

Ector County Independent School District

Permian High School

2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 1, 2023

Demographics

Demographics Summary

According to 2022-23 ECISD PEIMS data, Permian High School continued to increase in overall enrollment, economically disadvantaged students, emergent bilingual/English Learner (EL) students, and mobile students. According to TEA's Texas Academic Performance Report (TAPR) and School Report Card for 2021-22, Permian High School's at-risk population was 74.3%. The percentage of homeless students was 2.7%.

Five-year enrollment totals and Economically Disadvantaged comparison percentages reflect the following:

2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
1,287	3,817	33.72%	1,258	3,708	33.93%	1,306	3,629	35.99%	1,631	3,734	43.68%	2,025	3,978	50.91%

Emergent Bilingual/English Learner (EL) comparison percentages are as follows:

2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
313	3817	8.2002	379	3708	10.2211	378	3629	10.4161	433	3734	11.5961	567	3978	14.2534

Special education comparison percentages are as follows:

2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
288	3817	7.5452	289	3708	7.794	315	3629	8.6801	358	3734	9.5876	372	3978	9.3514

PHS Student Mobility Rate comparisons reflect the following trends:

2018 - 2019			2019 - 2020			2020 - 2021 (Covid-19 Remote)			2021 - 2022 (Covid-19 Remote)			2022 - 2023		
Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
896	4,163	21.52%	843	4,055	20.79%	707	3,934	17.97%	896	4,085	21.93%	1,064	4,341	24.51%

Discipline Actions for 2022-23 reflect the following:

SC = Student Count DA = Days Assigned DS = Days Served	All Students						Hispanic Latino						Black African American						White					
	Male			Female			Male			Female			Male			Female			Male			Female		
	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS
Total	141	343	343	55	141	141	92	236	236	42	111	111	14	42	42	7	18	18	28	53	53	6	12	12
Special Education	25	53	53	5	9	9	15	35	35	3	5	5	2	4	4	1	3	3	8	14	14	1	1	1
Emergent Bilingual	16	40	40	2	5	5	15	38	38	2	5	5	0	0	0	0	0	0	1	2	2	0	0	0
CTE Attendance	100	236	236	37	84	84	63	156	156	27	61	61	10	30	30	6	15	15	22	43	43	4	8	8
Eco Dis	79	182	182	38	107	107	55	135	135	31	88	88	8	24	24	5	15	15	11	15	15	2	4	4
GT	4	10	10	4	10	10	2	6	6	3	9	9	0	0	0	0	0	0	1	3	3	1	1	1
Section 504	2	7	7	0	0	0	2	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Student retention rates reflect the following:

Grade	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
9	134	1112	12.05%	104	1133	9.18%	63	1060	5.94%	135	1264	10.68%	85	1223	6.95%
10	76	998	7.62%	50	920	5.43%	11	960	1.15%	83	936	8.87%	67	1140	5.88%
11	49	893	5.49%	29	866	3.35%	10	810	1.23%	40	827	4.84%	29	836	3.47%

Grade	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
12	23	814	2.83%	14	789	1.77%	16	799	2.00%	12	707	1.70%	18	779	2.19%
All	282	3817	7.39%	197	3708	5.31%	100	3629	2.76%	270	3734	7.23%	199	3978	5.00%

Demographics Strengths

Permian High School's official fall enrollment for 2022-23 reflected 3,978 students, an increase of 244 students from the 2021-22 school year. PHS improved Average Daily Attendance (ADA) for the 2022-23 school year to 89.6%, an increase of 1.7% from the previous year's attendance of 87.9%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Communicating with students and parents continues to be a challenge due to nonworking numbers and families relocating without notifying the school of address or phone changes. **Root Cause:** PHS has one of the highest mobility rates in Texas, at 24.51%. A large percentage of PHS's student population are transitory and change addresses and phone numbers throughout the year.

Student Achievement

Student Achievement Summary

Although there are many residual effects from the pandemic and at-risk students continue to struggle academically, preliminary 2022-23 STAAR/End of Course (EOC) results for Permian High School reflect the following academic gains:

Algebra I STAAR/End of Course (EOC)					English I STAAR/End of Course (EOC)					English II STAAR/End of Course (EOC)			
School Year	Approaches	Meets	Masters		School Year	Approaches	Meets	Masters		School Year	Approaches	Meets	Masters
2022-23	62.44%	20.46%	5.19%		2022-23	62.29%	43.61%	6.60%		2022-23	61.40%	41.81%	2.73%
2021-22	49%	13%	5%		2021-22	47%	27%	2%		2021-22	55%	33%	3%
Biology STAAR/End of Course (EOC)					US History STAAR/End of Course (EOC)								
School Year	Approaches	Meets	Masters		School Year	Approaches	Meets	Masters					
2022-23	85.13%	42.33%	11.80%		2022-23	92.29%	53.49%	21.91%					
2021-22	80%	43%	12%		2021-22	81%	49%	24%					

Measures of Academic Process (MAP) assessments are administered at the beginning, middle, and end of year to measure student growth for Algebra I, English I, English II, and Biology students. PHS showed growth in all MAP assessments from Fall '22 to Spring '23.

