Ector County Independent School District

Permian High School

2025-2026 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 9, 2025

Demographics

Demographics Summary

According to 2024-25 ECISD PEIMS data, Permian High School's enrollment was 4,138 students, an increase from 4,126 students the previous year. In addition to an overall increase in enrollment, PHS's percentage of economically disadvantaged students and emergent bilingual (EB) students continued to grow. Permian High School's at-risk population was 75% for the 2024-25 school year, increasing from 72% the previous year. PHS's mobility rate of 19.07% continues to be one of the highest mobility rates in the state of Texas.

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

2020-21			2021-22			2022-23			2023-24			2024-25		
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
1,306	3,629	35.99%	1,631	3,734	43.68%	2,025	3,978	50.91%	2,508	4,126	60.79%	2,826	4,138	68.29%

English Learner (EL) comparison percentages are as follows:

2020-21			2021-22			2022-23			2023-24			2024-25		
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
378	3,629	10.42%	433	3,734	11.60%	567	3,978	14.25%	742	4,126	17.98%	763	4,138	18.43%

Special Education comparison percentages are as follows:

2020-21			2021-22			2022-23			2023-24			2024-25		
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
315	3,629	8.68%	358	3,734	9.59%	372	3,978	9.35%	367	4,126	8.89%	387	4,138	9.35%

PHS Student Mobility Rate comparisons reflect the following trends:

2020-21 (Covid-19 Remote)			2021-22 (Covid 19 Remote)			2022-23			2023-24			2024-25		
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
707	3,934	17.97%	896	4,085	21.93%	1,062	4,340	24.47%	1,008	4,477	22.52%	851	4,462	19.07%

Discipline Action reflects 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	97	180	179	74	160	158	74	132	132	48	103	101	12	24	24	12	29	29	8	13	12	11	24	24
Special Education	18	32	31	6	12	12	11	17	17	5	9	9	3	7	7	1	3	3	3	5	4	0	0	0
Emergent Bilingual	25	38	38	14	28	28	25	38	38	13	25	25	0	0	0	0	0	0	0	0	0	1	3	3
CTE Attendance	70	132	132	48	101	101	54	100	100	29	61	61	9	17	17	8	19	19	5	10	10	8	17	17
Eco Dis	75	139	138	58	131	129	54	95	95	38	85	83	12	24	24	11	26	26	6	9	8	8	19	19
GT	8	16	16	4	9	9	7	15	15	2	5	5	0	0	0	0	0	0	1	1	1	2	4	4
Section 504	1	3	3	0	0	0	1	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Student Retention Rate reflects the following:

Grade	2020-21			2021-22			2022-23			2023-24			2024-25		
	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	63	1060	5.94%	135	1264	10.68%	85	1223	6.95%	98	1270	7.72%	84	1093	
10	11	960	1.15%	83	936	8.87%	67	1140	5.88%	54	1081	5.00%	71	1154	
11	10	810	1.23%	40	827	4.84%	29	836	3.47%	35	1023	3.42%	35	951	

| Grade | 2020-21 | | | 2021-22 | | | 2022-23 | | | 2023-24 | | | 2024-25 | | |
	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	16	799	2.00%	12	707	1.70%	18	779	2.31%	13	752	1.73%	7	940	0
All	100	3629	2.76%	270	3724	7.23%	199	3978	5.00%	200	4126	4.85%	197	4138	4

Demographics Strengths

PHS improved Average Daily Attendance (ADA) for the 2024-25 school year to 91.1%, an increase from the previous year's attendance of 90.7%.

PHS's graduation rate for the Class of 2023 was 88.9%, which exceeded the Class of 2022's graduation rate of 86.3%.

Five-year trends reflect the following:
*Data indicators for graduation rate and annual dropout will be released at a later date due to lagging indicators in the TAPR report.

Attendance			Graduation			Annual Dropout Rate (9-12)	
School Year	Percentage		School Year	Percentage		School Year	Percentage
2024-25	91.1%		2024-25	TBD		2024-25	TBD
2023-24	90.7%		2023-24	TBD		2023-24	TBD
2022-23	89.6%		2022-23	88.9%		2022-23	1.8%
2021-22	87.9%		2021-22	86.3%		2021-22	2.0%
2020-21	90.7%		2020-21	86.6%		2020-21	2.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Permian High School's ADA continues to lag behind the state average of 95%.
Root Cause: Permian High School is an open campus in close proximity to businesses and parks. Students leave campus without permission throughout the day during various class periods and miss valuable instruction.

