Ector County Independent School District

Permian High School

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Permian High School is to achieve a standard of excellence and inspire a passion for learning that affords endless opportunities.

Vision

Strategies

Strategy #1

We will ensue learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

Core Beliefs

We believe that.........

Each person has inherent worth and unique strengths.

Curiosity and learning are natural and grow without limit given stimulation and nurturing.

People are interdependent.

Each individual has a responsibility to add value to self and community.

Individuals are accountable for their choices and actions.

Education creates opportunity and opportunity creates a better world.

Progress improves and adds value to human life.

Fear limits life's potential; courage inspires living.

There is a difference between right and wrong.

Values learned at home affect a lifetime.

Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to Permian High School's 2019-20 Texas Academic Performance Report (TAPR), Campus Student and Staff Information reflects the following demographics:

- Enrollment: 3684
- Economically Disadvantaged: 33.9%
- At-Risk: 69.2%
- English Language Learners: 10.2%
- Students Receiving Special Education Services: 7.8%
- Hispanic Students: 67% | Hispanic Teachers: 26.2%
- White Students: 24% | White Teachers: 61.8%
- African American Students: 5.8% | African American Teachers: 6.8%
- Asian Students: 1.8% | Asian Teachers: 3.4%
- American Indian Students: .4% | American Indian Teachers: .5%
- Pacific Islander Students: .2% | Pacific Islander Teachers: 0%
- Two or More Races Students: .7% | Two or More Races Teachers: 1.3%

Five-year enrollment totals and Economically Disadvantaged trends for PHS are noted in the table below.

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
1,285	3,695	34.78%	1,158	3,789	30.56%	1,287	3,817	33.72%	1,258	3,708	33.93%	1,306	3,629	35.99%

English Learner (EL) student enrollment trends for PHS are as follows:

2016-17: 251 students, 6.79%
2017-18: 263 students, 6.94%
2018-19: 313 students, 8.20%
2019-20: 379 students, 10.22%
2020-21: 378 students, 10.42%
2021-22 Projections: 416 students

PHS Student Mobility Rates reflect the following:

Student Mobility Rate	2018 - 2019			2019 - 2020			2020 - 2021		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Permian H S	896	4,163	21.52%	843	4,055	20.79%	706	3,934	17.95%

Demographics Strengths

As noted in the previous section, the diversity of both students and staff at Permian High School provides an opportunity to provide an interconnected environment and take advantage of the diverse range of skills of individuals from different backgrounds and languages. A diverse campus allows for more ideas and processes, innovation and creativity, and cultural awareness. Diversity also brings a broader range of skills, experiences, and perspectives to support the staff and students in reaching their full potential.

According to TAPR, Permian High School has more teachers with advanced degrees than the state average. PHS teachers having Masters or Doctorate degrees is 27.2%, in comparison to the state average of 25.2%.

PHS also has a rich history of teachers with a wide range of teaching experience, as noted below.

Teacher Years of Experience for Permian H S for Multiple Years

Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	**22.3**	**10.60%**	**19.2**	**8.60%**	**27.4**	**12.60%**	**27.7**	**12.70%**	**20.3**	**9.30%**
All Core Subjects	14.8	66.30%	13.1	67.90%	20.1	73.30%	21.1	76.10%	10.7	52.80%
Reading / ELA	3.9	17.40%	2.9	14.90%	7.2	26.30%	10	36.20%	2.9	14.20%
Mathematics	4.7	20.80%	3	15.30%	5	18.30%	6.3	22.60%	2.3	11.20%
Science	2.9	12.90%	2.1	10.80%	5.1	18.70%	2.7	9.70%	2.1	10.10%
Social Studies	3.4	15.20%	5.2	26.90%	2.7	10.00%	2.1	7.60%	3.5	17.20%
1 - 5 Years Experience	**60.7**	**28.80%**	**71.9**	**32.40%**	**69.2**	**31.80%**	**65.4**	**30.00%**	**59.9**	**27.60%**
All Core Subjects	31.1	51.20%	32	44.50%	32.4	46.90%	31.4	47.90%	30.9	51.50%
Reading / ELA	6.6	10.90%	7.8	10.90%	7.5	10.80%	7	10.70%	10.6	17.70%
Mathematics	5.3	8.60%	9.1	12.70%	7.1	10.20%	4.8	7.40%	6.4	10.70%
Science	7.8	12.80%	6.5	9.10%	5.1	7.40%	8.2	12.60%	5.7	9.50%
Social Studies	11.5	18.90%	8.6	11.90%	12.8	18.40%	11.3	17.30%	8.2	13.60%
6 - 10 Years Experience	**42**	**20.00%**	**41**	**18.50%**	**34.6**	**15.90%**	**37.7**	**17.30%**	**39.5**	**18.20%**

