

Ector County Independent School District

Permian High School

2026-2027 Board Goals/Performance Objectives/Strategies



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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: The percentage of students achieving or exceeding the meets standard on STAAR EOC English I will increase from 40% to 45% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:

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:

Checkpoints

STAAR Interim

Campus Based Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, through PLC and the District Closing the Loop Data trackers, will track student data at the meets level following district checkpoints (5 and 9 weeks), and STAAR interim. Strategy's Expected Result/Impact: Targeted Intervention for students based on data in real time. Allow for data driven reteach based on low performing standards. Staff Responsible for Monitoring: MCL, Department Chairs, Teachers. Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Students performing below the approaches performance level on 8th grade RLA, English I, and English II EOC will be placed in a Reading I Lab class for remediation/acceleration. Strategy's Expected Result/Impact: Structured support for struggling students with a focus on gaps. Increasing student capacity to read and write on grade level. Improve student performance level on EOCs for re-testers and first time testers. Staff Responsible for Monitoring: MCL, DCs, Administrators, Lab Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement Region 18 Co-Teacher Training and ongoing instructional coaching for Special Education and English I teachers to strengthen inclusive instructional practices, improve co-teaching effectiveness, and increase student access to grade-level English I TEKS. Teachers will participate in professional learning, collaborative planning, classroom implementation, and coaching cycles focused on evidence-based instructional strategies, accommodations, and progress monitoring to improve Special Education student performance on the STAAR English I End-of-Course assessment. Strategy's Expected Result/Impact: Increase student performance for special education students through SDI. Staff Responsible for Monitoring: General Education Teachers, Co-Teachers, MCLs, DCs, Admin Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. Root Cause: Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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: The percentage of students achieving or exceeding the meets standard on STAAR EOC English II will increase from 42% to 47% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:

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: Checkpoints

STAAR Interim

Campus Based Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Students performing below the approaches performance level on English I, and English II EOC will be placed in a Reading I Lab class for remediation/acceleration. Strategy's Expected Result/Impact: Increase student performance on STAAR English II EOC. Increase the % of students passing the English II EOC as a first time tester. Staff Responsible for Monitoring: MCLS, DCS, Administrators, Lab Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers through PLC will track student data at the meets level following district checkpoints (5 and 9 weeks), and STAAR interim. Strategy's Expected Result/Impact: Targeted Intervention for students based on data in real time. Allow for data driven reteach based on low performing standards. Staff Responsible for Monitoring: MCLS, DCs, Administrators, Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Implement Region 18 Co-Teacher Training and ongoing instructional coaching for Special Education and English II teachers to strengthen inclusive instructional practices, improve co-teaching effectiveness, and increase student access to grade-level English II TEKS. Teachers will participate in professional learning, collaborative planning, classroom implementation, and coaching cycles focused on evidence-based instructional strategies, accommodations, and progress monitoring to improve Special Education student performance on the STAAR English II End-of-Course assessment. Strategy's Expected Result/Impact: Increase students receiving special education services English II EOC test scores Staff Responsible for Monitoring: General Education Teachers, Co-Teachers, MCLs, DCs, Admin Title I: 2.51, 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. Root Cause: Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.
Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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 achieving or exceeding the meets standard on STAAR EOC Algebra I will increase from 24% to 30% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:

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: STAAR EOC, STAAR Interim Assessments, District Checkpoints, Campus Based Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Students performing below the approaches performance level on 8th Grade Math STAAR will be placed in an Algebra I math lab. Algebra I EOC re-testers will be placed in Algebraic Reasoning with Strategy's Expected Result/Impact: Increase student performance on STAAR Algebra I EOC. Increase the % of students passing the Algebra I EOC as a first time tester. Staff Responsible for Monitoring: Checkpoints STAAR Interim Campus Based Assessments. Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Collaboratively planning rigorous, TEKS-aligned lessons that leverage Desmos Classroom activities. Strategy's Expected Result/Impact: Increase the percentage of Algebra I students performing at the Meets Grade Level standard on the STAAR End-of-Course assessment. Students understanding math concepts conceptually and procedural. Staff Responsible for Monitoring: MCLs, DCs, Administrators. Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Special Education students perform below the growth targets for Domain 3 at the meets level in English I, English II, and Algebra I. **Root Cause:** Inclusion and co-teaching practices vary across classrooms, limiting consistent delivery of specially designed instruction and targeted interventions. Targeted interventions often emphasize remediation to Approaches proficiency instead of accelerating students toward grade-level mastery and Meets performance.