Student Achievement

Student Achievement Summary

Preliminary 2024-25 STAAR/End of Course (EOC) results for Permian High School reflect the following academic results:

Algebra I					Biology					English I			
STAAR/End of Course (EOC)					**STAAR/End of Course (EOC)**					**STAAR/End of Course (EOC)**			
School Year	Approaches	Meets	Masters		School Year	Approaches	Meets	Masters		School Year	Approaches	Meets	Masters
2024-25	53%	16%	8%		2024-25	86%	45%	10%		2024-25	49%	32%	5%
2023-24	63%	17%	4%		2023-24	85%	44%	10%		2023-24	52%	39%	8%
2022-23	64%	18%	4%		2022-23	84%	41%	11%		2022-23	63%	40%	6%
English II					**US History**								
STAAR/End of Course (EOC)					**STAAR/End of Course (EOC)**								
School Year	Approaches	Meets	Masters		School Year	Approaches	Meets	Masters					
2024-25	56%	41%	3%		2024-25	88%	43%	14%					
2023-24	61%	44%	2%		2023-24	88%	43%	13%					
2022-23	62%	39%	3%		2022-23	91%	52%	21%					

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 '24 to Spring '25.

According to TEA's Texas Academic Performance Report for 2023-24, Permian High School exceeded the state average in the following academic areas:

- Career or Military Ready (Annual Graduates) - PHS: 96.3% | State: 76.3%
- College Ready (Annual Graduates) - PHS: 93.9% | State: 61.9%
- TSI Criteria Graduates in English Language Arts (Annual Graduates) - PHS: 91.5% | State: 62.8%
- TSI Criteria Graduates in Mathematics (Annual Graduates) - PHS: 89.9% | State: 54.3%
- TSI Criteria Graduates in Both Subjects (Annual Graduates) - PHS: 86.7% | State: 48.4%
- Associate Degree (Annual Graduates) - PHS: 2.7% | State: 2.5%
- Dual Course Credits in Any Subject (Annual Graduates - PHS: 55.5% | State: 23.6%
- Approved Industry-Based Certification (Annual Graduates) - PHS: 41.9%% | State: 33.4%
- Graduates with Level I or Level II Certificate (Annual Graduates) - 6.5% | State: 0.8%
- U.S. Armed Forces Enlistment (Annual Graduates) - PHS: 0.9% | State: 0.6%
- Completed and Received Credit for College Prep Courses (Annual Graduates):

- English/Language Arts - PHS: 75.2% | State: 18.2%
- Mathematics - PHS: 81.7% | 20.2%
- Both Subjects - PHS: 69%% | State: 12.5%
- Advance/Dual-Credit Course Completion (Grades 912):
  - Mathematics - PHS: 20.1% | State: 19.5%

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 the 2025-26 school year if they scored "Meets" or "Masters" in STAAR/EOC exams in the spring of 2025.

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.

Career & Technical Education (CTE) offers courses in Business, Marketing, Finance, Engineering, Health Science, Arts, Audio Visual Technology and Communications, Education, Family and Consumer Science, and Information Technology, Manufacturing (Welding), Transportation (Auto Tech and Auto Collision Repair), Agriculture, Architecture and Construction, Culinary Arts, Energy (Oil & Gas Exploration & Production), Hospitality and Tourism, Human Services, Law and Public Service, and Health Science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: At-risk students have fallen behind academically and need time and resources to regain credits to 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 Athletic teams consistently advance to post-district competition. During the Fall 2024 semester, MOJO Band advanced to the UIL State Marching Band Contest. In the spring of 2025, 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 courses continues to increase under the direction of new leadership. PHS' s One Act Play advanced to Bi-District competition in the Spring of 2025 for the first time in ten years.

