM-RESOURCE	GONZALES ELEM SCHOOL	8/1/2024
CHRISTIE ALLEN	ELEM SPED-LD-CM-RESOURCE	BUICE ELEMENTARY SCHOOL	8/1/2024
GLENDA ASH-SCHRECENGOST	PRE-K (REG)	LAMAR EARLY EDUC CENTER	8/1/2024
MARY HELEN AYALA	FIFTH-BILINGUAL	CAVAZOS ELEM SCHOOL	8/1/2024
RAMONA BARDAJE	THIRD GRADE (REG)	BLANTON ELEM SCHOOL	8/1/2024
MARIELYN BARLAM	FIFTH GRADE (REG)	PEASE ELEMENTARY SCHOOL	8/1/2024
DALIA BARRON	KINDER (REG)	ZAVALA ELEMENTARY SCHOOL	8/1/2024
RIA ISABELLE BEQUIZO	ELM SPED-SPECIALIZED CLASSROOM	SAN JACINTO ELEM SCHOOL	8/1/2024
TABITHA BLAIN	ELEM-MUSIC	ZAVALA ELEMENTARY SCHOOL	8/1/2024
KYLEE BOX	FOURTH GRADE (REG)	GONZALES ELEM SCHOOL	8/1/2024
PINKY CHARMAINE CALUMPAG	FOURTH GRADE (REG)	GONZALES ELEM SCHOOL	8/1/2024
PEDRO JOSE CARRILLO LOPEZ	SECOND-BILINGUAL	CAMERON ELEMENTARY SCHOOL	8/1/2024
RHONDA CHAPPELL	THIRD GRADE (REG)	ZAVALA ELEMENTARY SCHOOL	8/1/2024
HILDA CHAVEZ	FIRST GRADE (REG)	ZAVALA ELEMENTARY SCHOOL	8/1/2024
MICHELLE COLLEY	THIRD GRADE (REG)	THE STEM ACADEMY	8/1/2024
PAULETTE COUSINS	ELEM SPED-LD-CM-RESOURCE	CAMERON ELEMENTARY SCHOOL	8/1/2024
MARIA GEMMA CRISTOBAL PEREZ	FIRST-BILINGUAL	MILAM ELEMENTARY SCHOOL	8/1/2024
TONYA CRISWELL	KINDER (REG)	JOHNSON ELEM SCHOOL	8/1/2024
AIMEE DELEON	FOURTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/1/2024
MARIS DELOSREYES	ELEM SPED-LD-CM-RESOURCE	BLANTON ELEM SCHOOL	8/1/2024
WENDY NAHIROBY DIAZ CAMPUSANO	FOURTH-BILINGUAL	PEASE ELEMENTARY SCHOOL	8/1/2024
CESAR AUGUSTO DIAZ CASTILLA	FOURTH-BILINGUAL	FLY ELEMENTARY SCHOOL	8/1/2024
DANIEL ANTONIO DIAZ ORTEGA	FIFTH-BILINGUAL	DOWLING ELEM SCHOOL	8/1/2024
KRISTINE JOY EDMA	ELM SPED-SPECIALIZED CLASSROOM	ROSS ELEMENTARY SCHOOL	8/1/2024
LUZ GALINDO	FIFTH-BILINGUAL	FLY ELEMENTARY SCHOOL	8/1/2024

MARIA GARCIA PERUJO	PRE-K (REG)	CAMERON ELEMENTARY SCHOOL	8/1/2024
DIANNE KAREN GOLLA	FIFTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/1/2024
ESMERALDA GONZALES	THIRD GRADE (REG)	FLY ELEMENTARY SCHOOL	8/1/2024
SYLVIA GONZALEZ	THIRD GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/1/2024
HELIOS GUEDEA AVILA	KINDER (REG)	WEST ELEMENTARY SCHOOL	8/1/2024
FABIAN GUTIERREZ	ELEM-MUSIC	GONZALES ELEM SCHOOL	8/1/2024
ANDREA KAROLINA GUTIERREZ RIVERA	FIRST-BILINGUAL	NOEL ELEMENTARY SCHOOL	8/1/2024
NEEDRA HANDAWELA	SECOND GRADE (REG)	GONZALES ELEM SCHOOL	8/1/2024
MORGAN HANNON	ELM-P E	AUSTIN ELEMENTARY SCHOOL	8/1/2024
KATHLEEN HARTY	FOURTH GRADE (REG)	BLANTON ELEM SCHOOL	8/1/2024
KYLIE HATFIELD	THIRD GRADE (REG)	GONZALES ELEM SCHOOL	8/1/2024
ALBA HELENA MERCEDES	FIRST-BILINGUAL	DOWLING ELEM SCHOOL	8/1/2024
ADDISON HILL	SECOND GRADE (REG)	JOHNSON ELEM SCHOOL	8/1/2024