All Core Subjects	19.2	45.60%	24	58.60%	21	60.60%	19.6	51.90%	18.1	45.90%
Reading / ELA	6.9	16.50%	9.8	23.80%	6.8	19.70%	6.8	18.00%	6	15.20%
Mathematics	4.5	10.80%	2.9	7.00%	3	8.60%	3.1	8.30%	2.5	6.40%
Science	4	9.40%	7.3	17.80%	8.6	24.90%	6.8	18.00%	5.1	12.90%
Social Studies	3.8	8.90%	4.1	9.90%	2.5	7.30%	2.9	7.60%	4.5	11.30%
11 - 20 Years Experience	**49.7**	**23.60%**	**52.9**	**23.80%**	**49.7**	**22.90%**	**45.9**	**21.00%**	**50.3**	**23.10%**
All Core Subjects	26.2	52.70%	25.1	47.40%	23.1	46.40%	22.6	49.20%	25.3	50.20%
Reading / ELA	7.2	14.40%	7.5	14.10%	6.7	13.50%	4.2	9.10%	6.8	13.40%
Mathematics	6.2	12.50%	5.4	10.20%	4.2	8.40%	6.5	14.10%	6.4	12.60%
Science	5.5	11.20%	5	9.50%	4.2	8.50%	3.7	8.20%	4.6	9.10%
Social Studies	7.2	14.60%	7.2	13.50%	8	16.10%	8.2	17.90%	7.5	15.00%
Over 20 Years Experience	**35.6**	**16.90%**	**37.2**	**16.70%**	**36.3**	**16.70%**	**41.5**	**19.00%**	**47.4**	**21.80%**
All Core Subjects	18.6	52.10%	17.6	47.20%	17.2	47.40%	20	48.10%	27.3	57.70%
Reading / ELA	4.9	13.80%	4.8	12.90%	3.5	9.70%	6.3	15.20%	7	14.80%
Mathematics	6	16.90%	4.6	12.40%	6.9	19.00%	5.4	12.90%	8	16.90%
Science	3.7	10.40%	2.9	7.80%	1.9	5.30%	2.9	7.00%	7.3	15.50%
Social Studies	3.9	11.00%	5.2	14.00%	4.9	13.40%	5.4	12.90%	5	10.50%
Total Teacher FTEs	**210.4**	**100.00%**	**222.2**	**100.00%**	**217.3**	**100.00%**	**218.2**	**100.00%**	**217.4**	**100.00%**

Problem Statements Identifying Demographics Needs

Problem Statement 1: Panorama data collected for PHS during the pandemic reflected many students did not feel "connected" and were not involved in school activities or events. **Root Cause:** Most students were not physically on campus due to the pandemic. As the year progressed, they increasingly struggled academically, socially, and emotionally.

Problem Statement 2: Communicating with students and parents proved to be more challenging during the pandemic. **Root Cause:** A large percentage of PHS's student population are transitory and move/change addresses/phone numbers several times during the year.

Student Learning

Student Learning Summary

Overall, students struggled academically, with at-risk students' progress hindered the most. Student attendance, lack of computer knowledge and overall apathy were major concerns of teachers.

Measures of Academic Process (MAP) assessments were administered at the beginning, middle, and end of year to measure student achievement and growth for Algebra I, English I, and English II students.

