

Agenda of Regular Meeting and Public Hearing on Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and Nacero TX 1, LLC, Texas Comptroller Application Number 1568, Pursuant to Chapter 313 of the Texas Tax Code

The Board of Trustees Ector County Independent School District

A Regular Meeting and Public Hearing on Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and Nacero TX 1, LLC, Texas Comptroller Application Number 1568, Pursuant to Chapter 313 of the Texas Tax Code of the Board of Trustees of Ector County Independent School District will be held December 13, 2022, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
LBJ Elementary Students Ethan Chavez and Madison Chavez
4. Invocation: Sr. Pastor Isaiah David Tunson Jr., Mt. Zion Missionary Baptist Church
5. Special Presentations:
Introduction of Trustees Christmas Card Student Designers
Recognition of Harris Sewell, All-American Game Invitee
Announcement of Crime Stoppers State Director Award
Recognition of National Board of Professional Teaching Standards Honorees
6. Opening Remarks by Superintendent
7. Public Comment
8. Public Hearing
 - A. Public Hearing on Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and Nacero TX 1 LLC, Texas Comptroller Application Number 1568, Pursuant to Chapter 313 of the Texas Tax Code 3
 - B. Discussion and Possible Action on Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and Nacero TX 1 LLC, Texas Comptroller Application Number 1568, Pursuant to Chapter 313 of the Texas Tax Code 4

9. Board Policy	
A. Discussion of and Request for Approval of Revisions of Local Board Policy CO(LOCAL): Food and Nutrition Management	8
B. Discussion of and Request for Approval of Deletion of Board Policy CA(LOCAL): Fiscal Management Goals and Objectives	12
10. Action Items	
A. Discussion of and Request for Approval of Purchases over \$50,000	18
B. Discussion of and Request for Approval of 2022-2023 Budget Amendment # 3	25
C. Discussion of and Request for Approval of the 2022-2023 ECISD Targeted Improvement Plans	29
11. Consent Agenda	107
A. Request for Approval of Minutes of Meetings	108
B. Request for Approval of Bills for Payment	119
C. Request for Approval of Acceptance of Donations Over \$10,000	141
D. Request for Approval of 2023-2024 Dual Credit Matrix	144
12. Report/Discussion Items	
A. Board 2023-2024 Budget Priorities	170
13. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the hiring of Chief of Police.) Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]	
A. Discussion of and Request for Approval of Personnel Recommendation to Hire Chief of Police	171
14. Information Items	172
A. Financials	173
B. Purchasing Report	177
C. Routine Personnel Report	178
D. Amended Technology Position	179
15. Closing Remarks by Superintendent	
16. Adjournment	



Ector County Independent School District

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: PUBLIC HEARING ON AMENDMENT NO. 1 TO AGREEMENT FOR LIMITATION ON APPRAISED VALUE BETWEEN THE DISTRICT AND NACERO TX 1 LLC, TEXAS COMPTROLLER APPLICATION NUMBER 1568, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE

DATE: December 13, 2022

A Public Hearing on Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and Nacero TX 1 LLC, Texas Comptroller Application Number 1568, Pursuant to Chapter 313 of the Texas Tax Code.

Explanation for Amendment No. 1 and Background:

Nacero is requesting to (i) change the authorized representative because it has a new Chief Financial Officer and (ii) revise the “trigger” for the start of the Limitation Period to begin after the commencement of Commercial Operation. Changing the “trigger” allows Nacero to file a more comprehensive amendment in 2023 to delay the start of the limitation period. Nacero is trying to determine whether to extend the start of the limitation period to January 1, 2025 or January 1, 2026. The minor change only requires amending a phrase in Section 2.3.D.1 of the Agreement.

The District likely will not receive from the required approvals for this amendment from the Texas Comptroller until late December. To avoid having to call a special meeting in late December, the District is approving the proposed Amendment “contingent upon receipt of Comptroller approval and subject to any corrections the Comptroller may require to the Amendment.”



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AMENDMENT NO. 1 TO AGREEMENT FOR LIMITATION ON APPRAISED VALUE BETWEEN THE DISTRICT AND NACERO TX 1 LLC, TEXAS COMPTROLLER APPLICATION NUMBER 1568, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE**

DATE: December 13, 2022

We are requesting approval on Amendment No. 1 to Agreement for Limitation on Appraised Value between the District and Nacero TX 1 LLC, Texas Comptroller Application Number 1568, pursuant to Chapter 313 of the Texas Tax Code.

Administrative Recommendation:
Approval as requested.

AMENDMENT NO. 1
TO AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR
SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES
BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND NACERO TX 1 LLC
(Comptroller Application No. 1568)

This **AMENDMENT NO. 1 TO THE AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES** (this “**Amendment No. 1**”) is entered into by and between **ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT** (the “**District**”), a lawfully created independent school district of the State of Texas operating under and subject to the TEXAS EDUCATION CODE, and **NACERO TX 1 LLC**, a limited liability company, Texas Taxpayer Identification Number 32075161326 (“**Applicant**” or “**Applicant Parties**”). The Applicant and the District may hereafter be referred together as the “**Parties**” and individually as a “**Party**.” Undefined capitalized terms herein shall have the meaning given to them in the Agreement (as defined below).

WHEREAS, on or about June 15, 2021, pursuant to Chapter 313 of the TEXAS TAX CODE, after conducting a public hearing on the matter, the District made factual findings (the “**Findings of Fact**”), and passed, approved, and executed that certain Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, dated June 15, 2021, by and between the District and Applicant (the “**Agreement**”);

WHEREAS, pursuant to Section 10.2 of the Agreement, Applicant has requested to change the event triggering the start of the Limitation Period from the January 1 following the end of the Qualifying Time Period to January 1 following the commencement of commercial operation;

WHEREAS, the Parties agree to modify the Agreement to the extent necessary to comport with the foregoing requested change;

WHEREAS, the Parties notified the Texas Comptroller of Public Accounts (the “**Comptroller**”) of the Application Amendment after Execution No. 1 and the request for this Amendment No. 1 on November 8, 2022, and the Comptroller issued its notice of amended completeness, certificate and agreement approval on December , 2022; and

WHEREAS, on December 13, 2022, after conducting a public hearing and providing interested persons an opportunity to be heard on the matter, the Board of Trustees determined that this Amendment No. 1 is in the best interest of the District and the State of Texas and is consistent with and authorized by Chapter 313 of the TEXAS TAX CODE, and hereby approves this Amendment No. 1 and authorizes the District’s representative, whose signature appears below, to execute and deliver such Amendment No. 1 to the Applicant.

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual benefits to be derived by the Parties and other good and valuable considerations, the receipt and adequacy of which are hereby acknowledged, and in compliance with Section 10.2 of the Agreement, the undersigned Parties intending to be legally bound, do hereby covenant and agree as follows:

1. **Amendment.** The Agreement is hereby amended as follows:
 - a. **Section 2.3.D.** Section 2.3.D of the Agreement is deleted in its entirety and replaced with the following:
 - D. The Tax Limitation Period for this Agreement:
 1. Starts on January 1, 2024, the first complete Tax Year that begins after the commencement of Commercial Operation; and,
 2. Ends on December 31, 2033.

2. **Effect.** Except as modified and amended by the terms of this Amendment No. 1, all of the terms, conditions, provisions and covenants of the Agreement are ratified and shall remain in full force and effect, and the Agreement and this Amendment No. 1 shall be deemed to constitute a single instrument or document. Should there be any inconsistency between the terms of this Amendment No. 1 and the Agreement; the terms of this Amendment No. 1 shall prevail. A copy of this Amendment No. 1 shall be delivered to the Texas Comptroller to be posted to the Texas Comptroller's internet website. A copy of this Amendment No. 1 shall be recorded with the official Minutes of the meeting at which it has been approved and a copy of this Amendment No. 1 shall also be recorded with the Findings of Fact in the official Minutes of the meeting of June 15, 2021.

3. **Fees and Expenses for Amendment.** Applicant agrees to pay District's legal fees at normal hourly rates to the District's attorneys in an amount not to exceed \$5,000.00 within 15 days of Applicant's receipt of the invoice from District's counsel.

4. **Binding on Successors and Assigns.** The Agreement, as amended by this Amendment No. 1, shall be binding upon and inure to the benefit of the Parties and each other person and entity having any interest therein during their ownership thereof, and their respective successors and assigns.

5. **Counterparts.** This Amendment No. 1 may be executed in counterparts, each of which shall be deemed an original and all of which when taken together shall constitute one and the same document.

6. **Electronic Delivery.** This Amendment No. 1 may be duly executed and delivered in person, by mail, or by facsimile or other electronic format (including portable document format (pdf) transmitted by email). The executing Party agrees to promptly deliver a complete, executed original or counterpart of this Amendment No. 1 to the other executing Parties. This Amendment No. 1 shall be binding on and enforceable against the executing Party whether or not it delivers such original or counterpart.

[signature page follows]

IN WITNESS HEREOF, the District and Applicant have caused this Amendment No. 1 to be executed and delivered by their duly authorized representatives as of the Effective Date below.

APPROVED AND EFFECTIVE as of the ____ day of _____, 2022.

NACERO TX 1 LLC

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

BY: _____

BY: _____

NAME: _____

NAME: _____

TITLE: _____

TITLE: _____

DISTRICT ATTEST:

BY: _____

NAME: _____

TITLE: _____



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola & Jieun Pando

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF REVISIONS OF LOCAL BOARD POLICY CO(LOCAL): FOOD AND NUTRITION MANAGEMENT

DATE: December 13, 2022

The administration recommends that the board approve revisions to Local Board Policy CO(LOCAL): Food and Nutrition Management. The administration worked with TASB Policy Service on these revisions. TASB Policy Services provided their recommendations to CO(LOCAL) policy to reflect current district practices. The deleted text is no longer relevant as we have Community Eligibility & Universal Free Feeding for basic meals and a la carte items can not be charged.

Administrative Recommendation:

Approval of Revisions of Local Board Policy CO(LOCAL): Food and Nutrition Management

Food Donation

The Superintendent shall be authorized to develop regulations for the District to donate or otherwise dispose of leftover food in accordance with law.