BARBARA HIRST	ELEM-READING COACH	BURNET ELEMENTARY	8/1/2024
SANDRA HUBBARD	ELEMENTARY READ/DYSLEXIA INT	GOLIAD ELEMENTARY SCHOOL	8/1/2024
ALLISON HUGHES	FOURTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/1/2024
XIN JIN	THIRD GRADE (REG)	REAGAN MAGNET SCHOOL	8/1/2024
CARLOS LAHOZ PES	FIRST-BILINGUAL	GOLIAD ELEMENTARY SCHOOL	8/1/2024
RUBIE LASTIMOSA	ELM SPED-SPECIALIZED CLASSROOM	BUICE ELEMENTARY SCHOOL	8/1/2024
ARIANA LICON	THIRD GRADE (REG)	FLY ELEMENTARY SCHOOL	8/1/2024
CHERRYL MACARILAY	ELM SPED-SPECIALIZED CLASSROOM	DOWLING ELEM SCHOOL	8/1/2024
TANA MARKS	ELEM-DANCE	MILAM ELEMENTARY SCHOOL	8/1/2024
ALEJANDRA MARQUEZ	FIFTH GRADE (REG)	ZAVALA ELEMENTARY SCHOOL	8/1/2024
PAULA MARTINEZ MARTINEZ	KINDER-(BIL)	JORDAN ELEMENTARY SCHOOL	8/1/2024
JOCELYNE MARTINEZ TORRES	FOURTH GRADE (REG)	ZAVALA ELEMENTARY SCHOOL	8/1/2024
KAYLA MAXWELL	ELEM SPEC ED (E-CH)	CARVER EARLY EDUC CENTER	8/1/2024
GWENDELEN MAYO	MEDIA SPECIALST ELEM	PEASE ELEMENTARY SCHOOL	8/1/2024
ROSA MEJIA	PRE-K (REG)	PEASE ELEMENTARY SCHOOL	8/1/2024
PAMELA MILES	KINDER (REG)	SAN JACINTO ELEM SCHOOL	8/1/2024
ABIGAIL MIRANDA	SECOND GRADE (REG)	IRELAND ELEM SCHOOL	8/1/2024
ALEJANDRA MOLINA ARMENDARIZ	SECOND GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/1/2024
JOLIENA MONTANO	ELM SPED-SPECIALIZED CLASSROOM	WEST ELEMENTARY SCHOOL	8/1/2024
MAYRA MORALES	KINDER (REG)	JOHNSON ELEM SCHOOL	8/1/2024
PHYLLIS MORALEZ	SECOND GRADE (REG)	BLACKSHEAR ELEM SCHOOL	8/1/2024
ROBERT NAVARRETTE	SECOND GRADE (REG)	GONZALES ELEM SCHOOL	8/1/2024
ALEXIS O'DELL	FOURTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/1/2024
HAZEL LUZ PAGDALIAN	ELM SPED-SPECIALIZED CLASSROOM	BLANTON ELEM SCHOOL	8/1/2024
SABRA PITTMAN	PRE-K (REG)	HAYS ELEMENTARY SCHOOL	8/1/2024
HILARY PYOTT	ELEM-MUSIC	NOEL ELEMENTARY SCHOOL	8/1/2024
LADYLYN QUINABO	KINDER (REG)	E K DOWNING ELEMENTARY SCHOOL	8/1/2024
AMY QUINN	FIRST GRADE (REG)	WEST ELEMENTARY SCHOOL	8/1/2024
JESSICA RAMOS	SECOND GRADE (REG)	JOHNSON ELEM SCHOOL	8/1/2024
CANDACE REY	THIRD GRADE (REG)	ROSS ELEMENTARY SCHOOL	8/1/2024
JOWANNA RODRIGUEZ	KINDER (REG)	THE STEM ACADEMY	8/1/2024
YURISSA RODRIGUEZ	THIRD GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/1/2024
ANGELICA ROOT	FIRST GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/1/2024
VERONICA SAMBRANO	FIFTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/1/2024

MARISOL SANCHEZ	FIRST GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/1/2024
ANA MARIE RUTH SANTOS	FIFTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/1/2024