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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 achieving or exceeding the meets standard on STAAR EOC US History will increase from 43% to 48% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Evaluation Data Sources: District Checkpoints, Campus Based Assessments, STAAR Interim Assessments, STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Students performing below the approaches performance level on US History EOC will be placed in a US History Lab class for remediation/acceleration. Strategy's Expected Result/Impact: Increase student performance on STAAR US History EOC. Increase the % of students passing the US History EOC as a first time tester. Staff Responsible for Monitoring: MCLS, DCS, Lab Teachers, Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will partner with Region 18 Education Service Center to strengthen instructional practices and supports for Emergent Bilingual (EB) students. Strategy's Expected Result/Impact: Improved performance on all assessments throughout the year Increased implementation of ELPS in US History classrooms Targeted support to address identified learning gaps. Staff Responsible for Monitoring: MCLs, DCs, Teachers, Administration Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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 Emergent Bilingual students achieving or exceeding the meets standard on STAAR EOC English I will increase from 20% to 25% as measured by the 2027 STAAR EOC.

HB3 Board Goal

Indicators of Success:
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: Checkpoints
STAAR Interim
Campus Based Assessments
TELPAS

Strategy 1 Details		Reviews			
Strategy 1: Students who perform below the Approaches Grade Level standard on the English I End-of-Course (EOC) assessment will be enrolled in an English I Lab course that provides targeted remediation and acceleration. Strategy's Expected Result/Impact: Increase student performance on STAAR English I EOC. Increase the % of students passing the English I EOC as a first-time tester. Staff Responsible for Monitoring: MCLS, DCS, Lab Teachers, Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Through collaboration with Region18, English I teachers will receive coaching and professional learning designed to strengthen instructional strategies for Emergent Bilingual students. Strategy's Expected Result/Impact: Increase student performance on STAAR English I EOC. Increase the % of students passing the English I EOC as a first-time tester. Staff Responsible for Monitoring: MCLS, DCS, Teachers, Administrators Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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: By May of 2027, 55% of students will achieve or exceed their I Ready goal for the school year in Math.

HB3 Board Goal

Indicators of Success:

English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: I Ready Diagnostic BOY and EOY

Strategy 1 Details		Reviews			
Strategy 1: Algebra I Lab (8th grade students who did not meet on STAAR) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to Algebra I standards, and personalized I-Ready Teacher Toolbox lessons. Strategy's Expected Result/Impact: I-Ready growth for students. Increase student performance level on STAAR Algebra I EOC Staff Responsible for Monitoring: Department Chair, MCL, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Algebraic Reasoning (Previous Algebra I EOC Failures) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to Algebra I standards, and personalized I-Ready Teacher Toolbox lessons. Strategy's Expected Result/Impact: Increase student growth from BOY to EOY Diagnostic, Increase performance level for ALG I 2nd time testers Staff Responsible for Monitoring: MCL, DCs, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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: Reading I lab (8th Grade and English I & English II failures) will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to English I & English II standards, and personalized I-Ready Teacher Toolbox lessons.

HB3 Board Goal

Indicators of Success:

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: I Ready Diagnostic Data BOY to EOY, STAAR performance level growth.