Meal Charges

State Law

~~As established by the Board, a student with an exhausted or insufficient balance on his or her meal card or meal account shall be allowed to continue to purchase meals for up to three school days for a student in elementary school and up to one school day for a student in secondary school. The Superintendent shall develop administrative regulations for this grace period to address:~~

- ~~1. The District's processes for parent notification during the grace period, including a schedule for repayment; and~~
- ~~2. Whether the student will be limited to certain foods or beverages during this grace period, and, if so, the District's efforts to minimize overt identification of the student.~~

~~No fees or interest shall be charged by the District for meals purchased during the grace period.~~

Federal Law

~~For each campus that participates in the federal school breakfast or lunch programs under which students may incur a meal charge, the District's administrative regulations shall also address procedures for a student who has insufficient funds to purchase a meal following exhaustion of the grace period described above. The procedures shall address:~~

- ~~1. The parameters under which meals shall be served to the student;~~
- ~~2. The District's efforts to minimize overt identification of the student; and~~
- ~~3. How the District will attempt to collect unpaid debt in order to maintain the financial integrity of the food service account.~~

Note: The Texas Department of Agriculture provides further guidance related to the management of food and nutrition programs in the [Administrator's Reference Manual \(ARM\)](#).¹

School Meal Leftovers	The District <u>does not allow</u> a campus to sell, share, or donate school meal leftovers.
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Sales	<p>The District <u>does not allow</u> leftovers to be sold at a campus cafeteria or other designated eating area as second meals, à la carte items, or meals.</p> <p>Any items sold must meet the competitive food requirements. Income from sales will be handled in accordance with school nutrition program guidelines.</p> <p>Alternatively, the leftovers <u>may not</u> be incorporated into future reimbursable meals.</p>
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Sharing Tables	<p>The District <u>does not</u> allow a campus to set up leftover sharing tables for school meal items students do not want.</p> <p>The District will follow procedures to limit the risk posed to students with food allergies and address the care of students with a diagnosed food allergy who are at risk for anaphylaxis. [See FFAF]</p>
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Donations	When an official of a nonprofit organization, such as a local food bank or charitable organization, is directly affiliated with the campus, including a teacher, school counselor, or parent of a student enrolled at the campus, the District <u>does not allow</u> the campus to donate food to the nonprofit organization.
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Community Eligibility Provision	All elementary campuses (except STEM Academy) are participating in the Community Eligibility Provision (CEP). This program allows the District to provide breakfast and lunch to all children at no charge and helps eliminate the collection of meal applications for free, reduced-priced student meals. This new approach reduces burdens for both families and school administrators and helps ensure that students receive nutritious meals.
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FOOD AND NUTRITION MANAGEMENT

CO
(REGULATION)

Universal Free Feeding ~~STEM Academy All middle and high school campuses are~~ **is** participating in the Universal Free Feeding Program. This program will allow all children at all middle and high schools to be served meals at no charge. The ability of the District to offer this special alternative rests upon the success of the school in receiving a completed application for free and reduced-priced meals from each middle and high school household.

{See COB for further information on free and reduced-price meals}

Nondiscrimination Statement When applicable, the District will include the nondiscrimination statement provided by the U.S. Department of Agriculture (USDA) on all forms of its communications and printed program materials.

¹ Administrator's Reference Manual (ARM):
<http://www.squaremeals.org/Programs/NationalSchoolLunchProgram/NSLPPolicy&ARM.aspx>



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola & Deborah Ottmers

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF DELETION OF BOARD POLICY CA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES

DATE: December 13, 2022

Discussion of Deletion of Board Policy CA(LOCAL): Fiscal Management Goals and Objectives – The administration worked with TASB Policy Service on these revisions. The deleted local policy text will be moved to administrative regulation per TASB recommendation. The regulation is attached for your review.

Administrative Recommendation:

Approval of Deletion of Board Policy CA(LOCAL)

FISCAL MANAGEMENT GOALS AND OBJECTIVES

GA
(LOCAL)

Background	To keep the District in a strong financial position, it is the goal of the Board to maintain the fund balances of the operating and debt services funds at an adequate level.
Financial Stability	In seeking to fulfill its mission, the District shall maintain a high level of financial stability and shall not compromise the long-term financial integrity to achieve short-term benefits.
Fund Balance Classification	Fund balance classification shall be recorded in accordance with governmental accounting standards as promulgated by GASB.
Fund Balance	Fund balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet. Governmental fund assets are those of the general fund, special revenue funds, debt service funds, and capital project funds.
Order of Expenditure	<p>The order of spending and availability of the fund balance shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned funds. Negative amounts shall not be reported for restricted, committed, or assigned funds.</p> <p>The five classifications of fund balance of the governmental types are as follows:</p>
Nonspendable Fund Balance	<p>1. Nonspendable fund balance shall mean that portion of the gross fund balance that is not expendable, such as inventories, or is legally earmarked for a specific use.</p> <p>Examples of nonspendable fund balance reserves for which fund balance shall not be available for financing general operating expenditures include:</p> <ul style="list-style-type: none">• Inventories;• Prepaid items;• Deferred expenditures; and• Long-term receivables.
Restricted Fund Balance	<p>2. Restricted fund balance shall include amounts constrained to a specific purpose by the provider, such as a grantor.</p> <p>Examples of restricted fund balances include:</p> <ul style="list-style-type: none">• Child nutrition programs;• Technology programs;• Construction programs under a state-funded program (i.e., IFA, EDA, PFC, financed bonds); and

FISCAL MANAGEMENT GOALS AND OBJECTIVES

GA
(LOCAL)

- ~~Resources from other granting agencies.~~
- Committed Fund Balance**
3. ~~Committed fund balance shall mean that portion of the fund balance that is constrained to a specific purpose by the Board.~~
- ~~Examples of committed fund balance include:~~
- ~~Potential litigation, claims, and judgments; and~~
 - ~~Campus activity funds.~~
- Assigned Fund Balance**
4. ~~Assigned fund balance shall mean that portion of the fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose.~~
- ~~When it is appropriate for fund balance to be assigned, the Board delegates the responsibility to assign funds to the Superintendent or assistant superintendent for business operations.~~
- ~~In current practice, such plans or intent may change and may never be budgeted, or may result in expenditures in future periods of time.~~
- ~~Examples of assigned fund balances that the District may have tentative plans for expenditures in future periods include:~~
- ~~Capital replacement (expenditures for equipment, furniture, and software);~~
 - ~~Building construction, repair, and renovation;~~
 - ~~Insurance deductibles;~~
 - ~~Program start-up costs;~~
 - ~~Debt service reduction; and~~
 - ~~Other legal uses.~~
- Unassigned Fund Balance**
5. ~~Unassigned fund balance shall include amounts available for any legal purpose. This portion of the total fund balance in the general fund is available to finance operating expenditures. Unassigned fund balance shall mean the difference between the total fund balance and the total of the nonspendable fund balance, restricted fund balance, committed fund balance, and assigned fund balance.~~

~~FISCAL MANAGEMENT GOALS AND OBJECTIVES~~

GA
(LOCAL)

~~**Fund Balance Levels** The District shall strive to maintain a yearly balance in the general fund in which the unassigned fund balance is 20 percent of the total operating expenditures. The goal of the debt service fund shall be to maintain a level adequate to meet bonded debt obligations.~~

FISCAL MANAGEMENT GOALS AND OBJECTIVES

CA
(REGULATION)

Background	To keep the District in a strong financial position, it is the goal of the Board to maintain the fund balances of the operating and debt services funds at an adequate level.
Financial Stability	In seeking to fulfill its mission, the District shall maintain a high level of financial stability and shall not compromise the long-term financial integrity to achieve short-term benefits.
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Nonspendable Fund Balance	<p>1. Nonspendable fund balance shall mean that portion of the gross fund balance that is not expendable, such as inventories, or is legally earmarked for a specific use.</p> <p>Examples of nonspendable fund balance reserves for which fund balance shall not be available for financing general operating expenditures include:</p> <ul style="list-style-type: none">• Inventories;• Prepaid items;• Deferred expenditures; and• Long-term receivables.
Restricted Fund Balance	<p>2. Restricted fund balance shall include amounts constrained to a specific purpose by the provider, such as a grantor.</p> <p>Examples of restricted fund balances include:</p> <ul style="list-style-type: none">• Child nutrition programs;• Technology programs;• Construction programs under a state-funded program (i.e., IFA, EDA, PFC, financed bonds); and

FISCAL MANAGEMENT GOALS AND OBJECTIVES

CA
(REGULATION)

- Resources from other granting agencies.
- Committed Fund Balance**
3. Committed fund balance shall mean that portion of the fund balance that is constrained to a specific purpose by the Board.
- Examples of committed fund balances include:
- Potential litigation, claims, and judgments; and
 - Campus activity funds.
- Assigned Fund Balance**
4. Assigned fund balance shall mean that portion of the fund balance that is spendable or available for appropriation but has been tentatively earmarked for some specific purpose.
- When it is appropriate for fund balance to be assigned, the Board delegates the responsibility to assign funds to the Superintendent or Chief Financial Officer.
- In current practice, such plans or intent may change and may never be budgeted or may result in expenditures in future periods of time.
- Examples of assigned fund balances that the District may have tentative plans for expenditures in future periods include:
- Capital replacement (expenditures for equipment, furniture, and software);
 - Building construction, repair, and renovation;
 - Insurance deductibles;
 - Program start-up costs;
 - Debt service reduction; and
 - Other legal uses.
- Unassigned Fund Balance**
5. Unassigned fund balance shall include amounts available for any legal purpose. This portion of the total fund balance in the general fund is available to finance operating expenditures. Unassigned fund balance shall mean the difference between the total fund balance and the total of the nonspendable fund balance, restricted fund balance, committed fund balance, and assigned fund balance.
- Fund Balance Levels**
- The District shall strive to maintain a yearly balance in the general fund in which the unassigned fund balance is 20 percent of the total operating expenditures. The goal of the debt service fund shall be to maintain a level adequate to meet bonded debt obligations.



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER \$50,000

DATE: December 13, 2022

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

Administrative Recommendation:
Approval of Purchases over \$50,000

ECISD

Request for purchases over \$50,000

December 2022

Item	Vendor(s)	Estimated Contract Price	Funding	Requestor, Department	Reference	Service/Product	Service/Product Information	Contract Term
1	Arthur J. Gallagher	\$ 3,268,546	General Fund 199	Cortney Smith, District Operations	RFQ 19-001	Insurance	Property and Casualty Insurance 12-Month Premium Renewal	FY 22-23
2	International Assurance of Tennessee, INC/Carrier Sirius America Insurance Company	\$ 808,574	Medical Trust Fund 772	Yolanda Gordon, Benefits & Risk Management	ESC 12 Interlocal Quote 59043 Plan 82035	Insurance	Renew premium for Medical Specific & Aggregate Insurance (StopLoss) for ECISD self-funded medical coverage.	FY 22-23 FY 23-24
3	Just Right Readers	\$ 500,000	Federal Fund Title 1 Fund 211	Jamie Miller, Curriculum	RFP #23-04	Supplies	Decodable Books for Elementary	FY 22-23
4	Epalett.com, M.C.I. Foods, Inc.	\$ 134,000	Federal Funds SN 240	Jieun Pando, School Nutrition	IFB 23-065N	Food Items	Additional Food Items	FY 22-23



RFQ #19-001 – Property and Casualty Insurance 12-Month Premium Renewal

- **Purpose:** Renew premium for property and casualty insurance for ECISD.
- **Background Info:** ECISD was expected to realize a renewal for its property insurances around \$2.9M, or expected a 20% increase. We predicted this back in the summer (August), but following hurricane Ian, the industry, particularly the reinsurance marketplace, began to take a turn for the worst. The Arthur J. Gallagher team, realizing that this cost was getting excessively expensive, continued to look to other markets to deploy capacity for ECISD’s property insurance program. No other reasonable options were found in the open marketplace to help save the district’s costs, on a stand-alone basis. In fact, almost every property insurance company that could offer capacity for a large school district in West Texas, given the terms and conditions that make up the policy, is a part of the proposed property insurance program for 2022-2023. Arthur J. Gallagher, the nation’s leading broker for public entity pools and purchasing groups, continues to recommend the interlocal agreement with another client of Gallagher’s, Amarillo ISD, as the most cost-effective solution for ECISD’s needs. The reason Amarillo ISD remains a good fit is because of the size of their property portfolio relative to their loss history (2014 and 2017 hail losses), and the spread of risk from a geographical footprint. After continued conversations with both districts, Gallagher successfully marketed the district’s property insurance and ECISD remains part of Amarillo ISD policy/interlocal.
- **Premium Renewal Cost:** \$3,268,546.19
- **Funding Source:** Local Funds 199
- **Recommended Service Provider:** Arthur J. Gallagher