JESUS SAYAGO JIMENEZ	SECOND-BILINGUAL	JORDAN ELEMENTARY SCHOOL	8/1/2024
PATSY SLAUGHTER	FIFTH GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/1/2024
SANDRA STANLEY	ELEM SPED-LD-CM-RESOURCE	WEST ELEMENTARY SCHOOL	8/1/2024
HALLIE STARK	SECOND GRADE (REG)	PEASE ELEMENTARY SCHOOL	8/1/2024
JONATHAN STREBECK	ELEM-MUSIC	CAVAZOS ELEM SCHOOL	8/1/2024
AVERI TEMPLE	FIRST GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/1/2024
MARISSA TORRES	SECOND GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/1/2024
YESICA MARLENE URREGO MORA	FOURTH-BILINGUAL	NOEL ELEMENTARY SCHOOL	8/1/2024
IVAN VECINA IBANEZ	FIFTH-BILINGUAL	JORDAN ELEMENTARY SCHOOL	8/1/2024
NATALIA VIDAL HERNANDEZ	KINDER-(BIL)	GOLIAD ELEMENTARY SCHOOL	8/1/2024
JENIFER VILLANUEVA	ELEMENTARY SP ED (INCLUSION)	ZAVALA ELEMENTARY SCHOOL	8/1/2024
ELIZABETH WAGONER	FOURTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/1/2024
REBECCA WALKER	SECOND GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/1/2024
DORIANA WAUGH	ELEM-GT PROGRAM TCHR	ADVANCED ACADEMIC SERVICES	8/1/2024
BRISEIDA ZUBIA RUBIO	KINDER (REG)	SAN JACINTO ELEM SCHOOL	8/1/2024
JADEN RODRIGUEZ	KINDER (REG)	HAYS ELEMENTARY SCHOOL	8/1/2024
JULIE KEY	FIFTH GRADE (REG)	ROSS ELEMENTARY SCHOOL	8/1/2024
EMILY GARCES NAVARRO	FIRST BILINGUAL	BLACKSHEAR ELEMENTARY SCHOOL	8/16/2024

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
MIRANDA ABALOS MARTINEZ	AVID/COACH	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
JAIDEN ABILA	DANCE	ECTOR MIDDLE SCHOOL	8/1/2024
MARCOS AGUILAR	HEALTH	ECTOR MIDDLE SCHOOL	8/1/2024
LEONORA ALARCON	MATH	CROCKETT MIDDLE SCHOOL	8/1/2024
DESIREEJOY ALAYON	ENGLISH/LANGUAGE ARTS/READING	ECTOR MIDDLE SCHOOL	8/1/2024
CAITLYNN ALMANCE	THEATRE ARTS - MS	NIMITZ MIDDLE SCHOOL	8/1/2024
DAVID AMBROSE	AUTO TECH	ADVANCED TECHNICAL CENTER	8/1/2024
LISA ANAYA	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/1/2024
CONNIE ANDREWS	ENGLISH/LANGUAGE ARTS/READING	ODESSA HIGH SCHOOL	8/1/2024
CHARLES ATCHLEY	SECONDARY SPED INC/RES	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
GRISEL AYALA MESTA	MATH	ALTERNATIVE EDUC CENTER	8/1/2024
PEARL LORIE BALBALIN	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	8/1/2024
ALEJANDRO BARRON	WELDING	ADVANCED TECHNICAL CENTER	8/1/2024
JOYCELYN BERMUDEZ	ENGLISH	GEORGE HW BUSH NEW TECH ODESSA	8/1/2024
PEYTON BICKHAM	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	8/1/2024
MELANIE CANETE	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	8/1/2024
YENNIFER CANO ROJAS	ART	ECTOR MIDDLE SCHOOL	8/1/2024
AMANDA CANTU	SECONDARY SPED-SC	ODESSA HIGH SCHOOL	8/1/2024