Strategy 1 Details	Reviews			
Strategy 1: Reading I will provide an additional daily intervention period focused on prerequisite skill gaps, just-in-time instruction aligned to English I and English II standards, and personalized I-Ready Teacher Toolbox lessons. Strategy's Expected Result/Impact: Increase BOY to EOY I Ready Diagnostic Data, Increase student performance level on STAAR English I and English II Staff Responsible for Monitoring: MCLs, DCs, Lab teachers, Associate Principal, Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use diagnostic data to identify each student's specific skill gaps and assign targeted i-Ready personalized instruction, small-group teacher-led lessons, and independent practice aligned to those needs. Strategy's Expected Result/Impact: Increase I Ready English Diagnostic Performance from BOY to EOY. Staff Responsible for Monitoring: MCL, DCs, Associate of C&I, Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

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: Increase the percentage of students meeting the standard for college, career, and military readiness will increase from 93% to 96% for the 2026-2027 school year.

HB3 Board Goal

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%, 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: CCMR data tracker, Advance Placement scores, Dual Credit, TSIA2 passing rates.

Strategy 1 Details		Reviews			
Strategy 1: 9th-grade students achieving Approaches Grade Level or higher on Grade 8 STAAR RLA will enroll in up to nine dual credit hours through Odessa College with facilitated academic monitoring and targeted support. Strategy's Expected Result/Impact: Students who successfully complete all dual credit offerings will receive 9 credit hours including EDUC 1300 establishing a foundation for college readiness. Staff Responsible for Monitoring: CCMR coordinator, College Career Adviser, Counselors, Lab Facilitators, Admin TEA Priorities: Connect high school to career and college Problem Statements: Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Advanced Placement teachers will establish measurable student performance goals based on AP Classroom Progress Checks and systematically monitor student progress to increase the percentage of students earning a score of 3 or higher on the applicable AP Exam. Strategy's Expected Result/Impact: Increase student performance on AP exams for 3 or higher to receive college credit and increase % of students achieving CCMR through advanced placement exams. Staff Responsible for Monitoring: Advanced Placement teachers, AP coordinator, CCMR coordinator, Administrators. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Implement and regularly review an individualized CCMR tracking system to monitor each student's progress toward CCMR attainment, including SAT/ACT, TSIA2, dual credit hours, associate degree completion, AP scores of 3+, CTE course completion, industry-based certifications and level of certification, JROTC completion, and ASVAB performance. Strategy's Expected Result/Impact: intentional data tracking of student progress to achieving CCMR point. Staff Responsible for Monitoring: CCMR Coordinator, AP Coordinator, CTE Counselor, CTE Teachers, Administrators ESF Levers: Lever 2: Strategic Staffing Problem Statements: Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. Root Cause: Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds. Problem Statement 2: College, Career, and Military Readiness (CCMR) performance declined from 95% in 2024 to 93% in 2025, indicating that a greater percentage of students did not graduate meeting CCMR criteria. While overall performance remains high, the decline suggests a need to strengthen systems that ensure every student successfully completes one or more CCMR pathways. Root Cause: Students graduating through EAA are included in Permian High School's CCMR accountability data; however, CCMR processes, including FAFSA completion, college and career advising, and progress monitoring, are not implemented with the same level of consistency and fidelity as they are for students attending the Permian High School campus.

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: Increase student attendance from 92% to 94% by May of 2027.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly attendance data per den by AP.

Number of teacher, clerk, and counselor completed contacts.

Number of attendance contracts completed per den.

Strategy 1 Details	Reviews			
Strategy 1: Attendance tracking per den weekly with contact and contract review during administrative meetings. Strategy's Expected Result/Impact: Increase AP proficiency and parent communication, increase student attendance rates and lower chronic absenteeism. Staff Responsible for Monitoring: APS, Attendance Clerks, Associate for Operations, Campus Principal, TIA teachers Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus will decrease chronic absenteeism rate by scheduling students with TIA teachers when student and master schedule allow. Strategy's Expected Result/Impact: Increase in chronically absent students receiving high quality instruction. Staff Responsible for Monitoring: Associate of C&I, Campus Principal, Counselors TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Effectively monitor student attendance through weekly reviews, parent communication, and accurate documentation of truancy contracts, contacts, interventions, and student progress. Strategy's Expected Result/Impact: Increase attendance to 94%. Staff Responsible for Monitoring: Attendance clerks, Assistant Principals, Principal, teachers, counselors, social workers. Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. Root Cause: Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and