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 and all restrooms in the main building.
Root Cause: There is lack of funding for repairs and upgrades; however, the passing of ECISD's bond in the fall of 2023 will provide funding for the auditorium to be completely remodeled beginning in the Summer of 2025. 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, an open-campus atmosphere where students leave campus instead of attending class, and lack of student involvement in extracurricular activities contribute to student disengagement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to TEA's School Report Card for 2023-24, Permian High School had 270 full-time employees, with 209 full-time teachers. Per student expenditures for Permian High School averaged $7,496, as compared to ECISD's average of $13,842 per student and the state average of $18,125 per student. PHS's class size average of 19.1 students per teacher mirrored ECISD's class size average of 19.1, but were considerably higher than the state average of 14.7.

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 retain highly effective teachers at traditionally hard-to-staff schools. In May 2025, Permian High school proudly recognized 29 teachers who earned TIA distinctions ranging from $4,360 to $16,332. PHS also had one teacher who received $4,360 for earning the designation of National Board Certified Teacher.

According to TEA's School Report Card for 2023-24, the average salary for PHS teachers was $65,040, outpacing ECISD's average of $64,688 and the state's average of $62,474.

Permian High School's staff retention rate for 2024-25 was 79%, remaining the same as the previous year and placing PHS as one of the top campuses in ECISD for 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.

PHS proactively recruits and strives to retain a diverse staff. TEA's 2023-24 Texas Academic Progress Report (TAPR) reflects the following percentages of PHS student and staff ethnicities:

- African American Students: 5.7% | African American Teachers: 7.9%
- Hispanic Students: 71.4% | Hispanic Teachers: 29.9%
- White Students: 19.2% | White Teachers: 52.8%
- American Indian Students: 0.4% | American Indian Teachers: 1%
- Asian Students: 1.1% | Asian Teachers: 7.8%
- Pacific Islander Students: 0.4% | Pacific Islander Teachers: 0%
- Two or More Races Students: 1.9% | Two or More Races Teachers: 2.0%.

According to TEA's 2023-24 Texas Academic Progress Report (TAPR), PHS's Average Teacher Salary by Years of Experience exceeded both district and state average salaries in all categories: beginning teachers, 1-5 years experience, 6-10 years experience, 11-20 years experience, 21-30 years experience, and over 30 years experience.

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 daily Professional Learning Communities in the master schedule for state tested (EOC) subject areas and weekly for core 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 2023-24 to include English III, English IV, and Algebra II. All five STAAR/EOC tested subjects also have Opportunity Culture to better support teachers through instructional coaching.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 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 expanded in 2025-26 to better support STAAR/EOC retesters.

Family and Community Engagement

Family 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
- Open House
- 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

Family 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 by volunteering and providing financial support.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent/guardian attendance for meetings and orientations reflects low participation percentages.
Root Cause: Permian's at-risk population has risen to 75% and parents are unable to attend school-related events due to employment or other obligations.

School Organization

School 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. The counselors proactively schedule academic planning meetings to meet one-on-one with students and parents.

School 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 Organization Needs

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

Problem Statement 2: Students riding busses consistently arrive to campus late and miss critical instruction.
Root Cause: There has been a shortage of bus drivers in ECISD for several years; consequently, drivers run multiple routes in the morning.

Technology

Technology Summary

With the assistance of the ECISD Technology Department, Permian High School is a fully integrated technology campus. With the passing of ECISD's bond in the fall of 2023, all classrooms have new Promethean Boards. Classrooms also have 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 each year. 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

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

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance 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-TESS 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
- Action research results

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 68% to 70%.

High Priority

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Multi-Classroom Leaders (MCLs) - State Comp Ed - $150,000, Multi-Classroom Leaders (MCLs) - Title Two Professional Development - $75,000	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **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	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: High-dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **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 **Funding Sources:** SAS Counselors, TPRS, Communities in Schools, Credit Recovery - State Comp Ed - $1,200,000	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 48% to 52%.