DESIRAE CARRASCO	SCIENCE	ECTOR MIDDLE SCHOOL	8/1/2024
ERIC CARRASCO	SECONDARY SPED INC/RES	ECTOR MIDDLE SCHOOL	8/1/2024
KENNEDY CARRILLO	DANCE/PE	WILSON & YOUNG MIDDLE SCHOOL	8/19/2024
MARIA DEL JESUS CARRILLO	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
ANTONIA CASTILLO PEGUERO	SPANISH	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024

DESTINY CLEVENGER	ORCHESTRA DIR - MS	BOWIE MIDDLE SCHOOL	8/1/2024
KENZY CLIFTON	PE-COACH	CROCKETT MIDDLE SCHOOL	8/1/2024
TREVANTE COLEMAN	PE-COACH	ECTOR MIDDLE SCHOOL	8/1/2024
CHRISTIAN DICK CUNAG	SCIENCE	PERMIAN HIGH SCHOOL	8/1/2024
BOBBY DANCER	TEEN LEADERSHIP/COACH	ECTOR MIDDLE SCHOOL	8/1/2024
MANUEL ELKIN DAZA BAUTISTA	SPANISH	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
JONNABELLE DE LEON	ENGLISH/LANGUAGE ARTS/READING	PERMIAN HIGH SCHOOL	8/1/2024
EMILIANO DE REGULES MONTES	MATH	ODESSA HIGH SCHOOL	8/1/2024
WARNER DEL RIO BOLANOS	SPANISH	BONHAM MIDDLE SCHOOL	8/1/2024
BRITTNEY DEUTSCH	BUSINESS/COACH	NIMITZ MIDDLE SCHOOL	8/1/2024
ROBYN DIMAGGIO	SECONDARY SPED INC/RES	CROCKETT MIDDLE SCHOOL	8/1/2024
ANGELICA DIMAILIG	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	8/1/2024
MARILOU JANE DURAN	ENGLISH/LANGUAGE ARTS/READING	ECTOR MIDDLE SCHOOL	8/1/2024
CHRISTOPHER DURAN-TOBIAS	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
LAURYN ESCALANTE	CHOIR DIRECTOR -MS	ECTOR MIDDLE SCHOOL	8/1/2024
NEMESIS ESPARZA	BUSINESS EDUCATION	CROCKETT MIDDLE SCHOOL	8/1/2024
MICHELLE ESPELETA	ESL/ENGLISH	ODESSA HIGH SCHOOL	8/1/2024
OMAR ESQUIVEL	SPANISH-COACH	ECTOR MIDDLE SCHOOL	8/1/2024
SAVANNAH FALCON	PHYSICAL ED	ECTOR MIDDLE SCHOOL	8/1/2024
EMARIE FELICANO	SCIENCE	CROCKETT MIDDLE SCHOOL	8/1/2024
ROBERT FUNDERBURG	SCIENCE	THE STEM ACADEMY	8/1/2024
OFRAEL GALINDO	WELDING	ADVANCED TECHNICAL CENTER	8/1/2024
STEPHANIE GALINDO	ART	WILSON & YOUNG MIDDLE SCHOOL	8/5/2024
CLAUDIA GARCIA	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
VICTORIA GARCIA	ENGLISH/LANGUAGE ARTS/READING	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
DEAN GARZA	SPEECH-COACH	PERMIAN HIGH SCHOOL	8/1/2024
TRACIE GARZA	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/1/2024
CRISTINA GONZALEZ	DPT HD/ENGLISH	ECTOR MIDDLE SCHOOL	8/1/2024
RACHAEL GREEN	MATH	NIMITZ MIDDLE SCHOOL	8/16/2024
KELLI GREENWOOD	SCIENCE-COACH	ECTOR MIDDLE SCHOOL	8/1/2024
VICTORIA GUADARRAMA	TOUCH SYSTEMS	WILSON & YOUNG MIDDLE SCHOOL	8/14/2024
JANNAH LOU GUANZON	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
MAYRA GUTIERREZ	CHOIR ASST - HS	PERMIAN HIGH SCHOOL	8/1/2024
RICHELLE GUTIERREZ	ENGLISH	ODESSA HIGH SCHOOL	8/1/2024