End of Course (EOC) state assessment trends for Permian High School reflected the following:

Spring 2021 STAAR EOC, Algebra I

Total Students	Approaches	Meets	Masters	Domain 1
853	41.74%	13.72%	5.28%	20%

Spring 2021 STAAR EOC, Biology

Total Students	Approaches	Meets	Masters	Domain 1
899	68.74%	37.71%	13.13%	40%

Spring 2021 STAAR EOC, US History

Total Students	Approaches	Meets	Masters	Domain 1
751	80.83%	49%	23.57%	51%

Spring 2021 STAAR EOC, Eng 1 & 2

Total Students	Approaches	Meets	Masters	Domain 1
1980	49.20%	31.49%	2.52%	28%

The English department will implement Opportunity Culture in 2021-22 to better support teachers through instructional coaching, as well as re-establishing academic routines and discipline, and requiring student attendance for face-to-face instruction.Measures of Academic Process (MAP) assessments are administered at the beginning, middle, and end of year to measure student achievement and growth for Algebra I, English I, and English II students.

Through the National Math and Science Initiative (NMSI), PHS proactively enrolled more students in AP classes. PHS will automatically add students to AP and Honors classes for 2021-22 if they scored "Meets" or "Masters" in STAAR/EOC exams in the spring of 2021.

PHS's will add OnRamps dual enrollment courses as an option for students in 2021-22 to align the academic and social expectations of high school students to college. This will better prepare students for postsecondary readiness and success.

Permian certified 217 students in the 2020-21 school year in MOS Word, Excel, Advanced Word, PowerPoint, Adobe Photoshop, Adobe Illustrator and Quickbooks. Students were 9th – 12th graders. The certifications count toward a CCMR point.

The most challenging obstacle PHS's CTE programs faced in 2020-21 was the loss of business and industry-based certifications among many students that could not physically attend school. This mostly impacted PHS students that were participating in CTE programs off campus. According to the data collected among PHS's recent 2021 graduation class, PHS had 134 seniors earn business and industry-based certifications. The percent of PHS graduates obtaining a certification was 16.98%.

Dual Credit for Permian High School reflects the following trends:

Summer	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	6	6	2	12	9
Students in 10th grade	125	40	33	32	45
Students in 11th grade	221	204	195	224	179
Students in 12th grade	244	225	232	227	227
Total Students	596	475	462	495	460
Extended	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	29	18	0	3	7
Students in 10th grade	26	12	0	20	19
Students in 11th grade	39	37	0	39	40
Total Students	94	67	0	62	66
Summer and Extended	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	35	24	2	15	16
Students in 10th grade	151	52	33	52	64
Students in 11th grade	260	241	195	263	219
Students in 12th grade	244	225	232	227	227
Total Students	690	542	462	557	526

According to PHS's SAT data among recent 2021 graduates, PHS had 103 Seniors earn their CCMR point through meeting both ELAR & MATH SAT benchmarks, which was 7.6% of the graduating class. With that being said, over 200 Seniors were tested on TSIA, with 7 students earning their CCMR point through meeting both TSIA2 ELAR & MATH benchmarks. Collegeboard SAT data for PHS's 2021 graduating class reflect the following:

SAT School Day (March 2020) - 585 students tested

- Average Mean Total Score- 904
- Average ELAR Score- 462
- Average Math Score- 442

SAT School Day (October 2021) - 234 students tested

- Average Mean Total Score- 917
- Average ELAR Score- 470
- Average Math Score- 447

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

Student Learning Strengths

Teachers utilize the ECISD lesson framework to ensure the lesson cycle is implemented with fidelity. Professional Learning Communities are embedded in the Master Schedule during the day for End of Course (EOC) subject areas of Algebra I, English I and II, and Biology. Assessment data provide context to drive improvement for teachers to plan for differentiated instruction, develop interventions for struggling students, and address what students are ready to learn next.

AVID (Advancement Via Individual Determination) is a system that changes lives by helping schools shift to a more equitable, student-centered approach. AVID educators annually train to close the opportunity gap, so they can prepare all students for college, careers, and life. Permian High School is committed to school-wide AVID strategies to support all students for college readiness.