High Priority

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly.	**Formative**			**Summative**
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Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Multi-Classroom Leaders (MCLs) - State Comp Ed - $150,000, Multi-Classroom Leaders (MCLs) - Title Two Professional Development - $75,000	Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **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	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: High-dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **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 **Funding Sources:** SAS Counselors, TPRS, Communities in Schools, Credit Recovery - State Comp Ed - $1,200,000	Moderate Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 39% as measured by 2026 STAAR.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Moderate Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **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 5: Effective Instruction		Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR EOCs. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **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	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 39% as measured by 2026 STAAR.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **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 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **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	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: The percentage of students scoring meets or exceeds standard on English II EOC will increase to 43% as measured by 2026 STAAR.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **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 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **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	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: The percentage of students scoring meets or exceeds standard on Biology EOC will increase to 46% as measured by 2026 STAAR.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **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 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **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	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: The percentage of students scoring meets or exceeds standard on History EOC will increase to 45% as measured by 2026 STAAR.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Permian Administrators will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **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 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using district checkpoints and MAP assessments to create individual instruction to increase student growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Multi-Classroom Leaders (MCLs), Teachers **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	**Oct**	**Jan**	**Mar**	**May**
	Moderate Progress			
No Progress Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: 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 2026.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Increase the percentage of students meeting TSIA2 college readiness standards prior to Senior year by implementing targeted academic interventions, enhanced test preparation resources, and ongoing progress monitoring to support student success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement on TSIA2 assessments will improve by 10% compared to the previous year, with a measurable rise in the percentage of students meeting TSIA2 requirements prior to Senior year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CCMR Coordinator, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with partnering institutions, Odessa College and UTPB, to expand dual credit opportunities by integrating them into educational planning. The Campus CCMR Coordinator, CTE Counselor, School Counselors, and College Advisor will actively promote and enroll students--particularly in earlier grade levels--in dual credit courses. ECISD will continue to broaden access to dual credit, CTE programs, AP, and military-aligned pathways to ensure all students are prepared for postsecondary success. **Strategy's Expected Result/Impact:** Dual Credit enrollment will increase by at least 20% compared to the previous year, with a minimum of 30% of new enrollments coming from students in grades 9-11. Our CTE and AP programs will show an additional increase, demonstrating expanded access and early engagement in postsecondary preparation. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CCMR Coordinator, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: To strengthen college and career readiness by partnering with Odessa College and UTPB to provide students and parents in grades 8-12 with comprehensive information on career pathways and academic opportunities. This initiative will ensure incoming freshmen clearly understand all available academic options, empowering them to select and successfully complete their chosen pathway through effective advising, resources, and ongoing support for both students and families. **Strategy's Expected Result/Impact:** Improved student retention and successful completion rates within chosen pathways, supported by effective advising. Students who complete the chosen pathways are more likely to graduate with a level 1 or 2 certification. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CCMR Coordinator, CTE Counselor, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Establish a strong foundation for post-secondary success by building early awareness of college, career, military, and workforce opportunities. Through middle school career exploration events, a structured advising curriculum, and active parent engagement, we will equip students and families with the knowledge, skills, and resources needed to make informed decisions and prepare for future pathways.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By the end of the academic year, at least 50% of our students and their families will demonstrate increased awareness and understanding of all post secondary options that include college, career, military and workforce pathways. This early engagement will lead our students and families to make clear decisions on their future academics and career planning before entry into high school. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, CTE Counselor, College and Career Advisor, Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Permian High School's four-year campus graduation rate will increase to 90% for the Class of 2026.

High Priority

Indicators of Success:
4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Permian High School's average daily attendance will increase to 95%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: As daily attendance increases, more students will be on track to graduate.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** SAS Counselors, TPRS, Communities in Schools, Credit Recovery - State Comp Ed	Moderate Progress			

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Additional systems will be implemented in the 2025-26 school year to improve attendance and reduce tardies.

High Priority

Evaluation Data Sources: PEIMS

Strategy 1 Details		Reviews			
Strategy 1: All teachers will greet students at the doorway to their classrooms and scan student IDs for attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Considerable			

Strategy 2 Details		Reviews			
Strategy 2: Permian High School will implement Focus Digital Hall Pass system in every classroom to enhance monitoring of hallways.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Moderate Progress			

No Progress　　　Accomplished　　　Continue/Modify　　　Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Tier 1 instruction will improve, resulting in an increase in student growth and achievement.