LARRY HARMON	ISS	ECTOR MIDDLE SCHOOL	8/1/2024
AMANDA HEDDINS	SCIENCE	PERMIAN HIGH SCHOOL	8/1/2024
ASHLEY HENDERSON	ENGLISH/LANGUAGE ARTS/READING	THE STEM ACADEMY	8/1/2024
ALIYAH HERNANDEZ	THEATRE ARTS - MS	NIMITZ MIDDLE SCHOOL	8/1/2024
EMMA HERNANDEZ	SECONDARY- MULTI CLASSROOM LDR	NIMITZ MIDDLE SCHOOL	8/1/2024
PRISCILLA HERNANDEZ	ART	ECTOR MIDDLE SCHOOL	8/1/2024
SARA HERNANDEZ	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
KAITLIN HIRST	SCIENCE	ODESSA HIGH SCHOOL	8/1/2024
ARIELLE HIX	DPT HD/LOTE	ODESSA HIGH SCHOOL	8/1/2024
ROBERT HIX	PE-COACH	ODESSA HIGH SCHOOL	8/1/2024
ELIZABETH HOLMES	SCIENCE	BONHAM MIDDLE SCHOOL	8/1/2024
FRED HOWARD	SOCIAL STDY-COACH	ODESSA HIGH SCHOOL	8/1/2024
GINGER HUCKABAY	FAMILY/CNSUM SCI	ADVANCED TECHNICAL CENTER	8/1/2024

JUAN IBARRA	DPT HD/COACH	ECTOR MIDDLE SCHOOL	8/1/2024
BRIANNA INMAN	ART	CROCKETT MIDDLE SCHOOL	8/1/2024
LINDA JACKSON	MEDIA SPECIALST SCND	ECTOR MIDDLE SCHOOL	8/1/2024
ALMA JASSO	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	8/19/2024
AUDREY JOHNSON	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/7/2024
SILQUANETTE JOHNSON	ENG-LANG ARTS-COACH	ECTOR MIDDLE SCHOOL	8/1/2024
VICKY JONES	SECONDARY SPED INC/RES	CROCKETT MIDDLE SCHOOL	8/1/2024
NATHANIEL JORDAN	ART	CROCKETT MIDDLE SCHOOL	8/1/2024
ARLYN JUAREZ	MARIACHI	ECTOR MIDDLE SCHOOL	8/1/2024
RACHEL KORANTENG	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/7/2024
JESSE KWATENG	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/5/2024
JACK LACY	ENGLISH-COACH	ODESSA HIGH SCHOOL	8/1/2024
SERGIO LAREZ	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
HWANWOOK LEE	CHOIR ASST - HS	ODESSA HIGH SCHOOL	8/1/2024
VINCENT ALFIE LIBO ON	MATH	PERMIAN HIGH SCHOOL	8/1/2024
MYTREVIOUS LINK	PE-COACH	ODESSA HIGH SCHOOL	8/1/2024
ALISA LOGOC	SCIENCE	PERMIAN HIGH SCHOOL	8/1/2024
FERNANDO LUCERO	SECONDARY SPED-SC	CROCKETT MIDDLE SCHOOL	8/1/2024
ISAAC MARQUEZ	CHORAL DIR- ASST MS	NIMITZ MIDDLE SCHOOL	8/1/2024
KELCIE MCCAIN	SCIENCE	ECTOR MIDDLE SCHOOL	8/1/2024
DEVONTA MCCLAIN	SCIENCE	BONHAM MIDDLE SCHOOL	8/1/2024
WADE MCCLINTOCK	SPED/COACH	PERMIAN HIGH SCHOOL	8/1/2024
STEPHANIE MCCOY	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/1/2024
SYNTHIA MCLAIN	SCIENCE	ECTOR MIDDLE SCHOOL	8/1/2024
XAVIER MINJAREZ	SCIENCE-COACH	CROCKETT MIDDLE SCHOOL	8/1/2024
NICHOLAS MINYARD	ART / COACH	ECTOR MIDDLE SCHOOL	8/1/2024
DALYLA MIRANDA	BUSINESS/COACH	PERMIAN HIGH SCHOOL	8/1/2024
JOSEPH MOORE	PE-COACH	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
RAFAEL ANDRES MORALES JULIO	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/1/2024