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 3: The number of PEIMS reported offenses will decrease from 1350 to 1250 for the 2026-2027 school year.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Emergent Tree to allow for common language across campus common areas of Safe, Respectful, Responsible. Strategy's Expected Result/Impact: Decrease in discipline referrals. Set clear expectations for student behavior across campus common areas. Staff Responsible for Monitoring: Associate Principal of Operations, Assistant Principals, Data Clerk, Teachers, Emergent Tree Team/MTSS B, SAS Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Effective use of MTSS B referrals and strategies to decrease persistent student misbehavior including classroom disruptions, aggressive behavior, and AEC placements. Strategy's Expected Result/Impact: Provide support for teachers through MTSS B and responding behavior Decrease the number of students with repeated discipline referrals. Increase classroom efficiency. Staff Responsible for Monitoring: Emergent Tree committee, Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Connect attendance expectations to school events--including prom and grade-level activities--and require enrollment verification to encourage improved attendance and student engagement. Strategy's Expected Result/Impact: Increase attendance to 94%. Staff Responsible for Monitoring: Principal, assistant Principal, counselors, social workers, attendance clerks. Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. Root Cause: Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and
School Culture and Climate
Problem Statement 1: 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.

Board Goal 4: Classroom Excellence

Performance Objective 1: Permian High School will increase the participation of 0 to year 1 teachers participation in campus supported mentor programs.

Evaluation Data Sources: Campus mentor tracking systems
% of teacher retention at the end of year 0 and 1

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will assign a trained mentor teacher to all first-year teachers (0-1 years of experience) and to all international teachers who are new to ECISD. Mentor teachers will complete required district mentor training and have a minimum of three years of successful classroom teaching experience. Strategy's Expected Result/Impact: Increase support for 0 to 1 year teachers as well as international teachers in turn increasing retention and teacher efficacy. Staff Responsible for Monitoring: Associate Principal of C & I and Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will host a new teacher academy monthly to support new teachers with strategies, resources, and provide targeted support. Strategy's Expected Result/Impact: Increase support for 0 to 1 year teachers as well as international teachers in turn increasing retention and teacher efficacy. Staff Responsible for Monitoring: Associate Principal of C&I, Campus Principal, Department Chairs, MCLs. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: 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.

Board Goal 4: Classroom Excellence

Performance Objective 2: Professional Learning Community implementation in STAAR EOC tested and TSIA 2 supporting subjects will meet daily to analyze standards, student work analysis, and disaggregate student data.

Evaluation Data Sources: PLC documentation such as Closing the Loops, Standards Analysis, and alignment to district and PHS PLC Playbook.

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will implement a PHS Playbook for PLCs outlining processes, required meetings, student work analysis protocol, and campus checkpoint data dis-aggregation with next steps. Strategy's Expected Result/Impact: Increase PLC capacity and alignment to purpose of PLCs, increase in dis-aggregation of data Staff Responsible for Monitoring: Associate Principal of C & I, APs, Principal, DC, and MCLs TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will maintain PLC accountability by documenting meeting agendas, action steps, assessment results, intervention plans, and evidence of implementation. Strategy's Expected Result/Impact: Increase in on target PLC meetings with a focus on student growth and data Staff Responsible for Monitoring: Associate of C & I, Campus principal, MCLS ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Permian High School will identify high-need content areas and increase access to classroom-based Chromebooks for students who consistently fail to bring in device. Increasing support in identified areas to ensure students have consistent access to instructional technology.