- MOJO AVID Students consistently score higher on standardized testing (MAP, EOC), often outscoring the school/ state average.

- 96% of MOJO AVID Seniors have obtained CCMR points prior to graduation

- 99% of MOJO AVID Seniors received College Acceptance prior to graduation

- 100% of first graduating class of MOJO AVID's ESL course have obtain their bachelors degrees.

Additional 2020/2021 AVID Highlights include:

- 100% college acceptance prior to December
- 96% FAFSA/TASFA Completion
- Over 2 million in College Dollars
- Continued mentoring program (College Talks) with UTPB First Gen program
- AVID National Distinguished campus for 3rd year
- The only DELL scholar finalist in ECISD
- Nationally recognized AVID ESL program reached 100% CCMR compliance prior to deadline
- 95% of AVID Senior students met CCMR compliance
- Over 4,700 combined hours of Community Service
- All AVID teachers met AVID center training requirements
- Site of distinction for College Readiness
- Two AVID Seniors received CCFCU AVID scholarships
- One Spirit of Mojo Scholar

The number of students taking the AP Literature and Culture exam increased from 6 students in 2019-20 to 17 students in 2020-21. AP Spanish Language and Culture had a passing rate of 75.7%, with 28/37 students passing the exam.

CTE offers courses in Business, Engineering, Health Science, Computer Science, Graphic Design, Animation, Work Based Learning, Family and Consumer Science and the new Teaching Program. CTE also offers Welding, Auto Tech, Agriculture, Culinary Arts, and Health Science at the satellite campuses. Online learning was difficult for students since they were unable to participate in the hands-on learning that many of CTE programs provide.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: PHS faced daily challenges during the pandemic of students not attending classes and submitting assignments, and consequently, failing classes. **Root Cause:** Many students were not engaged in remote learning platforms and fell behind.

Problem Statement 2: When students enter high school, many are at least two years behind in core-subject areas. **Root Cause:** Feeder middle schools are low performing.

School Processes & Programs

School Processes & Programs Summary

Permian High School is committed to the aligned curriculum and data-driven instruction to enhance student learning. The campus has embedded Professional Learning Communities in the master schedule during the school day for state tested (EOC) subject areas.   PHS is striving to place academics at the forefront of every decision made for students. Teachers strive to provide students with the best instructional delivery using the TEKS Resource System and other district-approved instructional resources. Teachers provide students the opportunity to receive results faster, relearn, and reassess if necessary.

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

To best support student learning, Permian High School interviews and hires highly-qualified teachers in their area of expertise. New teachers are provided a campus mentor, a year-long mentorship program/induction and ongoing professional development.

School Processes & Programs Strengths

With assistance from the district technology initiative, Permian High School has a fully integrated technology campus. Classrooms have a Smartboard, Infocus, and Elmo Document Camera. Teachers are provided with the infrastructure to integrate technology to deliver their instructional lessons. The campus is able to access the Internet in most classrooms to allow students and teachers to use WiFi. Teachers are provided with laptops and are trained on how to use them to enhance instruction. There are several technology labs available on campus that teachers utilize to help with instructional lessons. Students are allowed to use their cellphone for instructional purposes and most teachers have embedded technology as part of daily instruction.

During the pandemic, ECISD purchased laptops for each student and 30 Computers on Wheels (COWS), each housing 30 laptops. PHS also received roughly 1,200 Nspire calculators for the Math Department.

Social and Emotional Learning (SEL) for PHS's students will be a top priority for the campus as students return from the pandemic. The district has purchased an SEL program and provided professional learning opportunities to implement the new program.

PHS will utilize Naviance to assist students with post-secondary plans and better support the staff to monitor and provide feedback to students. Naviance will be the campus's primary platform to help both student and parents track educational goals and planning.

The counselors proactively schedule students' and parents' meetings to meet one on one with all seniors and as many other students as possible.