Board Approval

Date

OUR students...THE future

Yolanda Gordon
Director of Benefits & Risk Management
802 N. Sam Houston
Odessa, TX 79761
Office: 432-456-9789



Quote 59043 Plan 82035 – Specific & Aggregate Insurance 12-Month Premium Renewal

- **Purpose:** Renew premium for Medical Specific & Aggregate Insurance (StopLoss) for ECISD self-funded medical coverage.
- **Background Info:** ECISD Benefits & Risk management was expected to realize a renewal for its Specific & Aggregate Insurance, or expected a 13% increase. We predicted an increase due to the district's claims experience throughout 2021 & 2022. Via the District's the Interlocal Agreement with the UBC, and at the request of the District, the UBC assisted with the preparation of the renewal for the District StopLoss. The UBC received renewal quotes from fifteen (15) carriers. Unfortunately, due to the district's high claims experiences throughout 2021 & 2022, all but one of the carriers did not issue a quote for reasons of uncompetitive. The quote issued by the incumbent in a 13.7% increase in premiums, or approximate increase of \$94,739.00 annually. The incumbent did increase specific deductible on two members based on specific treatment transpires. The StopLoss Insurance quote was accepted to protect our self-funded medical coverage from the financial risk of catastrophic or unpredictable claims. This allows the ECISD Medical Plan a way to control cost without impacting coverage.
- **Premium Renewal Cost:** \$808,574.00
- **Funding Source:** Medical Plan Fund
- **Recommended Service Provider:** International Assurance of Tennessee, INC/Carrier Sirius America Insurance Company

Board Approval

Date

OUR students...THE future

RFP # 23-04 Decodable Books

- **Purpose:** The Ector County Independent School District (ECISD) is seeking proposals for Literacy Intervention Kits that provide daily, intensive, small group instruction. The intervention kits need to involve students in engaging books that build knowledge and help students who are not achieving grade level expectations to experience large amounts of successful daily reading.
- **Background Information:** Just Right Reader will provide students with take-home decodable boxes that are personalized based on the students reading data. The take-home decodable books have stories that represent all students, follow the Science of Teaching Reading Strategies, have activities and puzzles to make reading fun and have QR codes that provide video phonics lessons in English and Spanish.
- **Cost:** \$500,000 (Campuses will make this purchase based on student enrollment)
- **Funding Source:** Title Funds
- **Recommended Supplier/ Service Provider:** Just Right Reader

Board Approval

Date

**ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
ODESSA, TEXAS**

RFP # 23-04 for decodable book for PK-5

CONSOLIDATED SCORE SHEET

Closed: November 16, 2022 5:00PM

Evaluator	Suppliers						
	Voyager Sopris	Tynes Property Management	School Specialty	Savvas Learning Company	Just Right Reader	Heinemann	Heggerty
Evaluator #1	61	57	79	72	90	50	55
Evaluator #2	56	48	69	73	88	51	50
Evaluator #3	62	45	72	76	87	55	52
Evaluator #4	66	69	76	77	93	78	55
Total	245	219	296	298	358	234	212
Average	61.25	54.75	74	74.5	89.5	58.5	53

Dr. Jieun Pando
Director of School Nutrition
(432) 456-9741
1120 W 10th St Odessa, TX
Odessa, TX 79763
Jieun.Pando@ectorcountyisd.org



IFB# 23-06SN Addendum 1 (Additional Food Items)

- **Purpose:** The School Nutrition Department is seeking to purchase additional food items to continue menu items preferred by students.
- **Background Info:** The School Nutrition Department continues to seek and obtain the best food price.
 - **Estimated Cost:** \$ 134,000
 - **Funding Source:** Federal Funds
 - **Recommended Supplier/Service Provider:** Epalett.com
M.C.I. Foods, Inc.

Board Approval

Date





Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF 2022-2023 BUDGET AMENDMENT # 3**

DATE: December 13, 2022

Attached is a summary of the recommended Budget Amendment #3 for the 2022-2023 budget.

The net result of the amendment is as follows:

Net change in Fund Balance – General Fund	(\$2,911,186)
Net change in Fund Balance – School Nutrition Fund	\$0
Net change in Fund Balance – Debt Service Fund	\$0

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

Administrative Recommendation:

Approval of 2022-2023 Budget Amendment # 3.



ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET - FUNCTION AND OBJECT
GENERAL, SCHOOL NUTRITION, AND DEBT SERVICE FUNDS
FOR THE PERIOD JULY 1, 2022 THRU JUNE 30, 2023
FISCAL YEAR 2022-2023

	GENERAL FUND				SCHOOL NUTRITION FUNDS				DEBT SERVICE FUND			
	ORIGINAL BUDGET	ADJUSTED BUDGET	Additions (Deductions)	AMENDED BUDGET	ORIGINAL BUDGET	ADJUSTED BUDGET	Additions (Deductions)	AMENDED BUDGET	ORIGINAL BUDGET	ADJUSTED BUDGET	Additions (Deductions)	AMENDED BUDGET
	7/1/2022	10/31/2022	#3	12/31/2022	7/1/2022	10/31/2022	#3	12/31/2022	7/1/2022	10/31/2022	#3	12/31/2022
REVENUES												
5700 Local and Intermediate	\$ 158,953,780	\$ 158,953,780	\$ -	\$ 158,953,780	\$ 1,503,000	\$ 1,503,000	\$ -	\$ 1,503,000	\$ 27,547,576	\$ 31,861,000	\$ -	\$ 31,861,000
5800 State	167,676,531	167,676,531	-	167,676,531	413,000	413,000	-	413,000	-	-	-	-
5900 Federal	7,569,689	7,569,689	-	7,569,689	16,199,065	17,060,878	-	17,060,878	-	-	-	-
Total - All Revenues	334,200,000	334,200,000	-	334,200,000	18,115,065	18,976,878	-	18,976,878	27,547,576	31,861,000	-	31,861,000
APPROPRIATIONS by FUNCTION												
11 Instruction	201,846,932.00	204,143,066	(75,000)	204,068,066	-	-	-	-	-	-	-	-
12 Instructional Resources and Media Services	2,779,013.00	2,779,013	-	2,779,013	-	-	-	-	-	-	-	-
13 Curriculum and Staff Development	10,887,249.00	10,909,249	-	10,909,249	-	-	-	-	-	-	-	-
21 Instructional Leadership	5,637,274.00	5,637,274	-	5,637,274	-	-	-	-	-	-	-	-
23 School Leadership	21,203,091.00	21,702,762	-	21,702,762	-	-	-	-	-	-	-	-
31 Guidance, Counseling and Evaluation Services	14,600,113.00	14,719,696	-	14,719,696	-	-	-	-	-	-	-	-
32 Social Work Services	1,829,748.00	1,829,748	-	1,829,748	-	-	-	-	-	-	-	-
33 Health Services	3,292,711.00	3,292,711	-	3,292,711	-	-	-	-	-	-	-	-
34 Student Transportation	8,788,644.00	10,556,185	-	10,556,185	-	-	-	-	-	-	-	-
35 Food Services	-	-	-	-	18,115,065	22,994,095	-	22,994,095	-	-	-	-
36 Co/Extra Curricular Activities	6,376,278.00	6,948,295	825,000	7,773,295	-	-	-	-	-	-	-	-
41 General Administration	8,677,023.00	8,877,023	25,000	8,902,023	-	-	-	-	-	-	-	-
51 Plant Maintenance and Operations	33,381,540.00	41,891,777	2,136,186	44,027,963	-	-	-	-	-	-	-	-
52 Security and Monitoring Services	3,319,708.00	3,836,728	-	3,836,728	-	-	-	-	-	-	-	-
53 Data Processing Services	11,315,070.00	13,015,550	-	13,015,550	-	-	-	-	-	-	-	-
61 Community Services	1,725,606.00	1,725,606	-	1,725,606	-	-	-	-	-	-	-	-
71 Debt Services	1,050,000.00	1,261,000	-	1,261,000	-	-	-	-	27,547,576.00	31,861,000	-	31,861,000
81 Facilities Acquisition and Construction	-	10,800,000	-	10,800,000	-	-	-	-	-	-	-	-
91 Contracted Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-
99 Intergovernmental Charges	2,010,000.00	2,010,000	-	2,010,000	-	-	-	-	-	-	-	-
Total - All Appropriations	338,720,000	365,935,683	2,911,186	368,846,869	18,115,065	22,994,095	-	22,994,095	27,547,576	31,861,000	-	31,861,000
OTHER FINANCING SOURCES/(USES)												
7000 Other Financing Sources (Uses)	4,520,000	4,520,000	-	4,520,000	-	-	-	-	-	-	-	-
Total - Other Financing Sources (Uses)	4,520,000	4,520,000	-	4,520,000	-	-	-	-	-	-	-	-
Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	-	(27,215,683)	(2,911,186)	(30,126,869)	-	(4,017,217)	-	(4,017,217)	-	-	-	-
Fund Balance Beginning (July 1) (Audited)	110,649,434	110,649,434	-	110,649,434	11,890,205	11,890,205	-	11,890,205	16,251,745	16,251,745	-	13,904,664
3000 Fund Balance Ending (Estimated)	\$ 110,649,434	\$ 83,433,751	\$ (2,911,186)	\$ 80,522,565	\$ 11,890,205	\$ 7,872,988	\$ -	\$ 7,872,988	\$ 16,251,745	\$ 16,251,745	\$ -	\$ 13,904,664
APPROPRIATIONS by OBJECT												
6100 Payroll Costs	\$ 255,464,076	\$ 256,701,291	\$ 374,905	\$ 257,076,196	\$ 8,014,053	\$ 8,014,053	\$ -	\$ 8,014,053	\$ -	\$ -	\$ -	\$ -
6200 Purchased/Contracted Services	43,217,641	45,733,537	2,167,191	47,900,728	136,800	1,000,240	8,500	1,008,740	-	-	-	-
6300 Supplies and Materials	22,900,801	24,637,849	(277,564)	24,360,285	9,911,212	13,077,375	(8,500)	13,068,875	-	-	-	-
6400 Other Operating Expenses	11,087,482	11,523,183	760,250	12,283,432	53,000	70,200	-	70,200	-	-	-	-
6500 Debt Service	1,050,000	1,261,000	-	1,261,000	-	-	-	-	27,547,576	31,861,000	-	31,861,000
6600 Capital Outlay	5,000,000	26,078,824	(113,596)	25,965,228	-	832,227	-	832,227	-	-	-	-
Total - All Appropriations	\$ 338,720,000	\$ 365,935,683	\$ 2,911,186	\$ 368,846,869	\$ 18,115,065	\$ 22,994,095	\$ -	\$ 22,994,095	\$ 27,547,576	\$ 31,861,000	\$ -	\$ 31,861,000

**Ector County ISD
Finance Department
Budget Amendment
Requests to be Appropriated
2022/2023**

#3

FISCAL YEAR 2022-2023



Description	Requestor	Amount
GENERAL FUND		
The following will result in a decrease to fund balance.		
Remaining TRE funds for roofing		\$ 1,516,186
Extracurricular payroll and activities		675,000
Property insurance premium		370,000
Marquee signs		200,000
Printing and mail services		75,000
Textbook building renovations		50,000
Customer service training		25,000
		\$ 2,911,186
 The following will result in no change to fund balance.		
None		\$ -
		\$ -
 The following will result in an increase to fund balance.		
None		\$ -
		\$ -
Net effect to fund balance		\$ (2,911,186)

SCHOOL NUTRITION FUNDS

The following will result in a decrease to fund balance.