According to TEA's Texas Academic Performance Report for 2021-22, Permian High School exceeded the state average in the following academic areas:

- Career or Military Ready (Annual Graduates) - PHS: 28% | State: 24.2%
- Approved Industry-Based Certification (Annual Graduates) - PHS: 22.3% | State: 18.4%
- Graduates with Level I or Level II Certificate (Annual Graduates) - 2.4% | State: 0.7%
- Completed and Received Credit for College Prep Courses (Annual Graduates):
 - English/Language Arts - PHS: 19.2% | State: 8.6%
 - Mathematics - PHS: 18.9% | 10.3%
 - Both Subjects - PHS: 16.3% | State: 4.9%
- Average ACT Score (Annual Graduates)
 - All Subjects - PHS: 23.1 | State: 20.0
 - English/Language Arts - PHS: 23.3 | State: 19.6
 - Mathematics - PHS: 22.1 | State: 19.9
 - Science - PHS: 23.2 | State: 20.3
- TSI Criteria Graduates in English I/Language Arts (Annual Graduates) - PHS: 56.2% | State: 56.1%

Federal funding requested at-risk tutorials and EOC boot camps reflects the following needs:

AP Stipend for Edgenuity/D-hall	\$35/hr	8 AP's (evening)	\$50,000
Counselor Stipend for Edgenuity	\$32/hr	2 counselors	\$20,000
Edgenuity Teachers	\$32/hr	(8 -10 teachers)	\$30,000
After school EOC tutoring	\$32/hr	(20 - 25 teachers)	\$40,000
EOC Boot Camp (2 Per Semester by content areas)	\$32/hr	(25 teacher)	\$20,000
Scholastic Network	\$2000 per year		\$2,000
Technology for at-risk students (Credit recovery - Edgenuity)	\$40,000 for laptops \$4,000 for COWs		\$44,000
		Total	\$206,000

Student Achievement Strengths

Through the National Math and Science Initiative (NMSI), PHS proactively enrolled more students in AP classes. PHS will continue to automatically add students to AP and Honors classes for 2023-24 if they scored "Meets" or "Masters" in STAAR/EOC exams in the spring of 2023.

All sophomores and juniors are given the PSAT to identify their strengths and weaknesses necessary for college and familiarize themselves with the content, format, and test-taking processes of the SAT.

PHS will continue to provide dual credit opportunities to align the academic and social expectations of high school students planning to attend college. This will better prepare students for postsecondary readiness and success.

CTE offers courses in Business, Engineering, Health Science, Computer Science, Graphic Design, Animation, Work Based Learning, Family and Consumer Science and the Teaching Academy. CTE also offers Welding, Auto Tech, Agriculture, Culinary Arts, and Health Science at the satellite campuses.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: At-risk students have fallen behind academically since returning from the pandemic and need time and resources to regain credits and remain on cohort.

Edgenuity, after-school tutoring, and EOC Boot Camps will be offered during the school year to ensure at-risk students will have every opportunity to achieve academic success.

Root Cause: At-risk students need additional support to overcome obstacles affecting their learning.

School Culture and Climate

School Culture and Climate Summary

"MOJO" is very important and carries meaning for Permian High School stakeholders. The campus is committed to doing what is in the best interest of ALL students. PHS teachers and staff want ALL students to succeed.

PHS is committed to mission, vision and measurable goals to support College, Career, and Military Readiness. PHS's academic counselors, College and Career Advisor, and Career and Technical Education (CTE) Coordinator work diligently to ensure every student meets College, Career, and Military Readiness (CCMR) Related Indicators, which include dual credit students, military bound seniors, and students earning a certificate through CTE.

School Culture and Climate Strengths

The Fine Arts and Athletic Programs are strong components of student participation. When students are involved in school programs and become part of the school community, they are successful and do better academically. PHS athletes consistently advance to post-district competition. During the fall '22 semester, the band advanced to the state marching contest. In the spring of 2023, the band, orchestra, and choir earned top honors at UIL competitions. PHS's Visual Arts Department won multiple awards at their VASE competition. Enrollment in PHS's Theater Arts Department increased last year as the new director began rebuilding the program.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Facilities at Permian High School are in dire need of upgrades and routine maintenance. Priorities include the auditorium, all restrooms in the original main building, and science classrooms. **Root Cause:** There is lack of funding for repairs and upgrades and ECISD's recent bond proposal (Spring '22) was not approved by voters. Permian is also critically understaffed with custodians and maintenance workers.