SAMUEL MOTA	SCIENCE	ODESSA HIGH SCHOOL	8/1/2024
ANTONIO MUSELLA-GONZALES	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
HAZAEL NARVAEZ	MATH	THE STEM ACADEMY	8/1/2024
KIMBERLY NAVARRETTE	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/1/2024
DUSTIN NINO	BAND DIR-ASST	BOWIE MIDDLE SCHOOL	8/1/2024
NANCY NISH	ENGLISH/LANGUAGE ARTS/READING	ALTERNATIVE EDUC CENTER	8/1/2024
KERREN OBONE NZE	BUSINESS EDUCATION	ALTERNATIVE EDUC CENTER	8/1/2024
BENESA RIGOR	ENGLISH	PERMIAN HIGH SCHOOL	8/1/2024
KOBE ROBINSON	HEALTH-COACH	ODESSA HIGH SCHOOL	8/1/2024
RODEL RODEA	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/1/2024
ENRIQUE RODRIGUEZ-SILVA	AVID/COACH	CROCKETT MIDDLE SCHOOL	8/1/2024
JULIUS ROMERO	MATH	CROCKETT MIDDLE SCHOOL	8/1/2024
VACHON ROYALS	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/1/2024
ARLEEN SANCHEZ	SCIENCE	ODESSA COLLEGIATE ACADEMY ECHS	8/1/2024
LUIS SANDOVAL	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	8/1/2024
SHERYL SANTOS	MATH	ODESSA HIGH SCHOOL	8/1/2024
YANA SCOTT	ENGLISH/LANGUAGE ARTS/READING	ECTOR MIDDLE SCHOOL	8/1/2024

STACEY SHERMAN	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/1/2024
ERIN SILVA	ROBOTICS/COACH	CROCKETT MIDDLE SCHOOL	8/1/2024
RHONDA SPYKES	HEALTH-SCIENCE TECH	ADVANCED TECHNICAL CENTER	8/1/2024
DAVID STONE	BUSINESS/COACH	ODESSA HIGH SCHOOL	8/1/2024
KIRSTEN TAYLOR	PE-COACH	CROCKETT MIDDLE SCHOOL	8/1/2024
ALYSSA TEIJEIRO FICHT	ENGLISH/LANGUAGE ARTS/READING	ECTOR MIDDLE SCHOOL	8/1/2024
TREVOR THOMPSON	HEALTH-COACH	ODESSA HIGH SCHOOL	8/1/2024
DAVAUGHN THORNTON	PE-COACH	BONHAM MIDDLE SCHOOL	8/1/2024
MARICAR JOY TIPAWAN	ENGLISH/LANGUAGE ARTS/READING	ECTOR MIDDLE SCHOOL	8/1/2024
MADISSON TRAMMELL	SCIENCE	ECTOR MIDDLE SCHOOL	8/1/2024
NAIVA TROUB	ENGLISH	ODESSA COLLEGIATE ACADEMY ECHS	8/1/2024
AMERICA VALDEZ	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
MARIELA VALENZUELA	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/1/2024
CINDY VANSYCKLE	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
CHRISTOPHER VARDY	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/1/2024
LESVIA VELA	ESL FACILITATOR	ODESSA HIGH SCHOOL	8/6/2024
ARMANDO VELEZ GARCIA	SOCIAL STUDIES	ECTOR MIDDLE SCHOOL	8/1/2024
MIRABEL VIRTUDAZO	SECONDARY SPED INC/RES	ODESSA HIGH SCHOOL	8/1/2024
BRYSON WARD	PE-COACH	BOWIE MIDDLE SCHOOL	8/5/2024
DAKARI WHITE	PE-COACH	ECTOR MIDDLE SCHOOL	8/1/2024
MICHAEL WHITE	ENGLISH/LANGUAGE ARTS/READING	ECTOR MIDDLE SCHOOL	8/1/2024
KEELY WILKERSON	BUSINESS/COACH	PERMIAN HIGH SCHOOL	8/1/2024
KENDRA WILLIAMS	SCIENCE	ODESSA HIGH SCHOOL	8/1/2024