\$ -

\$ -

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

\$ -

-

\$ -

The following will result in an increase to fund balance.

None

\$ -

\$ -

Net effect to fund balance

\$ -

DEBT SERVICE FUND

The following will result in a decrease to fund balance.

None

\$ -

\$ -

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

\$ -

-

\$ -

The following will result in an increase to fund balance.

None

\$ -

\$ -

Net effect to fund balance

\$ -



Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Keeley Boyer, Chief of Schools

SUBJECT: DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2022-2023 ECISD TARGETED IMPROVEMENT PLANS

DATE: December 13, 2022

The Texas Education Agency requires Targeted Improvement Plans (TIPs) for schools who perform in the bottom 5% of Domain III-Closing the Gaps in the accountability system. This year the campuses are Cavazos, Dowling, Downing, Ireland and Sam Houston. The Board is required to approve Targeted Improvement Plans every year.

Administrative Recommendation:

Approval of the 2022-2023 ECISD Targeted Improvement Plans

Ector County Independent School District
Cavazos Elementary - TIP
2022-2023 Cycles/Essential Actions/Action Steps



30

Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Beatrice Martinez
ESC Case Manager: Lisa LeClear
ESC Region: 18

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	11
Cycle 3 - (Mar – May)	18
Cycle 4 - (Jun – Aug)	21

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Identifying 4.1 as an essential action will strengthen teacher capacity to align daily instruction to the rigor of the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district DCSI will use the previous Relay training and implementation to train the campus leadership team on lesson alignment. The Multi-classroom Leaders (MCL) and instructional coaches will meet monthly with the curriculum department to develop backwards planning to be rolled out on the campus. Teachers will learn how to break down the TEKS, align classroom delivery of instruction that includes productive struggle to the rigor of the TEK and measure TEK mastery with daily exit tickets and short cycle assessments. 32

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will be able to demonstrate proficiency in aligning tier 1 instruction (lesson objectives, independent work, exit tickets) to the rigor of the TEK. This will be measured by classroom walkthroughs targeting objectives and exit tickets and an observation feedback action step tracker (SchoolMintGrow).

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will demonstrate improved teacher capacity in aligning instruction, resulting in accelerated student outcomes.

Desired 90-day Outcome: By the end of cycle one, 100% of the instructional leadership team will be fully trained in how to break down a standard and align instructional materials to objectives, activities and exit tickets. In turn, the instructional team will be able to effectively lead the instructional staff through the planning process.

District Actions: The DCSI will provide the Instructional Leadership Team with support on the backward planning process and how to align exit tickets with the rigor of the TEK.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The Director of Leadership met with Cavazos instructional leadership team to train in the breakdown of the standards and aligned instructional materials. The instructional leadership team met weekly to plan the grade level lead meetings. Grade level leads are taking ownership of the process through a gradual release approach.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The campus will need to ensure that exit tickets and weekly assessments are aligned to the short cycle assessments and STAAR.	None	This action step addresses the action step by addressing the time gap in assessments. The campus will need to respond to data frequently in order to close gaps quickly.
This campus has not used aligned exit tickets on a regular basis. This will be an adjustment in classroom time management and creating exit tickets that align with STAAR.	None	The campus will need to be trained on aligning exit tickets to the rigor of STAAR. Leadership will follow up on exit tickets by having teachers bring them to PLC to analyze student work.
Lesson objectives and exit tickets have not been monitored frequently by leadership in previous years. The campus will need to roll out training in practice clinics and follow up with coaching sessions for teachers who demonstrate a lack of alignment in rigor.	None	Leadership follow through will demonstrate that aligned and effective lesson objectives, activities, and exit tickets are important to student success. Monitoring will be key for teacher buy-in.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, the campus leadership team will create an assessment calendar that tests Kinder through Fifth grade on essential standards aligned to STAAR and schedule data meetings to respond to student work.</p> <p>Evidence Used to Determine Progress: Assessment calendar and short cycle assessments</p> <p>Person(s) Responsible: instructional leadership team, district curriculum team</p> <p>Resources Needed: short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Quarterly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will carry this action item to cycle 2 with the adjustment using the calendar to reinforce system expectations.</p>

Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle one, the campus leadership team will create master schedules for 100% of classrooms that allows for reteach and reassessment in reading and math for each short cycle assessments for all grade levels as evidenced by classroom schedules and reassessment data.</p> <p>Evidence Used to Determine Progress: reteach and reassessment schedule, reteach lesson plans, reassessment data</p> <p>Person(s) Responsible: instructional leadership team, grade level leads, instructional coach</p> <p>Resources Needed: Short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: K-2 met this goal. We will continue this process. Grades 3-5 will use a research-based spiraling program to close individual student gaps.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle one, 100% of the instructional staff will be trained on aligning objectives, lesson activities, and formative assessments to the rigor of the standards as evidenced by classroom walkthroughs targeting objectives and exit tickets.</p> <p>Evidence Used to Determine Progress: sign in sheets for trainings (IFC), lesson plans for formative assessments and learning objectives, and know/show charts, leadership feedback to teachers on objectives, activities, and formative assessments.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: Teach Like a Champion book, Leverage Leadership book</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue this process by supporting and monitoring implementation.</p> <p style="text-align: right;">34</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: In the 2021-2022 school year, Cavazos began this process and we saw progress according to our MAP MOY & EOY data for grades K-3 & 5th. For this 2022-2023, we are committed to growing in this area as we have 13 teachers that are in year 1 or year 2 of teaching.

Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management through the school's year-at-a-glance, instructional focus clinics, Saturday workshops.

Given that Cavazos has 1/3 their staff in year 1 or year 2 of teaching, careful differentiated support is provided to teachers to ensure that instructional time is maximized, Downs, in class transitions, and the Get Better Faster Scope and Sequence Management Trajectory is carefully followed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Cavazos has a distributive leadership coaching and support model where each member of the instructional leadership team coaches and supports a specific grade level. The campus has adopted observation feedback processes that includes the use of the Get Better Faster Scope and Sequence to conduct feedback sessions to improve high quality instructional delivery. The action step mastery will be captured using the SchoolMintGrow platform. 35

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will demonstrate proficiency on phase 2 rigor of the Get Better Faster scope and sequence as evidence by SchoolMintGrow action items report and coaching scripts from the leadership team.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of cycle one the instructional leadership team will have trained 100% teachers on the Get Better Faster Scope and Sequence and 60% of classrooms with year one teachers, will have established routines and procedures from phase one and phase two of the Management Trajectory that maximize instructional time and build strong relationships as evidenced by sign-in sheets and instructional focus visits. Immediate feedback is given through SchoolMintGrow after every observation.

District Actions: The district's DCSI will use the previous Relay training and implementation to train the campus instructional leadership team on using the Get Better Faster Scope and Sequence to assign action steps and calibrate where teachers fall on the water fall.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of the teachers were trained by the instructional leadership team; 6 out of the 7 year 1 teachers show proficiency in phase one (rigor and management) and phase two management of the Get Better Faster Scope and Sequence.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Coaching teachers in the past have not included face to face feedback sessions. It will be necessary to implement a culture of improvement so that teachers see this as an opportunity for growth and not an "I gotcha".	None	Training teachers on the GBF scope and sequence allow teachers to know what leadership is looking for when speaking of strong instructional practices. It will also give the campus a common vocabulary and classroom management practices.
Teachers will need to be open to targeted observations and feedback session. They might see this as "one more thing".	None	The campus will need to tie the GBF scope and sequence to proficiency levels on T-Tess to have them understand that they strategies are how they ultimately improve on their summative evaluation and not "one more thing".

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, 100% of instructional staff will receive initial training on the Get Better Faster Scope and Sequence and backward planning process that include the qualities of effective lesson plans and effective formative assessments as evidence by sign-in sheets, walkthrough data reflecting GBF phase 1 and 2 "look fors".</p> <p>Evidence Used to Determine Progress: sign in sheet, evidence of lesson plans, shared portfolio of grade level artifacts</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: district's scope and sequence, short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Quarterly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue supporting teachers through PLCs and bi-monthly instructional focus clinics.</p> <p style="text-align: right;">36</p>

Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle one, the campus calendar will reflect dedicated time for ongoing job-embedded professional development focused on the Get Better Faster scope and sequence phase 1 through 4 of the Management Trajectory that includes classroom observation and face to face feedback. 85% of teachers will demonstrate proficiency on these phases as evidenced by observation/feedback forms, walkthrough data trends, and practice clinic sign-in sheets.</p> <p>Evidence Used to Determine Progress: practice clinic sign-in sheets, campus calendar, and walkthrough trends</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: Get Better Faster scope and sequence training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services - \$15,000, - 6300-Supplies and materials - \$7,000, - 6400-Other operating costs - \$1,000, - 6100-Payroll - \$5,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue to use observation feedback data to adjust job embedded professional development based on campus trends.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the of cycle one, 100% of the instructional leadership team will meet weekly to identify and review observation data to determine mastery and identify trends across the campus to adjust coaching frequency and provide on-going job embedded training such as in the moment feedback, face to face coaching sessions, and after school practice clinics.</p> <p>Evidence Used to Determine Progress: Cavazos Year-at-Glance, Instructional Focus Clinic calendar/agenda, and SchoolMintGrow summary report.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: SchoolMintGrow</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will need to adjust the coaching session schedule to be more effective and build the coaching capacity of the instructional leadership team. 37</p>

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: For the 20212022 academic school year, Cavazos began this high leverage practice that rendered some positive results, specifically concentrated in grades K, 1, 3, & 5 as measured by MOY & EOY MAP RIT scores. We understand that if we continue with this best practice and implement with fidelity we will increase teacher capacity and instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The instructional leadership team will be trained in the DDI process that includes analyzing student work and create reteach plans, as well as utilizing backwards design to plan effective rigorous lesson plans that include productive struggle and higher level questioning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of the 2022-2023 school year, 90% of teachers will be at proficient in the Analysis and Action component of the Leverage Leadership Data Driven Instruction & Assessment Implementation Rubric. 38

District Commitment Theory of Action: If the teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the roots cause as to why students may not have learned the concept, and create plans to reteach, then the campus will be able to identify misconceptions and close gaps quickly.

Desired 90-day Outcome: By the end of cycle one, 100% of the instructional leadership team will be trained and roll out training to staff on how to unpack standards and how to create exemplars and aligned exit tickets to bring to data meetings. Instructional leadership team will coach and support teachers in the analysis of student work samples to assess rigor and how to respond to trending misconceptions resulting in 70% of teachers demonstrating proficiency by scoring a 70% or above on the DDI Instruction and Assessment Implementation Rubric .

District Actions: The district DCSI will train the instructional leadership team on using the Leverage Leadership Weekly Data Meeting One Pager Protocol.