Problem Statement 2: Panorama Survey data reflects student connectedness is below ECISD District expectation of 61%. **Root Cause:** Large class sizes, overcrowding in hallways, and lack of student involvement in extracurricular activities contribute to student disengagement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Permian High School has a rich history of hiring highly-qualified teachers with a wide range of teaching experience, as noted below. New teachers are provided a campus mentor, a year-long mentorship program/induction, and ongoing professional development.

PHS proactively recruits and strives to retain a diverse staff. Currently, the campus reflects the following percentages of student and staff ethnicities:

- African American Students: 5.8% | African American Teachers: 8.1%
- Hispanic Students: 68.6% | Hispanic Teachers: 27.4%
- White Students: 21.7% | White Teachers: 59.6%
- American Indian Students: .4% | American Indian Teachers: 0.2%
- Asian Students: 1.3% | Asian Teachers: 3.9%
- Pacific Islander Students: .3% | Pacific Islander Teachers: 0%
- Two or More Races Students: 1.9% | Two or More Races Teachers: 1.4%

The average years of experience for Permian High School teachers is 11.9, which is slightly above the district and state averages of 11.1. Below are five-year trends for teachers' experience levels.

Teacher Years of Experience for Permian H S for Multiple Years										
Years of Experience by Subject	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	27.4	12.60%	27.7	12.70%	20.3	9.30%	15.7	7.70%	13.8	6.40%
All Core Subjects	20.1	73.3	21.1	76.1	10.7	52.8	7.8	49.5	7.4	53.6
Reading / ELA	7.2	26.3	10	36.2	2.9	14.2	2	12.7	2	14.5
Mathematics	5	18.3	6.3	22.6	2.3	11.2	0	0	1.6	11.4
Science	5.1	18.7	2.7	9.7	2.1	10.1	2	12.7	2	14.5
Social Studies	2.7	10	2.1	7.6	3.5	17.2	3.8	24.1	1.8	13.1
1 - 5 Years Experience	69.2	31.8	65.4	30	59.9	27.6	58.9	28.8	68.5	32
All Core Subjects	32.4	46.9	31.4	47.9	30.9	51.5	31.4	53.4	37.5	54.8
Reading / ELA	7.5	10.8	7	10.7	10.6	17.7	9.7	16.5	12.2	17.8
Mathematics	7.1	10.2	4.8	7.4	6.4	10.7	8.7	14.8	7.4	10.8
Science	5.1	7.4	8.2	12.6	5.7	9.5	8.2	13.9	8.8	12.8
Social Studies	12.8	18.4	11.3	17.3	8.2	13.6	4.8	8.1	9.1	13.3

Teacher Years of Experience for Permian H S for Multiple Years										
6 - 10 Years Experience	34.6	15.9	37.7	17.3	39.5	18.2	38.3	18.7	44.6	20.8
All Core Subjects	21.9	63.2	20.3	53.8	19	48.3	13.4	35.1	15.4	34.4
Reading / ELA	6.8	19.7	6.8	18	6	15.2	3.3	8.5	3.9	8.8
Mathematics	3.9	11.2	3.8	10.2	3.5	8.8	2.4	6.2	3.6	8
Science	8.6	24.9	6.8	18	5.1	12.9	3.9	10.1	3.3	7.3
Social Studies	2.5	7.3	2.9	7.6	4.5	11.3	3.9	10.3	4.6	10.3
11 - 20 Years Experience	49.7	22.9	45.9	21	50.3	23.1	48.1	23.5	43	20.1
All Core Subjects	23.1	46.4	22.6	49.2	25.3	50.2	25.6	53.1	21.5	50.1
Reading / ELA	6.7	13.5	4.2	9.1	6.8	13.4	7.3	15.1	6.1	14.3
Mathematics	4.2	8.4	6.5	14.1	6.4	12.6	6.2	13	3.8	8.8
Science	4.2	8.5	3.7	8.2	4.6	9.1	4	8.3	5.9	13.8
Social Studies	8	16.1	8.2	17.9	7.5	15	8.1	16.7	5.6	13.1
Over 20 Years Experience	36.3	16.7	41.5	19	47.4	21.8	43.7	21.3	44.1	20.6
All Core Subjects	17.2	47.4	20	48.1	27.3	57.7	27.5	62.9	26.2	59.3
Reading / ELA	3.5	9.7	6.3	15.2	7	14.8	7	16	6.2	14
Mathematics	6.9	19	5.4	12.9	8	16.9	9.7	22.2	9.9	22.4
Science	1.9	5.3	2.9	7	7.3	15.5	5.5	12.5	4.7	10.7
Social Studies	4.9	13.4	5.4	12.9	5	10.5	5.3	12.2	5.4	12.3
Total Teacher FTEs	217.3	100	218.2	100	217.4	100	204.8	100	214	100