Permian has created a new counseling position to help work with our high-risk student who have failed multiple classes and/or have been retained.

PHS has a diverse group of teachers who are willing to go beyond the call of duty. The academic department teams work together to formulate the best possible strategies to help all students.

According to the TEA's 2019-20 TAPR, the average teacher's salary for Permian High School was $57,355, which was above the state average of 57,091.

Staff retention rate for PHS reflected 83.1% for 2020-21, as compared to 76.6% in 2019-20.

Professional development is offered through multiple platforms during the school year, as well throughout the summer. To build capacity and sustain district initiatives, TOT (Trainer of Trainer) models have been implemented at the campus level for digital learning and additional core subject area support.

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: Providing every teacher with their own classroom is a challenge. **Root Cause:** PHS offers a wide range of course options and there are more teachers than the campus can physically house.

Problem Statement 3: Not all classrooms have reliable Internet connectivity, which hinders instruction. **Root Cause:** There are PHS classrooms with dead spots and little/no Internet connectivity.

Problem Statement 4: Communication systems are disjointed between district/campus police department and PHS administration. **Root Cause:** Campus officers often communicate they will be unavailable due to serving other campuses that are short staffed with campus officers.. Accountability and communication is lacking.

Perceptions

Perceptions Summary

PHS is committed to develop a shared mission, vision and goals to support College, Career, and Military Readiness.

For the 2021-22 school year, attendance clerks and registrars will also alpha split with the counselors and principals to continue streamlining processes and procedures to better support students and families.

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

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

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

Perceptions Strengths

MOJO means something very important to the PHS staff. The campus is committed to doing what is in the best interest of ALL students. Permian's teachers and staff want ALL students to succeed.

The Fine Arts and Athletic Programs are strong components of student participation. When students are involved in school programs and become part of the school community, they are successful and do better academically. PHS athletes consistently advance to post-district playoff competition. In the spring of 2020, both the band and the orchestra earned Sweepstakes at concert contests. In the fall of 2020, the PHS Men's Choir was named National Winner of The Mark of Excellence Prize, presented by the Foundation for Music Education. In the spring of 2021, the same group was named National Finalist in the American Prize Competition for Choral Performance - High School Division. PHS's Visual Arts department won multiple awards at their VASE competition. The theatre program won two acting awards at One Act Play.

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

Parent participation in Booster Clubs, Athletic and Fine Art events is strong at Permian High School. The activities are well attended and supported by parents of students

involved in school functions. In the fall of 2020, a Permian student working toward his Eagle Scout distinction collaborated with volunteers to design and build a small outdoor amphitheater at PHS. Students and staff continuously look for ways to give back to the community. Permian alumni are willing to provide the time and effort to support the school through many hours of involvement and financial support for needed capital improvements. In the spring of 2020, Permian High School received recognition as being one of the top 50 high schools in the nation that receive alumni support.

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)
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: The number of Permian High School's students that earn a minimum of six credits by the end of their 9th grade year will increase 20% from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ECISD PEIMS Report, Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will provide additional opportunities for tutorials and accelerated learning for all students throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School's passing rate will increase 20% for students receiving receiving tutorials/remediation. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
Strategy 2 Details	**Reviews**			
Strategy 2: Permian High School will replace Odysseyware with Edgenuity to offer more choices, courses, and opportunities to support students who are not successful in regular course work to retake and remain with their cohort.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School will increase the percentage of students who receive a minimum of 6 credits by the end of school year by 5%. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: Through the implementation of Opportunity Culture, Relay, and the National Math and Science Institute (NMSI), Permian High School's teachers will be trained and provided with on-going support to design and redesign lessons to become engaging, intentionally reflective of the times, and thought-provoking.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School's students will have higher assignment completion rates and coursework will reflect in-depth research or skills of higher-level thinking.				
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Advanced Placement teachers, NMSI Coordinators, Academic Associates, AP Coordinator, and teachers.				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Permian High School's post-secondary enrollment will increase 20% from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: College Board Annual Report