Did you achieve your 90 day outcome?: No

Why or why not?: Training has taken place and we are responding to

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers have been in PLC meetings in the past. These meetings usually consisted of campus updates and lesson planning. Teachers have not been involved in strategic data meetings that include student work analysis. This will be new learning for the instructional staff that might get push back for displaying data and student work.	None	The campus will need to create a psychologically safe environment in order for teachers to be comfortable sharing data, teaching strategies, and reteach plans.
Using teacher exemplars will be new learning for teachers. Some teachers might not understand the value in creating the exemplar to use during academic monitoring or student work analysis.	None	During the training, the campus leadership team will address how the exemplar is beneficial to teachers by modeling and explaining the value. The leadership team will model the use of teacher exemplars in DDI meetings by comparing them to student work.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, the principal, the AP, and MCL's will receive DDI Training (See It, Name It, Do It) from the Curriculum & Instruction Department in order to roll out DDI practices to all grade levels in PLC meetings; the leadership team will coach PLC groups on breaking down standards, aligning exit tickets to the rigor of STAAR, and analyzing student work to identify trending misconceptions. 70% of teachers will demonstrate proficiency by scoring a 70% or above on the DDI Instruction and Assessment Implementation Rubric.</p> <p>Evidence Used to Determine Progress: Individual Rubrics for teachers and leaders to show progress, Sign-in sheets for trainings, agendas w/action plans or reteach plans after DDI meetings, DDI weekly one pager scripts from leaders.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: DDI training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 29, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">39</p>

Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle one, 100% of the teachers will implement a data tracker to track individual student growth, campus-wide in math and reading with one measurement being focused on TEK mastery (exit tickets). The campus leadership team will set a student data folder expectation list that is consistent campus wide and conduct monthly data folder checks to ensure student ownership and 100% usage.</p> <p>Evidence Used to Determine Progress: assessment data tracker, student data folder, individualized student data letter</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: student folder, data commitments</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue this action step, so teachers are using data to engage in one-on-one student goal setting conferences.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle one, the campus leadership team will create a master schedule that includes a 45 minute block weekly for pre-planning, data analysis, and reteach/reassessment planning.</p> <p>Evidence Used to Determine Progress: Year-at-Glance, PLC agendas, master schedule</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: instructional minutes, master schedule</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">40</p>
Step 4 Details	Reviews
<p>Action Step 4: By the end of cycle one, 100% of the instructional staff will receive initial training on how to create exemplars for their unit/module from the campus leadership team. This process will improve determining student gaps when analyzing student product and the campus leadership team will monitor the use of exemplars in classrooms and data meetings.</p> <p>Evidence Used to Determine Progress: Exemplars, Grade level unit calendar, know/show charts, data analysis work document</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: staff training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue this action step and create a monitoring system.</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Identifying 4.1 as an essential action will strengthen teacher capacity to align daily instruction to the rigor of the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district DCSI will use the previous Relay training and implementation to train the campus leadership team on lesson alignment. The Multi-classroom Leaders (MCL) and instructional coaches will meet monthly with the curriculum department to develop backwards planning to be rolled out on the campus. Teachers will learn how to break down the TEKS, align classroom delivery of instruction that includes productive struggle to the rigor of the TEK and measure TEK mastery with daily exit tickets and short cycle assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will be able to demonstrate proficiency in aligning tier 1 instruction (lesson objectives, independent work, exit tickets) to the rigor of the TEK. This will be measured by classroom walkthroughs targeting objectives and exit tickets and an observation feedback action step tracker (SchoolMintGrow).

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will demonstrate improved teacher capacity in aligning instruction, resulting in accelerated student outcomes.

Desired 90-day Outcome: By the end of cycle 2, 100% of the instructional leadership team will provide feedback weekly on lesson planning in regards to alignment of the scope and sequence to lesson activities, exit tickets, and the rigor of the TEKS; feedback will be focused on 1-2 teacher actions using the Get Better Faster Scope and Sequence through SchoolMintGrow as a result, 70% of teachers will be proficient in creating aligned lesson plans.

District Actions: The district DCSI will provide the instructional leadership team training on observation feedback and SchoolMintGrow.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle two, the campus leadership team will use the assessment calendar to schedule K-2 reteach and reassessment opportunities based on data meetings analysis.</p> <p>Evidence Used to Determine Progress: Leadership team walk-throughs and observation feedback, assessment calendar, short cycle assessments, and reassessment data.</p> <p>Person(s) Responsible: instructional leadership team, district curriculum team</p> <p>Resources Needed: short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle two, 3-5 classrooms will implement iReady for individual intervention based on student data on short cycle assessment in reading, math, and science.</p> <p>Evidence Used to Determine Progress: Iready reports.</p> <p>Person(s) Responsible: instructional leadership team, grade level leads, instructional coach</p> <p>Resources Needed: Short cycle assessments & Iready.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">42</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle one, 100% of the instructional staff will implement aligned lesson objectives, lesson activities, and formative assessments to the rigor of the standards as well as practice lesson delivery and receive team feedback during PLCs.</p> <p>Evidence Used to Determine Progress: SchoolMintGrow PLC notes, lesson plans for formative assessments and learning objectives, and know/show charts, leadership feedback to teachers on objectives, activities, and formative assessments.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: SchoolMintGrow, Leverage Leadership book</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: In the 2021-2022 school year, Cavazos began this process and we saw progress according to our MAP MOY & EOY data for grades K-3 & 5th. For this 2022-2023, we are committed to growing in this area as we have 13 teachers that are in year 1 or year 2 of teaching.

Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management through the school's year-at-a-glance, instructional focus clinics, Saturday workshops.

Given that Cavazos has 1/3 their staff in year 1 or year 2 of teaching, careful differentiated support is provided to teachers to ensure that instructional time is maximized, Downs, in class transitions, and the Get Better Faster Scope and Sequence Management Trajectory is carefully followed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Cavazos has a distributive leadership coaching and support model where each member of the instructional leadership team coaches and supports a specific grade level. The campus has adopted observation feedback processes that includes the use of the Get Better Faster Scope and Sequence to conduct feedback sessions to improve high quality instructional delivery. The action step mastery will be captured using the SchoolMintGrow platform. 43

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will demonstrate proficiency on phase 2 rigor of the Get Better Faster scope and sequence as evidence by SchoolMintGrow action items report and coaching scripts from the leadership team.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of cycle 2, 80% of classrooms with year one and struggling teachers, will have established a lesson delivery model that shows proficiency on the phase two of the Management and Rigor Trajectory as evidence by mastered action steps collected in SchoolMintGrow.

District Actions: The district's DCSI will use the previous Relay training and implementation to train the campus leadership in Rigor Trajectory of the Get Better Faster Scope Sequence through the school year.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, 100% of instructional staff will receive initial training on the Get Better Faster Scope and Sequence and backward planning process that include the qualities of effective lesson plans and effective formative assessments as evidence by sign-in sheets, walkthrough data reflecting GBF phase 1 and 2 "look fors".</p> <p>Evidence Used to Determine Progress: sign in sheet, evidence of lesson plans, shared portfolio of grade level artifacts</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: district's scope and sequence, short cycle assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Quarterly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle one, the campus calendar will reflect dedicated time for ongoing job-embedded professional development focused on the Get Better Faster scope and sequence phase 1 through 4 of the Management Trajectory that includes classroom observation and face to face feedback. 85% of teachers will demonstrate proficiency on these phases as evidenced by observation/feedback forms, walkthrough data trends, and practice clinic sign-in sheets.</p> <p>Evidence Used to Determine Progress: practice clinic sign-in sheets, campus calendar, and walkthrough trends</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: Get Better Faster scope and sequence training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services - \$15,000, - 6300-Supplies and materials - \$7,000, - 6400-Other operating costs - \$1,000, - 6100-Payroll - \$5,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">44</p>

Step 3 Details	Reviews
<p>Action Step 3: By the of cycle one, 100% of the instructional leadership team will meet weekly to identify and review observation data to determine mastery and identify trends across the campus to adjust coaching frequency and provide on-going job embedded training such as in the moment feedback, face to face coaching sessions, and after school practice clinics.</p> <p>Evidence Used to Determine Progress: Cavazos Year-at-Glance, Instructional Focus Clinic calendar/agenda, and SchoolMintGrow summary report.</p> <p>Person(s) Responsible: instructional leadership team, instructional coach</p> <p>Resources Needed: SchoolMintGrow</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: For the 20212022 academic school year, Cavazos began this high leverage practice that rendered some positive results, specifically concentrated in grades K, 1, 3, & 5 as measured by MOY & EOY MAP RIT scores. We understand that if we continue with this best practice and implement with fidelity we will increase teacher capacity and instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The instructional leadership team will be trained in the DDI process that includes analyzing student work and create reteach plans, as well as utilizing backwards design to plan effective rigorous lesson plans that include productive struggle and higher level questioning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of the 2022-2023 school year, 90% of teachers will be at proficient in the Analysis and Action component of the Leverage Leadership Data Driven Instruction & Assessment Implementation Rubric. ⁴⁶

District Commitment Theory of Action: If the teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the roots cause as to why students may not have learned the concept, and create plans to reteach, then the campus will be able to identify misconceptions and close gaps quickly.

Desired 90-day Outcome: By the end of cycle 2, the instructional leadership team will coach teachers in using student work samples to identify gaps, plan the reteach, and practice the reteach (with the script) so that 80% of teachers are proficient in the DDI process and improving instruction as evidenced by coaching scripts, student work analysis documents, and effective reteach plans.

District Actions: The district DSCI will ensure that the campus instructional leaders will receive on-going coaching of the DDI protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle one, 100% of the teachers will implement a data tracker to track individual student growth, campus-wide in math and reading with one measurement being focused on TEK mastery (exit tickets). The campus leadership team will set a student data folder expectation list that is consistent campus wide and conduct monthly data folder checks to ensure student ownership and 100% usage.</p> <p>Evidence Used to Determine Progress: assessment data tracker, student data folder, individualized student data letter</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: student folder, data commitments</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle one, 100% of the instructional staff will receive initial training on how to create exemplars for their unit/module from the campus leadership team. This process will improve determining student gaps when analyzing student product and the campus leadership team will monitor the use of exemplars in classrooms and data meetings.</p> <p>Evidence Used to Determine Progress: Exemplars, Grade level unit calendar, know/show charts, data analysis work document</p> <p>Person(s) Responsible: instructional leadership team, instructional coach, grade level leads</p> <p>Resources Needed: staff training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">47</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Identifying 4.1 as an essential action will strengthen teacher capacity to align daily instruction to the rigor of the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district DCSI will use the previous Relay training and implementation to train the campus leadership team on lesson alignment. The Multi-classroom Leaders (MCL) and instructional coaches will meet monthly with the curriculum department to develop backwards planning to be rolled out on the campus. Teachers will learn how to break down the TEKS, align classroom delivery of instruction that includes productive struggle to the rigor of the TEK and measure TEK mastery with daily exit tickets and short cycle assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will be able to demonstrate proficiency in aligning tier 1 instruction (lesson objectives, independent work, exit tickets) to the rigor of the TEK. This will be measured by classroom walkthroughs targeting objectives and exit tickets and an observation feedback action steps tracker (SchoolMintGrow).

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will demonstrate improved teacher capacity in aligning instruction, resulting in accelerated student outcomes.