High Priority

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details			Reviews		
Strategy 1: Weekly walkthroughs will include Get Better Faster "look fors" to support teachers with real-time coaching and feedback.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Student growth and achievement will increase.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers				
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	Moderate Progress			

Strategy 2 Details			Reviews		
Strategy 2: PHS will coordinate with ECISD's Academic and Assessment Department to host quarterly data tours for Administrators, Department Chairs, MCLs, and teachers in EOC-tested subjects to disaggregate data to assess students' learning level and adjust instruction accordingly.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Student growth and achievement will increase.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Multi-Classroom Teachers (MCLs), Teachers				
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	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 63% by May 2025.

    High Priority

    Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will continue to provide daily SEL curriculum through iLead.	**Formative**			**Summative**
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:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** SAS Counselors, Communities in Schools, Dropout Prevention, Counselors, Social Workers - State Comp Ed - $650,000	**Oct**	**Jan**	**Mar**	**May**
	Moderate Progress			
Strategy 2 Details	**Reviews**			
Strategy 2: Permian High School will seek input from student advisory groups to address areas of the Panorama survey needing improvement, specifically school connectedness.	**Formative**			**Summative**
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:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**May**
	Some Progress			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Permian High School will proactively build relationships and enhance communication with students and families.

High Priority

Evaluation Data Sources: Panorama surveys

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will utilize Focus, Permian's website and social media platforms to proactively communicate with students and parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Permian High School will provide additional opportunities for parents and the community to visit the campus. (Meet the teacher nights, fine art concerts, academic ceremonies)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Considerable			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Parent	Stephanie Barrera	Parent
Parent	Shinika Guyton	Parent
Parent	Lalonnie King	Parent
Parent	Danyelle Orosco	Parent
Parent	Robert Segura	Parent
Classroom Teacher/Dept. Chair	Eric Garcia	AVID Teacher
Classroom Teacher/Dept. Chair	Kayla Garza	Fine Arts Teacher
Classroom Teacher/Dept. Chair	Molly Hernandez	Special Education Teacher
Classroom Teacher/Dept. Chair	Rebecca Joy	Science Teacher
Classroom Teacher	Melissa Lavers	Career & Technical Education (CTE) Teacher
Classroom Teacher	Vonda Leasure	English Language Arts and Reading (ELAR) Teacher
Classroom Teacher/Department Chair	Patrick Moseley	Math Teacher
Classroom Teacher	Jaiden Ramsey	English Language Arts and Reading (ELAR) Teacher
Classroom Teacher/Dept. Chair	Natalie Rivera	English as a Second Language (ESL) Teacher
Classroom Teacher/Dept. Chair	Ramon Rivera	Languages Other Than English (LOTE) Teacher
Classroom Teacher	Dakota Stull	English Language Arts and Reading (ELAR) Teacher
Classroom Teacher/Dept. Chair	Samuel Valerio, Jr.	Social Studies Teacher
Classroom Teacher	Enrique Vargas	Languages Other Than English (LOTE) Teacher
Classroom Teacher	James Wier	Social Studies Teacher
Non-Teaching Professional	William Burdick	Counselor
Classified Staff	Lorene Giba	Administrative Assistant
Administrator	Richard Ontiveroz	Associate Principal (Operations)
Administrator	Johna Straw	Associate Principal (Curriculum & Instruction)
Administrator	Delesa Styles	Principal

Campus Funding Summary

			State Comp Ed		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Multi-Classroom Leaders (MCLs)		$150,000.00
1	1	3	SAS Counselors, TPRS, Communities in Schools, Credit Recovery		$1,200,000.00
1	2	1	Multi-Classroom Leaders (MCLs)		$150,000.00
1	2	3	SAS Counselors, TPRS, Communities in Schools, Credit Recovery		$1,200,000.00
3	2	2	SAS Counselors, TPRS, Communities in Schools, Credit Recovery		$0.00
5	1	1	SAS Counselors, Communities in Schools, Dropout Prevention, Counselors, Social Workers		$650,000.00
				Sub-Total	$3,350,000.00
			Title Two Professional Development		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Multi-Classroom Leaders (MCLs)		$75,000.00
1	2	1	Multi-Classroom Leaders (MCLs)		$75,000.00
				Sub-Total	$150,000.00