Evaluation Data Sources: Technology inventory, department needs assessment, teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School will prioritize available funding to purchase and deploy classroom-based Chromebook sets to identified high-need content areas utilizing Title I funds Strategy's Expected Result/Impact: Decrease barriers to technology resources Staff Responsible for Monitoring: Media Specialist, Administrators, Department Chair Title I: 2.51 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Technology 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: At Permian High School, a significant number of at-risk students do not consistently bring their district-issued Chromebooks to class, limiting their access to digital instructional resources and disrupting the instructional process. As teachers transition to paper-based assignments or locate alternative devices, valuable instructional time is lost. Root Cause: Core academic departments do not have an adequate number of mobile computer carts (COWs) to provide immediate access to devices when students forget or are unable to use their assigned Chromebooks.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Permian High School will increase the percentage of teachers who report receiving relevant, timely, and actionable feedback and coaching from campus administrators from 54% to 58%, as measured by the annual Panorama Staff Survey.

Evaluation Data Sources: Panorama Survey, Coaching Cycles within SIBME by administrators and MCLs.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Opportunity Culture in all STAAR EOC tested areas (English I, English II, Algebra I, US History, Biology) as well as TSIA 2 supporting courses (Algebra II, Geometry, English III). Opportunity Culture MCLs offer coaching support for teachers within their team, model classroom for other teachers, and support Tier II and Tier III teaching. Strategy's Expected Result/Impact: Increase in teacher effectiveness and retention, strengthen PLC process, alignment between classrooms, decrease academic gaps for sub-populations at meets level. Staff Responsible for Monitoring: Associate of C & I, Campus Principal, Administrators Title I: 2.51, 2.53 Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will offer strategic mentoring for all 0 to 1 year teachers and international teachers new to ECISD. Strategy's Expected Result/Impact: Increase support for new teachers and provide targeted coaching. Staff Responsible for Monitoring: Mentors, DCs, MCLs, Associate for C & I, Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Permian High School's chronic absenteeism rate continues to exceed the Texas state average of 19%, resulting in significant lost instructional time and negatively impacting student academic achievement, engagement, graduation readiness, and overall campus performance. **Root Cause:** Campus attendance monitoring, intervention, and accountability systems have not been implemented with consistent frequency and fidelity across all student dens. In addition, the open-campus environment and proximity to surrounding businesses create additional opportunities for students to leave campus or miss instructional periods. High student mobility further complicates timely intervention and

Curriculum, Instruction, and Assessment

Problem Statement 1: Permian High School, student achievement data demonstrates persistent performance gaps between student sub-populations and their peers. Economically Disadvantaged, Special Education, and Emergent Bilingual students consistently perform at lower levels on state assessments. **Root Cause:** Core instruction is not consistently designed to meet the diverse academic needs of all learners. Students requiring language supports, accommodations, and differentiated instruction do not consistently experience rigorous, grade-level learning with appropriate scaffolds.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Permian High School will increase the percentage of students who report a strong sense of belonging at school from 32% to 36%, as measured by the Spring Panorama Student Survey.

Evaluation Data Sources: Panorama Survey, Parent attendance at Parent Engagements events

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will host two fall engagement events to increase student/family engagement. (Freshman Orientation Night and Open House/Watermelon Feed) Strategy's Expected Result/Impact: increase the percentage of parents who report feeling welcomed by the campus, understanding campus expectations, and knowing who to contact for support, Staff Responsible for Monitoring: Title I Lead, Assistant Principal, Associate Principals, and Campus Principal Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Permian High School will establish intentional recognition systems that celebrate student achievements, growth, character, and contributions to the campus community. (A Honor Roll Recognition, A/B Honor Roll Recognition) Strategy's Expected Result/Impact: Students who feel they belong are more likely to participate and invest in the campus Staff Responsible for Monitoring: Counselors, APs, Associate Principals, Campus Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: 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.

Family and Community Engagement

Problem Statement 1: At Permian High School, parent and guardian participation in campus meetings, orientations, and informational events remains below desired levels. Low attendance limits opportunities for families to receive timely information, build relationships with school staff, and actively partner in supporting student academic achievement, attendance, behavior, and postsecondary planning. **Root Cause:** Meeting times, transportation challenges, childcare needs, and work schedules create barriers that prevent many families from participating in school events.