Desired 90-day Outcome: By the end of cycle 3, 100% of the instructional leadership team will provide feedback weekly on lesson planning in regards to alignment of the scope and sequence to lesson activities, exit tickets, and the rigor of the TEKS; feedback will be focused on 1-2 teacher actions using the Get Better Faster Scope and Sequence through SchoolMintGrow as a result, 90% of teachers will be proficient in creating aligned lesson plans.

District Actions: The district DCSI will continue to provide the instructional leadership team support with the observation feedback cycle and SchoolMintGrow.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: In the 2021-2022 school year, Cavazos began this process and we saw progress according to our MAP MOY & EOY data for grades K-3 & 5th. For this 2022-2023, we are committed to growing in this area as we have 13 teachers that are in year 1 or year 2 of teaching.

Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management through the school's year-at-a-glance, instructional focus clinics, Saturday workshops.

Given that Cavazos has 1/3 their staff in year 1 or year 2 of teaching, careful differentiated support is provided to teachers to ensure that instructional time is maximized, Downs, in class transitions, and the Get Better Faster Scope and Sequence Management Trajectory is carefully followed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Cavazos has a distributive leadership coaching and support model where each member of the instructional leadership team coaches and supports a specific grade level. The campus has adopted observation feedback processes that includes the use of the Get Better Faster Scope and Sequence to conduct feedback sessions to improve high quality instructional delivery. The action step mastery will be captured using the SchoolMintGrow platform. 49

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of 2022-2023, 90% of teachers will demonstrate proficiency on phase 2 rigor of the Get Better Faster scope and sequence as evidence by SchoolMintGrow action items report and coaching scripts from the leadership team.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of cycle 3, the instructional leadership team will monitor high leverage strategies from phase 2 of the rigor trajectory such as Habits of Effective Independent Practice and Aggressive Monitoring.

District Actions: The district DCSI will train the Instructional Leadership Team on how to utilize laps while aggressively monitoring.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: For the 20212022 academic school year, Cavazos began this high leverage practice that rendered some positive results, specifically concentrated in grades K, 1, 3, & 5 as measured by MOY & EOY MAP RIT scores. We understand that if we continue with this best practice and implement with fidelity we will increase teacher capacity and instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The instructional leadership team will be trained in the DDI process that includes analyzing student work and create reteach plans, as well as utilizing backwards design to plan effective rigorous lesson plans that include productive struggle and higher level questioning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate these priorities by school showcase events, newsletters, parent data letters, teacher-parent-student data conferences, and through socials media and school website.

Desired Annual Outcome: By the end of the 2022-2023 school year, 90% of teachers will be at proficient in the Analysis and Action component of the Leverage Leadership Data Driven Instruction & Assessment Implementation Rubric. 50

District Commitment Theory of Action: If the teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the roots cause as to why students may not have learned the concept, and create plans to reteach, then the campus will be able to identify misconceptions and close gaps quickly.

Desired 90-day Outcome: By the end of cycle 3, the instructional leadership team will coach teachers in using student work samples to identify gaps, plan the reteach, and practice the reteach (with the script) so that 90% of year one and high need teachers are proficient in the DDI process and improving instruction as evidenced by coaching scripts, student work analysis documents, and effective reteach plans.

District Actions: The district DSCI and the Principal will observe the DDI process and collaborate on the feedback given to the instructional leadership team.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Ector County Independent School District

Dowling Elementary - TIP

2022-2023 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Julie Marshall
ESC Case Manager: Sha Burdsal-Hartzler
ESC Region: 18

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	7
Cycle 3 - (Mar – May)	9
Cycle 4 - (Jun – Aug)	11

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By the end of November 2022, 100% of the lesson objectives will be aligned to the TEKS, included in lesson plans, posted in the classroom, and reviewed with students prior to and during instruction.

District Actions: The DCSI and principal will conduct Observation Feedback loops identifying lesson objective alignment.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
A challenge is that teachers have a lack of experience writing aligned objectives.	None	The ILT will train teachers on how to align learning objectives to the TEKS.

Step 1 Details	Reviews
<p>Action Step 1: The principal will train teachers on the campus lesson plan expectations.</p> <p>Evidence Used to Determine Progress: agenda, teacher sign in sheet</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: exemplar lesson plan, district lesson plan template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The ILT will train teachers on how to align learning objectives to the TEKS.</p> <p>Evidence Used to Determine Progress: agenda, sign in, presentation</p> <p>Person(s) Responsible: ILT, Principal</p> <p>Resources Needed: curriculum, TEKS, learning objective</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps: 55</p>
Step 3 Details	Reviews
<p>Action Step 3: Each teacher will have a planning day each 6 weeks to complete the backward design process, including the learning objectives and daily exit tickets.</p> <p>Evidence Used to Determine Progress: completed pacing calendar, daily objectives, daily exit tickets</p> <p>Person(s) Responsible: ILT, MCLs, principal</p> <p>Resources Needed: curriculum, TEKS, pacing calendar</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6100-Payroll - \$10,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: The ILT will identify a system for monitoring and documenting lesson plan feedback.</p> <p>Evidence Used to Determine Progress: Lesson Plan feedback monitoring system</p> <p>Person(s) Responsible: Principal, ILT</p> <p>Resources Needed: Lesson plans, lesson plan feedback</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Talent development department will coach the MCLs and are providing 1 day per month training on DDI. DCSI and Principal will provide support and coaching for MCLs during the PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.⁵⁷

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then the instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By the end of November 2022, 100% of the teachers will complete data analysis protocol after each testing cycle.

District Actions: DCSI will coach the Multi-Classroom Leaders (MCL's) and teachers on the "Do It" portion of the See It, Name It, Do It protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The teachers have difficulty developing reteach plans.	None	ILT will train the teachers on developing effective reteach lessons.

Step 1 Details	Reviews
<p>Action Step 1: The Leadership team will be trained on the "See it, Name it, and Do it" protocol.</p> <p>Evidence Used to Determine Progress: agenda, Minutes, protocol</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Protocol</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Establish a standard process and protocol for reviewing data, tracking data, and monitoring data after each assessment.</p> <p>Evidence Used to Determine Progress: data, protocol, tracking forms, presentation</p> <p>Person(s) Responsible: ILT, principal</p> <p>Resources Needed: data, student trackers, teachers trackers, protocol</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">58</p>
Step 3 Details	Reviews
<p>Action Step 3: The Instructional Leadership Team will train teachers on identifying procedural/conceptual gaps and reteach structure to create quality reteach and reassessment plans.</p> <p>Evidence Used to Determine Progress: reteach plans, sign in, agenda, presentation</p> <p>Person(s) Responsible: ILT, Principal</p> <p>Resources Needed: Presentation, reteach plans, TEKS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

59

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By the end of February 2023, 100% of 3rd through 5th grade teachers will administer aligned daily exit tickets in reading and math.

District Actions: The DCSI will collaborate with and support the Instructional Leadership Team with training on how to align daily exit tickets with objectives and instructional resources and continue collaborative walk-throughs with the Principal.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Talent development department will coach the MCLs and are providing 1 day per month training on DDI. DCSI and Principal will provide support and coaching for MCLs during the PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.⁶⁰

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then the instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By the end of February 2023, 100% of the teachers will complete reteach plans for concepts identified as not yet mastered.

District Actions: The DCSI will observe and give feedback on the "Do It" section of the See It, Name It, Do It protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Instructional staff continues to struggle to understand the TEKS. Because of this struggle, the full depth of the standards is never taught in its entirety. Lesson plans are lacking specificity and are not monitored.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Talent Development will partner with Curriculum and Instruction department to provide monthly training for the MCLs in the area of planning. The Instructional Leadership Team will provide direct instruction on lesson plan components and how to write effective learning objectives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

61

Desired Annual Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Commitment Theory of Action: If the district provides access to interim assessments aligned to the standards and the expected level of rigor, then consistent processes and systems will be implemented effectively.

Desired 90-day Outcome: By May 2023, 90% of the teachers will write and execute objective driven daily lesson plans with an aligned exit tickets as evidenced by lesson plan review and data analysis of the exit tickets.

District Actions: The DCSI and Principal will review lesson plans together specifically focusing on alignment of objectives and exit tickets and continue collaborative walk-throughs.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The PLC/DDI process occurs twice weekly but the ILT is still refining and perfecting the process. The team struggles to get to the "Do it" and practice steps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Talent development department will coach the MCLs and are providing 1 day per month training on DDI. DCSI and Principal will provide support and coaching for MCLs during the PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure that our staff is aware of our priorities at the staff training at the beginning of the school year. At each faculty meeting, we will revisit our focus on the use of HQIM to develop highly rigorous, engaging lessons and the utilization of data-driven processes. During coaching cycles, the campus priorities will be reiterated. Community and families will be notified of our focus in our beginning of the year Title One meeting as well as with family newsletters provided by the teachers. The students will be made aware of our focus on high expectations daily through the use of our student motto during announcements.

Desired Annual Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.⁶²

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then the instructional leadership team will be able to build capacity with instructional teams.

Desired 90-day Outcome: By May 2023, 80% of the teachers will use the corrective action planning process to analyze data, identify trends in student misconceptions, and determine root cause as to why the students may have not mastered concepts as evidenced by PLC agenda minutes, data analysis protocols, and reteach plans.

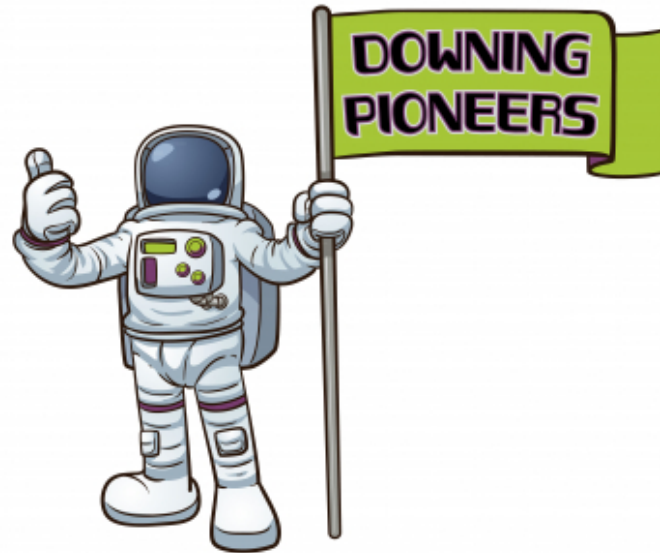
District Actions: The DCSI will continue to observe and give feedback on the "Do It" portion of the See It, Name It, Do It protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Ector County Independent School District
Edward K. Downing Elementary - TIP
2022-2023 Cycles/Essential Actions/Action Steps



64

Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Dr. Lindsey Lumpkin
ESC Case Manager: Amber Harmon
ESC Region: 18

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	7
Cycle 3 - (Mar – May)	13
Cycle 4 - (Jun – Aug)	15

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data- driven instruction, and observation feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of November, 100% of teachers and campus leadership will engage in goal-setting conferences. Campus instructional leaders will communicate expectations for observation feedback cycles to 100% of the staff. In Cycle 1, 100% of classroom observation look-fors centered around routines and procedures and the management trajectory of GBF with the goal of clearly aligned lesson objectives posted, as evidenced by goal-setting documentation, training agendas, calibration tools, and campus data.