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Permian High School will offer AP, dual credit, PSAT, SAT, ACT, and TSIA to provide opportunities to all students to be prepared for college.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School will increase AP, SAT, ACT, and TSI scores by 5%. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Permian High School's annual student attendance will increase 5% from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Principal, Associate and Assistant Principals, Counselors, Teachers

Strategy 1 Details	Reviews			
Strategy 1: Permian High School's Attendance Clerks will follow enhanced call center protocols to contact families and students who are not coming to school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School's attendance will improve 5%. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, Teachers, Attendance Clerks **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Permian High School will provide an environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future

Targeted or ESF High Priority

Evaluation Data Sources: District PEIMS Data

Strategy 1 Details			Reviews		
Strategy 1: Permian High School will provide universal free feeding to all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Permian High School's students' basic needs will be met and overall academic achievement and student growth will increase.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: ECISD School Nutrition Department, Permian High School Cafeteria Manager, Cafeteria Staff					
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Permian High School will provide differentiated processes for priority classrooms/students.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, ongoing assessment data

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will plan and implement effective transitions for students to maintain academic learning and support the social-emotional learning of students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: During registration, all students will be introduced and familiarized with all activities, clubs, and organizations that Permian High School offers and required to join at least one club or organization.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate principals, Assistant Principals, Counselors, Coaches, Directors, Sponsors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: PHS will meet with all incoming 9th grade students and their parents for any student that failed 8th grade STAAR Reading or Math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sixty percent of 9th grade students will successfully pass EOC spring 2022 with "Meets" or "Masters" standards.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, Math and English Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Permian High School will embed technology for anytime, anywhere teaching and learning.

    Targeted or ESF High Priority

    Evaluation Data Sources: District Technology Team, Information Systems

Strategy 1 Details	Reviews			
Strategy 1: Technology resources will be utilized that enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Permian High School will become a 1:1 technology school. All students will be provided a device, as well as access to the internet.
     Staff Responsible for Monitoring: ECISD Technology Department, Principal, Associate Principals, Assistant Principals, Technology Specialists
     TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Permian High School will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** Panorama data, Youth Truth Survey, SEL Survey, classroom presentation/feedback, Arlo's Counseling Corner (feedback)

Strategy 1 Details	Reviews			
Strategy 1: Permian High School staff will implement ECISD's newly adopted SEL curriculum and engage in ongoing professional learning about SEL research and practice.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Permian High School's students will gain a better understanding and self-awareness of SEL. **Staff Responsible for Monitoring:** Principal, Associate principals, Assistant Principals, SAS Counselors, School Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Permian High School's Student Assistance Services (SAS) Counselors will coordinate with all campus personnel to identify and serve students and families needing additional SEL support.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Permian High School's enhanced SAS protocols will benefit SEL services students and families. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principal, SAS Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: Permian High School will increase TPRS students to 95% on track to graduate with their cohort.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** PEIMS, TAPR, SQL Reports Manager

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will offer support services such as counseling, parenting classes (First Five, Nursing Family Practitioners, 24/7 Dad, Parents as Teachers, Mommy & Me), academic home-bound services, and tutoring (Professional Tutors of America).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School's TPRS students will graduate on target with their cohort and have foundational skills and strategies needed to enter the workforce or secondary education. **Staff Responsible for Monitoring:** Teen Parent Related Services Coordinator, Teen Parent Specialist, Teen Parent Case Worker, TPRS/504 counselor, Principals, Associate Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: Permian High School will have 100% of AVID students complete a CCMR plan and/or acceptance.