Staff Quality, Recruitment, and Retention Strengths

ECISD implemented Teacher Incentive Allotment (TIA) to provide a realistic pathway for top teachers to earn higher salaries and to help and retain highly effective teachers at traditionally hard-to-staff schools. In May of 2023, Permian High school proudly recognized 5 teachers who earned TIA distinctions ranging from \$3,936 to \$7,872.

Permian High School's staff retention rate for 2022-23 was 75.79%, placing PHS 8th out of 44 ECISD campuses in staff retention. This is largely due to the intentional support systems within the campus to mentor, cross-train, and retain professional and hourly employees in all departments.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retaining teachers is an ongoing challenge in the district. **Root Cause:** Teachers new to the profession or with 1-5 years' teaching experience leave for employment opportunities in ISDs with additional amenities and opportunities, including affordable housing options.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Permian High School places academics at the forefront of decisions made for students and is committed to an aligned curriculum and data-driven instruction to enhance student learning. The campus has embedded Professional Learning Communities in the master schedule during the school day for state tested (EOC) subject areas. Teachers provide students with instructional delivery using the TEKS Resource System and other district-approved instructional resources.

Teachers participate in ongoing professional development through multiple platforms in order to make informed decisions about instructional practices, scope and sequence, and student interventions. Lesson plans, lesson delivery, and instruction are designed to ensure the needs of all students are proactively addressed and met. The campus staff utilizes tutoring and Edgenuity (an online credit recovery program) to provide a common curriculum and intervention process to address the needs of struggling students in all academic areas of learning.

Curriculum, Instruction, and Assessment Strengths

Permian High School continued to expand Opportunity Culture in 2022-23 to include Biology and US History. All five STAAR/EOC tested subjects now have Opportunity Culture to better support teachers through instructional coaching.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: PLC meetings are not held daily in all core subject areas due to scheduling conflicts in the master schedule. **Root Cause:** The master schedule will be modified and updated for the 2023-24 school year to ensure all core subject areas have a common PLC period embedded in the master schedule.

Problem Statement 2: Students who are not successful with STAAR/EOC assessments do not have academic schedules to support preparation for retesting in STAAR/EOC assessments. **Root Cause:** Opportunity Culture will be implemented in 2023-23 in English III, English IV, and Geometry to better support STAAR/EOC retesters.

Parent and Community Engagement

Parent and Community Engagement Summary

Permian High School provides many methods to reach students, parents, businesses, and community members. The following are examples of school to parent communication:

- School Website
- Parent Link
- Freshmen Walkabout
- Open House
- Showcase
- Booster Club Meetings
- Athletic & Fine Art Activities
- VIP Campus Program
- Parent Conferences
- PHS Campus Business Program Pathways (CTE Programs)
- Partnerships with UTPB and OC
- Campus Improvement Team (CIT)
- Social Media Accounts

Parent and Community Engagement Strengths

Parent participation in Booster Clubs, Athletic and Fine Art events is strong at Permian High School. The activities are well attended and supported by parents of students involved in school functions. Students and staff continuously look for ways to give back to the community. Permian alumni are willing to provide the time and effort to support the school through many hours of involvement and financial support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Communicating with students and parents continues to be a challenge due to nonworking numbers and families relocating without notifying the school of address or phone changes. **Root Cause:** PHS has one of the highest mobility rates in Texas, at 24.51%. A large percentage of PHS's student population are transitory and change addresses and phone numbers throughout the year.

School Context and Organization

School Context and Organization Summary

To streamline communication, student support services are organized by alpha, i.e., students are placed with the same counselor, assistant principal, attendance clerk, and registrar for four consecutive years. This greatly enhances communication with students and parents, which also provides opportunities to foster relationships and build trust.

Naviance is the campus's primary platform to help student and parents track educational goals and planning. The counselors proactively schedule academic planning meetings to meet one-on-one with students and parents.

School Context and Organization Strengths

PHS benefits from extracurricular feeder programs through ECISD middle schools that work directly with coaches and directors to help students prepare as they advance to high school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Providing every teacher with their own classroom is a challenge. **Root Cause:** PHS's increasing enrollment of approximately 4,000 students requires more teachers than the campus can physically house.