District Actions: The district's DCSI will use knowledge from Relay GSE to train the campus instructional leadership team on the implementation of the Get Better Faster Scope and Sequence to assign action steps and support administrators with campus calibration as needed to determine where teachers fall on the waterfall.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All staff completed goal-setting conferences and training for the DDI process with action steps through observation feedback.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Ongoing support for campus instructional leaders to refine skills in coaching feedback cycles	None	Calibration will allow MCLs and ICs to routinize their processes and better align teacher support closing gaps more quickly.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will conduct calibration sessions to ensure teacher action steps are aligned and consistent.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow Get Better Faster Scope and Sequence, lesson alignment tool</p> <p>Person(s) Responsible: Campus Instructional Leadership Team</p> <p>Resources Needed: District will provide monthly coaching support for MCLs.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Cycle 1 focus was on T-Tess Formal observations, management trajectory, and consistent lesson objectives. Cycle 2 focus will be centered around calibration with specific look fors.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers who are not proficient or fail to meet action steps will receive increased coaching frequency, training, and model research based teaching practices supported by grade level MCLs and the campus Instructional Coach.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, student data,</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Classroom Teachers</p> <p>Resources Needed: Lonestar Reading After</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p> <p>Funding Sources: Lonestar Reading - 6300-Supplies and materials - \$3,000, Saturday and/or after school training - 6100-Payroll - \$7,000</p>	<p>Progress toward Action Steps: Some Progress 67</p> <p>Necessary Adjustments/Next Steps: Starting the process of Tiering teachers based on the GBF scope and sequence. Coaching session with identified teachers has started with "whisper coaching RTF" and individual scripting with teachers.</p>

Step 3 Details	Reviews
<p>Action Step 3: Bi-weekly, the campus instructional leadership team will review data to evaluate teacher and leader action step progress and identify campus trends to adjust coaching frequency and observational look fors.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, student data</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The leadership team meets weekly and reviews data to determine coaching needs and create action plans for observation feedback coaching cycles.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers⁶⁹ utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of November, 100% of campus instructional leaders will be trained in See it, Name it portions of the DDI framework. MCLs, Instructional coach and the Assistant principal will provide ongoing modeling and support for 100% of teachers. Teacher proficiency will be evidenced by WDM agenda minutes and include identified conceptual/procedural gaps and instructional adjustments/reteach model.

District Actions: The district/DCSI will train the instructional leadership team using the Leverage Leadership Weekly Data Meeting One Pager Protocol and provide ongoing coaching or professional development as needed.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All instructional leadership team members have been trained in the DDI process's See it and Name it portions. During PLCs, teachers receive continual support around DDI expectations and processes from Instructional coaches, AP, and district personnel.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Differentiating DDI processes when teacher and leadership capacity is varied amongst teams	None	Principal and AP will monitor and keep anecdotal notes to identify trends.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will train staff and communicate expectations for all DDI protocols.</p> <p>Evidence Used to Determine Progress: DDI process, agendas</p> <p>Person(s) Responsible: Campus Instructional Team</p> <p>Resources Needed: Ongoing district support.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: No necessary next steps for this action step. This will change to modeling and ongoing support in Cycle 2.</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership team will model DDI processes, including student work analysis, identifying student misconceptions, and creating instructional adjustments, including scripting reteach plans.</p> <p>Evidence Used to Determine Progress: DDI process, Agendas</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Some PLCs are consistently bringing student work analysis with them.; however, they are working towards a campus system for this with online assessments. The focus for Cycle 2 will be on naming the student gap and the follow-up instructional adjustments.</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus leadership team will consistently monitor teams to evaluate protocols and provide any additional training or support.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, principal anecdotal notes.</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: 2nd and 4th grades are consistently monitored. Agendas with minutes and next steps are entered into schoolmint grow. Cycle 2 actions will focus on adding this to the leadership team agenda to determine what support is needed.</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data- driven instruction, and observation feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of February, 100% of leaders will provide targeted feedback after classroom observations to ensure that 60% of teachers plan and deliver aligned lessons while incorporating assigned action steps/feedback, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment tools, lesson plans, and student data tracking.

District Actions: The district DCSI and Principal will conduct walk-throughs to observe and collaborate on progress of individual teacher action steps.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Providing differentiated professional development to build teacher capacity in management and rigor simultaneously. Building capacity in the instructional leadership team members as they support teachers.	Action Step 1, Action Step 2	Both action steps focus on building leader and teacher capacity via differentiated support and practice.

Step 1 Details	Reviews
<p>Action Step 1: The campus instructional leadership members will conduct weekly calibration walks to ensure leader capacity increases and teacher action steps remain aligned and consistent.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, Get Better Faster Scope and Sequence, lesson alignment tool, leadership team agenda minutes</p> <p>Person(s) Responsible: Campus Instructional Leadership Team</p> <p>Resources Needed: District will provide monthly coaching support for MCLs.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus instructional leadership team will add "minutes and next steps reviews" to their weekly agendas to evaluate teacher and leader proficiency levels. SchoolMint Grow action reports will be utilized to identify campus trends to adjust coaching frequency and determine look fors.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, agendas</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time. Possible support from ESC in TLAC to provide differentiated teacher sessions and Zoom coaching for instructional leadership team members.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Teachers will be Tiered and assigned based on coaching frequency needs. Coaching sessions with identified teachers will continue each week via "whisper coaching RTF" and for teachers not yet proficient, assigned leaders will provide one on one coaching including scripting lesson delivery.</p> <p>Evidence Used to Determine Progress: Scripts, Teacher Tiering document with leader assignments, schoolmint Grow reports and whisper prompts.</p> <p>Person(s) Responsible: all instructional leadership members</p> <p>Resources Needed: support from district team members and ESC in coaching processes</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: November 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers⁷⁴ utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of February, 100% of campus instructional leaders will monitor DDI sessions and observe reteach lessons to ensure that 60% of teachers utilize student work analysis to adjust daily lessons and script reteach plans to address student misconceptions, as evidenced by student data analysis, reteach scripts, and observational data.

District Actions: The district DSCI will ensure that the campus instructional leaders receive on-going coaching of the DDI protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Consistent review of minutes & next steps. Building equal leader capacity in DDI. Prioritizing time for follow-up observation feedback and ongoing DDI professional development.	Action Step 2	Action step 2 addresses the follow up from DDI action plans.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will provide ongoing support in the See It and Name it portions of the DDI framework.</p> <p>Evidence Used to Determine Progress: DDI process, agendas, training</p> <p>Person(s) Responsible: Campus Instructional Team</p> <p>Resources Needed: Ongoing district support/ possible ESC support</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership team will monitor and support teachers in identifying student misconceptions and creating instructional adjustments including aligned follow-up observation feedback cycles.</p> <p>Evidence Used to Determine Progress: DDI process, Agendas, scripts, lesson plans, observation feedback SchoolMint grow, student data analysis tools, student data trackers</p> <p>Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers</p> <p>Resources Needed: None at this time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">75</p>

Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leadership team will review DDI agendas (conceptual/procedural gaps and instructional adjustment next steps) to evaluate teacher proficiency levels in the See it and Name it protocols. The principal and district support personnel will review minutes and evaluate leader proficiency in the See it, Name it, and Do it portions.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow reports and student data will be utilized to identify the success of instructional adjustments. DDI rubric will be used to determine leader proficiency levels and progress.</p> <p>Person(s) Responsible: Leadership team members, teachers</p> <p>Resources Needed: district support personnel, DDI rubric</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of May, 100% of leaders will provide weekly feedback to ensure that 80% of teachers plan and deliver aligned lessons while incorporating high-level questioning and action step feedback, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment tools, lesson plans, and student data tracking.

District Actions: The DCSI and the Principal will conduct walk-throughs and collaborate on lesson delivery, questioning, and progress of individual teacher action steps.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers⁷⁸ utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of May, 100% of campus instructional leaders will monitor DDI sessions and observe reteach lessons to ensure that 80% of teachers will utilize student work analysis to adjust daily lessons and rehearse reteach plans to increase student outcomes, as evidenced by student data analysis, reteach scripts, and observational data.

District Actions: The district DSCI will ensure that the campus instructional leaders will receive on-going coaching of the DDI protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Ector County Independent School District
Ireland Elementary - TIP
2022-2023 Cycles/Essential Actions/Action Steps



80

Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Noe Ortiz
ESC Case Manager: Amber Harmon
ESC Region: 18

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	7
Cycle 3 - (Mar – May)	9
Cycle 4 - (Jun – Aug)	11

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building⁸² trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback) THEN campus instructional leaders can provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Desired 90-day Outcome: By the end of November, 100% of the campus instructional leadership team will communicate the cadence of observation feedback cycles, including priority instructional expectations and how support will be provided for action steps mastery, as evidenced by training agendas, campus data, and SchoolMint Grow. The instructional leadership team will use a checklist of "look fors" to measure student feedback during walkthroughs.

District Actions: The district's DCSI will use the previous Relay training and implementation to train the campus instructional leadership team on using the Get Better Faster Scope and Sequence to assign action steps and calibrate where teachers fall on the waterfall.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Scheduling & monitoring will be barriers during this cycle.	None	Prioritizing ILT (instructional leadership team) meetings will provide accountability for completing consistent observation feedback.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will conduct calibration sessions to ensure consistency and alignment in action steps assigned to teachers.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, Get, better fast waterfall, leadership calendar.</p> <p>Person(s) Responsible: campus leadership team</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus instructional leadership team will conduct classroom observations and utilize data to provide weekly bite-sized, measurable, and timely feedback to teachers.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow, leadership calendars</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: 83</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leadership team will meet bi-weekly to review observation data, discuss action step mastery, and identify campus trends to adjust coaching frequency and provide ongoing job-embedded professional development accordingly.</p> <p>Evidence Used to Determine Progress: SchoolMint Grow action items report, CILT agendas and minutes, PD agendas</p> <p>Person(s) Responsible: Campus instructional leadership team</p> <p>Resources Needed: Ongoing support from the district for professional development as needed.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery.

85

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback) THEN teachers can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of November, 100% of campus instructional leaders and teachers will complete detailed data analysis to determine campus, classroom, and individual student goals.

District Actions: The district DCSI will train the instructional leadership team on using the Leverage Leadership Weekly Data Meeting One Pager Protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Differentiating DDI processes when teacher capacity is varied amongst teams	None	CILT is continually providing support to ensure each team is gaining proficiency in DDI processes.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will support teachers in completing a thorough data analysis to determine campus, classroom, and individual student goals.</p> <p>Evidence Used to Determine Progress: Data Tracking Tools, goal sheets</p> <p>Person(s) Responsible: Teacher and CILT</p> <p>Resources Needed: Tutoring, Math STAAR Training at Region 18, Gretchen Bernabei STAAR Grammar Training, materials for literacy, math, and science parent nights</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 6, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership team will utilize data analysis to provide evidence-based feedback to teachers and evaluate the effectiveness of reteach plans.</p> <p>Evidence Used to Determine Progress: reteach plans, student data, SchoolMint Grow</p> <p>Person(s) Responsible: Teachers, CILT</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">86</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leadership team will attend DDI sessions and monitor teams to evaluate protocols and provide any additional training or support.</p> <p>Evidence Used to Determine Progress: DDI agendas, SchoolMint Grow, PD agendas</p> <p>Person(s) Responsible: CILT</p> <p>Resources Needed: none at this time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback) THEN campus instructional leaders can provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Desired 90-day Outcome: By the end of February, 100% of leaders will provide targeted feedback after classroom observations to ensure that 100% of teachers respond with precise feedback and incorporate high-level questioning during guided discourse, as evidenced by mastery of action steps in SchoolMint Grow reports and student data tracking.