Targeted or ESF High Priority

Evaluation Data Sources: Campus AVID Coordinator, End-of-Year data submissions

Strategy 1 Details	Reviews			
Strategy 1: Permian High School's AVID program will provide weekly content tutorials and college/career experiences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% Graduation 100%College Readiness 100% CCMR				
Staff Responsible for Monitoring: AVID Coordinator, AVID Team, AVID Assistant Principal Monitor, Principal, Associate Principals, Assistant Principals				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: Permian High School will provide a safe and supportive school environment.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** Panorama data, Youth Truth Survey, SEL Survey

Strategy 1 Details	Reviews			
Strategy 1: Awareness training for Permian High School staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on prevention programs. SAS Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout the campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School staff will know the symptoms of abuse, understand the necessary actions to take, and take action to eliminate the potential for child abuse and neglect. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, SAS Counselors, Counselors, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: All Permian High School staff and SAS Counselors will be trained yearly in ECISD crisis response procedures. All staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: In a crisis, all Permian High School campus members will be trained in the protocols and take the appropriate actions which will prevent any unnecessary, unintended actions to take place. **Staff Responsible for Monitoring:** Assistant Superintendent - Student and School Support, SAS counselors, Principal, Associate Principals, Assistant Principals, School Counselors **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision-making, behavior, and other social-emotional topics.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School's staff will have an increasing awareness of the Guidance and Counseling curriculum. **Staff Responsible for Monitoring:** SAS Counselors, Counselors, Principal, Associate Principals, Assistant Principals, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Permian High School's Student Assistance Service (SAS) Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Panorama data will reflect Permian High School's at-risk students' social-emotional needs will be met.				
Staff Responsible for Monitoring: SAS Counselors, Principal, Associate Principals, Assistant Principals, Counselors				

Strategy 5 Details	Reviews			
Strategy 5: Permian High School's teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: PEIMS discipline referrals for Permian High School will decrease from 20% from 2021 to 2022.				
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, SAS Counselors, Counselors, PEIM data clerk				

Strategy 6 Details	Reviews			
Strategy 6: Permian High School will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Permian High School will decrease bullying incidents. Administrators will work closely with District Police, SAS counselors, and teachers.				
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, SAS Counselors, Counselors				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
Strategy 7: Campus level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Permian High School will implement proactive approaches to identifying inequities and finding/determining resolutions for equity.				
Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, PEIMS Data Clerk				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Invest in Talent: Permian High School will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Permian High School's teacher retention rate will increase 5% in from 2021 to 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: ECISD will provide strategic staffing and compensation systems.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have increased financial incentives through Opportunity Culture, Teacher Incentive Allotment, and National Board Certified Teachers.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Teachers				
ESF Levers: Lever 2: Effective, Well-Supported Teachers				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Invest in Talent: Permian High School will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Permian High School will offer a job-embedded, personalized professional learning system for teachers.

Targeted or ESF High Priority

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details		Reviews			
Strategy 1: Permian High School administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School teachers will enhance/improve their teaching practices through academic coaching. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture					
Strategy 2 Details		Reviews			
Strategy 2: Permian High School will utilize Opportunity Culture to extend the reach of excellent teachers and their teams in 2021-22.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Permian High School will have an increase in teacher retention and increased student growth and achievement. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture					
0% No Progress	100% Accomplished		Continue/Modify		Discontinue

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 49% as measured by 2022 STAAR.

Targeted or ESF High Priority

**Evaluation Data Sources:** Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 2: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 41% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase.				
Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 3: The percentage of students that Met Standard on all subject/grades tested will increase to 66% as measured by 2022 STAAR.

    Targeted or ESF High Priority

    Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase to 54% as measured by 2022 STAAR.

   Targeted or ESF High Priority

   Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Student achievement will increase.
    Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers
    ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 5: The percentage of students earning one CCMR credit will increase to 23% as measured by 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: TSI
CPELA
CPMath
Texas Academic Performance Report (TAPR)

Strategy 1 Details		Reviews			
Strategy 1: Counselors will work with students to identify potential CCMR credit.		**Formative**			**Summative**
Strategy's Expected Result/Impact: PHS's CCMR-Related Indicators will increase.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselor, Teachers					
TEA Priorities: Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 6: The four-year campus graduation rate will increase to 86% as measured by 2022 STAAR.

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will assure that all students are on track to graduate on time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be engaged and pass all courses.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselors, and Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Permian High School will implement innovative instructional models which enable personalized learning for all students.