SCOTT WINDHAM	THEATRE ARTS - HS DIRECTOR	PERMIAN HIGH SCHOOL	8/1/2024
CHARLES ZOLLER	SECONDARY SPED INC/RES	CROCKETT MIDDLE SCHOOL	8/1/2024
MAYRA RAMOS	ENGLISH/LANGUAGE ARTS/READING	PERMIAN HIGH SCHOOL	8/1/2024
BRIANA ARIAS PARRA	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/1/2024
BERENISSE RAMIREZ	ENGLISH/LANGUAGE ARTS/READING	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
JAIDAN RAMSEY	ENGLISH/LANGUAGE ARTS/READING	PERMIAN HIGH SCHOOL	8/1/2024
ERIN SNELL-LIMON	INSTRUCTIONAL SPECIALEST	NEW TECH HIGH SCHOOL	8/1/2024
MARYLUCY RAMIREZ	SPED	ODESSA HIGH SCHOOL	8/1/2024
ITAALYA SAENZ	TEEN LEADERSHIP	BOWIE MIDDLE SCHOOL	8/1/2024
MARCUS RICO	MATH	NEW TECH HIGH SCHOOL	8/1/2024
MARGARET AUESEN	ENGLISH/LANGUAGE ARTS/READING	NEW TECH HIGH SCHOOL	8/1/2024
CRYSTAL HOWELL	MATH	BONHAM MIDDLE SCHOOL	8/1/2024
ORLANDO NASARIO BONNEY	BIN	PERMIAN HIGH SCHOOL	8/1/2024
AMBER PEREZ	ELAR/COACH	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
JOSEPH PHILLIPS	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/1/2024
NAOMI CASTELLOM	SPED	WILSON & YOUNG MIDDLE SCHOOL	8/26/2024
TANYA PERDOMO	HEALTH SCIENCE	ADVANCED TECHNICAL CENTER	8/1/2024
EMERALD PANDO	ART	PERMIAN HIGH SCHOOL	8/1/2024
JACKS ROBERT PALACIOS	FRENCH	CROCKETT MIDDLE SCHOOL	8/1/2024
PRINCES DIANA PAGUINTO	MATH	ECTOR MIDDLE SCHOOL	8/1/2024
JENNIFER TABON ONREJAS	MATH	ODESSA HIGH SCHOOL	8/1/2024
ERMA RAGASA	SCIENCE	PERMIAN HIGH SCHOOL	8/1/2024
SILYN MARY PASA	SPED	PERMIAN HIGH SCHOOL	8/1/2024

QUEENCY PADIDA	SCIENCE	ECTOR MIDDLE SCHOOL	8/1/2024
RAY NEWTON	ASST THEATRE ARTS	ODESSA HIGH SCHOOL	8/26/2024
TYLER MAUCK	MATH	BONHAM MIDDLE SCHOOL	8/1/2024
MADISON BAUMSTIMLER	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/1/2024
SAMUEL SINGLETON	ENGLISH/COAHC	PERMIAN HIGH SCHOOL	8/1/2024
SIERRA HALL	SPED	ODESSA HIGH SCHOOL	8/6/2024
AMY NEIFERT	SPED	PERMIAN HIGH SCHOOL	8/1/2024
LILIA ANDRA PEREZ BOHAROQUEZ	ESL FACILITATOR	ECTOR MIDDLE SCHOOL	8/1/2024

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
NATALIE ANDRADE	GUIDANCE APPRENTICE	ODESSA HIGH SCHOOL	8/1/2024
PORCHIA BRAZELL	GUIDANCE APPRENTICE	ECTOR MIDDLE SCHOOL	8/1/2024
ABIGAIL CALDERON	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
DEANNA DANIELS	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
VIVIANA DAVIS	DIAGNOSTICIAN	SPECIAL EDUCATION	8/16/2024
TESS DONNER	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
TRACY FERGERSON	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
YOLANDA FRAIRE	SPECIALIST, BEHAVIOR	SPECIAL EDUCATION	8/12/2024
KIMBERLY GAUDET	NURSE	NURSING SERVICES	8/1/2024