Technology

Technology Summary

With the assistance of the ECISD Technology Department, Permian High School is a fully integrated technology campus. Classrooms have a Smartboard or Promethean Board, Infocus projectors, and laptop devices with docking stations for teachers. Teachers are provided with the infrastructure to integrate technology to deliver their instructional lessons. The campus is able to access the Internet in most classrooms to allow students and teachers to use WiFi. Teachers participate in professional development to embed technology in daily lessons and enhance instruction.

Technology Strengths

PHS has steadily increased its inventory of devices since the pandemic. ECISD provides the most up-to-date versions of software.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all classrooms have reliable Internet connectivity, which hinders instruction. **Root Cause:** PHS's Library and surrounding classrooms have limited Internet connectivity.

Problem Statement 2: Connectivity is problematic for state and national assessments. **Root Cause:** PHS does not have enough broadband capability to adequately provide reliable Internet service on state and national assessments.

Problem Statement 3: At-risk students often do not bring their Chromebooks to class and teachers lose instruction time distributing paper copies of assignments. Core departments are in need of mobile carts of computers on wheels (COWS) to supplement classroom instruction as needed. **Root Cause:** At-risk students have life circumstances outside of school that affect their learning.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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 exceeds standard on Algebra I EOC will increase to 61% as measured by 2024 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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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 2024 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 2024 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Tier I instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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 standard on English II EOC will increase to 50% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 standard on Biology EOC will increase to 50% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p>	Formative			Summative
	Oct	Jan	Mar	May

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

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 exceeds standard on US History EOC will increase to 60% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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 meeting or exceeding the growth target will increase to 75% as measured by 2024 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Tier I instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth.</p> <p>Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR</p>	Formative			Summative
	Oct	Jan	Mar	May

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

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 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Tier I instruction will improve.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth.</p> <p>Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.

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: 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 27% by 2024.





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			
<p>Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness.</p> <p>Strategy's Expected Result/Impact: Student achievement on TSIA assessments will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Middle school through high school students, parents, counselors, and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid to guide students' decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information.</p> <p>Strategy's Expected Result/Impact: Graduation rates will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors, Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Through Naviance implementation, students will plan for their college and career goals, prepare for ACT/SAT exams, and complete their FAFSA.</p> <p>Strategy's Expected Result/Impact: Scores for ACT/SAT exams will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors will work with students to identify potential CCMR credit.</p> <p>Strategy's Expected Result/Impact: CCMR indicators will increase 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, College and Career Advisors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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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: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 63% by May 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: Panorama Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Permian High School will seek input from student advisory groups to address areas of the Panorama survey needing improvement, specifically school connectedness.</p> <p>Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Permian High School will continue to provide daily SEL curriculum through 7 Mindsets.</p> <p>Strategy's Expected Result/Impact: Students' social and emotional well-being will improve by 5% as measured through Panorama surveys.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through</p>	Formative			Summative
	Oct	Jan	Mar	May

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

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: Permian High School's four-year campus graduation rate will increase to 90% for the Class of 2024.

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			
<p>Strategy 1: Permian High School's average daily attendance will increase to 90%.</p> <p>Strategy's Expected Result/Impact: As daily attendance increases, more students will be on track to graduate.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Identifying struggling students and providing early intervention will lead to an increase in graduation rates.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Johna Straw	Associate Principal (Curriculum & Instruction)
Administrator	Richard Ontiveroz	Associate Principal (Operations)
Administrator	Delesa Styles	Principal
Non-classroom Professional	Carrie Beyer	SAS Counselor
Classroom Teacher	James Wier	Social Studies Teacher
Classroom Teacher	Luis Trejo Fuentes	Fine Arts Teacher
Classroom Teacher	Holt Herrington	Career & Technical Education (CTE) Teacher
Classroom Teacher	Rebecca Joy	Science Teacher
Classroom Teacher	Elizabeth Garcia	Languages Other Than English (LOTE) Teacher
Classroom Teacher	Patrick Moseley	Math Teacher
Classroom Teacher	Molly Hernandez	Special Education Teacher
Classroom Teacher	Dawanna Talley	English Language Arts and Reading (ELAR) Teacher
Business Representative	Sarah Marston	Whataburger Corporate Field Marketing Coordinator
Parent	Randy Adams	Parent
Parent	Emerald Christopher	Parent
Parent	Gisela Davila	Parent
Parent	Tory Hill	Parent
Parent	Elisha Moberly	Parent
Parent	Deidra Orcutt	Parent
Parent	Maria Lopez	Parent