    Targeted or ESF High Priority

    Evaluation Data Sources: Three and six week grading reports, TAPR, College Board Annual Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement assessment models which ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement on state and national assessments. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Department Chairs, Teachers				

Strategy 2 Details	Reviews			
Strategy 2: PHS will implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement on state and national assessments. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Instructional Coaches, Department Chairs, Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement on state and national assessments **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Instructional Coaches, Department Chairs, and Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 8: PHS will create systems to increase CCMR graduates from 50.6% (2018-29) to 60% in 2021-22 to support all graduating seniors to and through college, career, and military decisions.

  Targeted or ESF High Priority

  Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details				Reviews			
Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased students achievement on state and national assessments. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors							
Strategy 2 Details				Reviews			
Strategy 2: Middle school through high school students, parents, counselors, and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid to guide students' decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased graduation rates from the previous year as reported in TAPR **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors, Teachers							
Strategy 3 Details				Reviews			
Strategy 3: Through Naviance implementation, students will plan for their college and career goals, prepare for ACT/SAT exams, and complete their FAFSA.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Scores for ACT/SAT exams will increase from the previous year by 5%. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors							
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 9: Permian High School students achieving the AP/IB passing standard will increase 20% from May 2021 to May 2022.

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with instruction and all resources available to be successful in passing the AP Literature exam.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 10: Permian High School 11th Grade students achieving the PSAT/NMSQT benchmark will increase 15% from 2021 to 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: College Board Annual Reports

Strategy 1 Details	Reviews			
Strategy 1: PHS Sophomore/Junior English & Math Teachers will be trained to implement the PSAT Curriculum to produce a PSAT/SAT Question of the Day. PSAT practice tests and information from the College Board will be given via Sophomore and Junior English classes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: There will be an increase in Sophomore and Juniors passing the PSAT benchmark.
     Staff Responsible for Monitoring: College and Career Advisor, Counselors, Associate Principal for Curriculum and Instruction, English and Math department Chair, Teachers
     TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Permian High School PSAT Boot Camp will be provided for all Juniors testing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PSAT scores in increase 5% from 2021 to 2022.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: College and Career Advisor, Associate Principal for Curriculum and Instruction, Assistant Principals, Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 11: The Campus Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% each quarter. Enrollment will target McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out.) 70% of the students enrolled in the COC Graduation Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and passage of the End of Course Exams.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** TAPR, Federal Report Card

Strategy 1 Details	Reviews			
Strategy 1: Permian High School will identify potential drop out students with timely outreach such as phone calls, parent meetings, and home visits from PHS Drop Out Liaison and Community Outreach Center.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: There will be a 5% decrease in student drop outs and out of cohort placements from 2021 to 2022. **Staff Responsible for Monitoring:** Drop Out Liaison, Assistant Principals, Counselors, Associate Principals, Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

2021-2022 Campus Improvement Team

Committee Role	Name	Position
Administrator	Johna Straw	Associate Principal (Curriculum & Instruction)
Administrator	Ysmael Lujan	Associate Principal (Operations)
Administrator	Delesa Styles	Principal
Non-classroom Professional	Carrie Beyer	SAS Counselor
Paraprofessional	Brandy Cervantes	PHS Bookkeeper/Volunteers
Classroom Teacher	Chaunte Flinn	Social Studies Teacher
Classroom Teacher	Luis Trejo Fuentes	Fine Arts Teacher
Classroom Teacher	Robin Herrington	Career & Technical Education (CTE) Teacher
Classroom Teacher	Rebecca Joy	Science Teacher
Classroom Teacher	Salvador Perez	Languages Other Than English (LOTE) Teacher
Classroom Teacher	Teri Richardson	Math Teacher
Classroom Teacher	Elizabeth Wilbanks	Special Education Teacher
Classroom Teacher	Catherine Williams	English Language Arts and Reading (ELAR) Teacher
Parent	Tara Browning	Parent
Parent	Jennifer Carrasco	Parent
Parent	Michelle Norrid	Parent
Parent	Jessika Pirtle	Parent
Business Representative	Sarah Marston	Whataburger Corporate Field Marketing Coordinator

Addendums