CARMEN GOFORTH	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/7/2024
SARA GRAVES	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
OLIVIA HOLGUIN	SPEECH PATH-ASST	SPECIAL EDUCATION	8/1/2024
AMANDA LIEN	VIRTUAL DIAGNOSTICIAN	SPECIAL EDUCATION	8/7/2024
MELANIE MALLORY	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
JESSICA MARTINEZ	COUNSELOR,SPED	SPECIAL EDUCATION	8/19/2024
LIZETTE MARTINEZ	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
NICHOLAS MCREYNOLDS	GUIDANCE APPRENTICE	CROCKETT MIDDLE SCHOOL	8/1/2024
COURTNEY O'CONNOR	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
ALEXIA PEREZ	GUIDANCE APPRENTICE	NIMITZ MIDDLE SCHOOL	8/1/2024
MARIA PUENTE	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
JESSICA ROBERTSON	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/7/2024
MEGAN ROBINSON	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
GABRIELA RODRIGUEZ	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
SCOTT RUDES	EXECUTIVE DIRECTOR, TALENT DEV	TALENT DEVELOPMENT	8/1/2024
MARY SITEK	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
ERIN SNELL	SEC INST CO	GEORGE HW BUSH NEW TECH ODESSA	8/1/2024
VALERIE VILLANUEVA	NURSE	NURSING SERVICES	8/2/2024
LEON WALKER	GUIDANCE APPRENTICE	FLY ELEMENTARY SCHOOL	8/1/2024
HAYLEY WALLACE	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
SHIEEDA WARD	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
TARA WEIN	SEC INST CO	ODESSA HIGH SCHOOL	8/1/2024
JAMI WILSON	VIRTUAL SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/1/2024
ITZANA ZAVALA	SPEECH PATH-ASST	SPECIAL EDUCATION	8/1/2024
EMILY MADRID	NURSE	SAN JACINTO ELEMENTARY	8/20/2024
MELISSA PENA	VIRTUAL DIAGNOSTICIAN	SPECIAL EDUCATION	8/26/2024

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
CAYLI BURNETT	PRE-K (REG)	LAMAR EARLY EDUC CENTER	8/16/2024
TONYA CRISWELL	KINDER (REG)	JOHNSON ELEM SCHOOL	8/14/2024
SARAH GRIFFIN	FIRST GRADE (REG)	THE STEM ACADEMY	8/23/2024
SYLVIA MARTINEZ	FIRST-BILINGUAL	DOWLING ELEM SCHOOL	8/2/2024
GWENDELEN MAYO	MEDIA SPECIALST ELEM	PEASE ELEMENTARY SCHOOL	8/9/2024
ALEXA PORRAS	FIFTH GRADE (REG)	BURNET ELEMENTARY	8/2/2024
MAYRA MORALES	KINDER (REG)	LBJ ELEMENTARY SCHOOL	8/29/2024

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
GRISEL AYALA MESTA	MATH	ALTERNATIVE EDUC CENTER	8/15/2024
SANDRA MARQUEZ	DANCE/PE	WILSON & YOUNG MIDDLE SCHOOL	8/7/2024
CINDY MCCORD	SCIENCE	ODESSA COLLEGIATE ACADEMY ECHS	8/6/2024

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
EVERETTE ELMORE	SUPERVISOR, PRINT SHOP/MAIL	BUSINESS OPERATIONS WAREHOUSE	8/30/2024