District Actions: The DCSI and Principal will conduct walk-throughs to specifically focus and give feedback on high-level questioning.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery.

88

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback) THEN teachers can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of February, the instructional leadership team will monitor DDI sessions and observe reteach lessons to ensure that 80% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach for specific student gaps, as evidenced by student data analysis, classroom observation data, professional development agendas, and action step documentation.

District Actions: The district DCSI will observe and give feedback to the leadership team on the "Do It" portion of the DDI process.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Ireland campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Ireland Elementary instructional leaders and teachers will build trust with students through various means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunities for participation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus instructional leaders will conduct classroom observations and provide teachers with focused, actionable feedback. Based on trends in teacher observation data, the instructional leadership team will adjust coaching frequency and provide professional development monthly to meet their needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Leadership will share information to communicate priorities, building trust and culture through newsletters, school status, parent-teacher conferences, and math and literacy nights. The campus will engage in shared goal setting to ensure continuous growth for teachers and students.

Desired Annual Outcome: By the end of the 2022-2023 school year, leaders will provide 100% of teachers with ongoing job-embedded professional development and observation feedback cycles to support instruction by incorporating rigorous, meaningful student discourse, celebrating various perspectives, and soliciting and responding to student feedback.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback) THEN campus instructional leaders can provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Desired 90-day Outcome: By the end of May, 100% of leaders will provide targeted feedback after classroom observations to ensure that 100% of teachers respond with precise feedback and intentional questioning during rigorous, student-led discourse, as evidenced by mastery of action steps in SchoolMint Grow reports and student data tracking.

District Actions: The DCSI will conduct walk-throughs with the Principal to calibrate on targeted feedback given to the teachers.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: The campus instructional team worked diligently to support teachers in data-driven instructional processes, which yielded exponential growth in student outcomes. Supporting teachers in analyzing student work and assessments will allow the campus to refine its process of intentional decision-making. This will facilitate building teacher capacity in purposefully adjusting instruction to address gaps and student misconceptions.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District members will provide ongoing training and support as needed to ensure all campus leadership builds efficiency in DDI processes. The campus leadership team will model and support teachers in all DDI protocols and complete follow-up observations to determine the effectiveness of instructional adjustments. Teachers will create data sheets to identify gaps in student learning for the reteach and reassessment process.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will celebrate student and teacher growth to create a culture of improvement. Teachers will hold goal-setting conferences with students and communicate expectations for tracking their individual progress in data binders. Parent-teacher conferences will be held to review progress and goals.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders and teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends and root causes for student misunderstanding, and create plans for instructional adjustments including rehearsing delivery.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback) THEN teachers can utilize a corrective instructions action planning process individually and in PLCs to analyze student work, identify trends n student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustment.

Desired 90-day Outcome: By the end of May, the instructional leadership team will monitor DDI sessions and observe reteach lessons to ensure that 100% of teachers effectively utilize student work analysis to adjust daily lessons and create reteach closing identified student gaps, as evidenced by student data analysis, classroom observation data, professional development agendas, and action step documentation.

District Actions: The DCSI will observe and give feedback to the leadership team on the DDI process during PLC's.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Ector County Independent School District
Sam Houston Elementary - TIP
2022-2023 Cycles/Essential Actions/Action Steps



92

Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Crystal Marquez
ESC Case Manager: Marcus Lopez
ESC Region: 18

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	7
Cycle 3 - (Mar – May)	12
Cycle 4 - (Jun – Aug)	14

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers. 94

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys.

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By the end of November, 100% of teachers are receiving coaching/feedback during PLCs on the implementation of student engagement strategies and the use of collaborative structures by CLT using the Sam Houston TTESS rubric.

District Actions: The District will support the campus by providing the administrators' calibration training on TTESS and the DCSI will complete calibration walks on campus with administrators.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Although 100% of the teachers are receiving feedback on the implementation of student engagement strategies, we have yet to achieve the 100% in coaching all teachers. Due to the training being scheduled in mid-October, we are still trying to implement what we have learned in the training.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Time constraints due to other meetings, training, and unexpected situations on campus.	None	This will prioritize instructional walkthroughs and observation/feedback meetings on all CLT schedules.
New MCL has limited coaching experience.	None	The Principal will model effective coaching strategies.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will create observation/feedback schedules and will engage in calibration activities using the TTESS rubric. The DCSI will calibrate with administrators once per quarter.</p> <p>Evidence Used to Determine Progress: Observation feedback schedule for the Campus Leadership Team, calibration meeting notes, Sam Houston Calibration Plan for 2022-2023, Observation/feedback notes</p> <p>Person(s) Responsible: Campus Principal, MCLs and DCSI</p> <p>Resources Needed: Calendars, classroom schedules, TTESS rubric, School Mint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The campus leadership team will continue to calibrate the walkthroughs with a focus on the rigor of the lesson and student engagement.</p>
Step 2 Details	Reviews 95
<p>Action Step 2: Campus Teachers will receive training in research-based teaching strategies that promote high student engagement and collaboration and begin implementation.</p> <p>Evidence Used to Determine Progress: Training agenda, PLC agendas, lesson plans, walkthroughs</p> <p>Person(s) Responsible: Campus Leadership Team and Teachers</p> <p>Resources Needed: Funding for Lead4ward training</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: November 18, 2022</p> <p>Funding Sources: Kagan Publisher - 6200-Professional and contracted services - \$5,000, Lead4ward - 6200-Professional and contracted services - \$4,500</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The teachers will implement new learning from Lead4ward, with the CLT providing support and coaching /feedback through walkthroughs.</p>

Step 3 Details	Reviews
<p>Action Step 3: The Principal will provide coaching to Multi-Classroom Leaders (MCLs) bi-weekly on the use of observation/feedback protocols.</p> <p>Evidence Used to Determine Progress: Meeting agendas and notes</p> <p>Person(s) Responsible: Principal and MCLs</p> <p>Resources Needed: Calendars, School Mint platform</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The next steps would be to continue meeting on a bi-weekly basis, the priority of these meetings needs to be set in the calendar around principal meetings and MCL training.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process.

The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By the end of November 2022, 100% of the Campus Leadership Team will be trained in the campus DDI protocols and student data tracking process.

District Actions: The District will provide ongoing support in the PLC process and protocols. The DCSI will provide feedback on the PLC process.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus administration and MCLs were trained in both August and September. The follow-up training offered a deeper dive into know/show charts. In October the CLT trained teachers on how to utilize the Lead4ward tools in their PLC and data disaggregation sessions.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
New teachers and new MCL on campus. Differentiating for veteran teachers.	None	The MCLs will model and coach team members to proficiency in the DDI process.

Step 1 Details	Reviews
<p>Action Step 1: MCLs will be trained in using the See It, Name It, Do It protocol and Know/Show charts for backward planning.</p> <p>Evidence Used to Determine Progress: PLC agendas and minutes</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Resources Needed: School Mint, DDI protocols, Know/Show charts, assessment calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 19, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next steps are for teachers to identify the instructional gaps and plan reteaching strategies and instruction.</p>
Step 2 Details	Reviews
<p>Action Step 2: Classroom teachers will be trained in the implementation of student leadership binders and tracking tools.</p> <p>Evidence Used to Determine Progress: Online student leadership binders for grades 3 - 5, leadership binders for grades K-2, completed data tracking tools in binders</p> <p>Person(s) Responsible: Classroom teachers</p> <p>Resources Needed: Binders, online Google binders, tracking tools for MAP, Istation, Short Cycle assessments</p> <p>Goal setting handouts, previous years' data for MAP, STAAR, and Istation</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Student data tracking will continue through the student leadership portfolio. The campus action team will begin visiting classrooms to ensure this is implemented with fidelity.</p> <p style="text-align: right;">98</p>
Step 3 Details	Reviews
<p>Action Step 3: Hire a part-time extra duty pay tutor to serve students identified in focus groups.</p> <p>Evidence Used to Determine Progress: Tutor recommendation to HR, tutor intervention schedule</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: extra duty pay funds, MAP and Istation data to select student groups</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p> <p>Funding Sources: Extra duty pay - 6100-Payroll - \$18,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The tutor works with 4 groups of students in ELA (2 fourth-grade groups and 2 first-grade groups). The next step would be to monitor and track the progress of the student groups.</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys. 99

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By the end of February 2023, 70% of Sam Houston teachers will provide students with learning experiences that include research-based teaching strategies for high engagement and critical thinking opportunities proficiently as measured by the TTESS rubric.

District Actions: The DCSI will continue to complete calibration walks with administrators.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
50% of Sam Houston staff are new teachers and may not be proficient by this time.		

Step 1 Details	Reviews
<p>Action Step 1: The CLT will continue to conduct walkthroughs with a focus on student engagement and the rigor of the lesson as evidenced using the Sam Houston Walkthrough Form.</p> <p>Evidence Used to Determine Progress: The trends identified through the walkthrough form</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: Sam Houston's Walkthrough form, Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership will provide coaching, feedback, and implementation support for classroom teachers.</p> <p>Evidence Used to Determine Progress: Quick feedback in School Mint.</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Resources Needed: Time, School Mint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The principal and assistant principal will attend at least one coaching session per month with the MCL and grade-level teacher. Feedback will be given to MCL to improve coaching strategies.</p> <p>Evidence Used to Determine Progress: Observation and feedback form</p> <p>Person(s) Responsible: Campus administration</p> <p>Resources Needed: Observation and feedback form, time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

100

Step 4 Details	Reviews
<p>Action Step 4: 5 teachers and 2 administrators will be sent to Ron Clark Academy to learn other ways to develop student engagement during classroom instruction. The teachers and administrators will come back to campus to share what they have learned with the rest of the staff.</p> <p>Evidence Used to Determine Progress: presentation to the staff</p> <p>Person(s) Responsible: campus admin and 5 teachers attending</p> <p>Resources Needed: money for the trip</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 8, 2022 - Frequency: One Time - Evidence Collection Date: January 30, 2023</p> <p>Funding Sources: school visit to Ron Clark Academy - 6400-Other operating costs - \$13,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process. The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement. ¹⁰²

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By February 2023, 80% of classroom teachers will use DDI protocols in PLCs with fidelity in correlation with the campus assessment calendar, including their plan for reteaching.

District Actions: The District will provide ongoing support in the PLC process and protocols. The DCSI will provide feedback on the PLC process

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: During PLC, teachers will identify the instructional gap for all level students and identify the reteaching strategies needing to be used.</p> <p>Evidence Used to Determine Progress: Reteach plans, PLC minutes</p> <p>Person(s) Responsible: classroom teacher</p> <p>Resources Needed: Weekly Data Disaggregation log</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus action team will be visiting classrooms to provide support and ensure the student portfolios are implemented and maintained with fidelity.</p> <p>Evidence Used to Determine Progress: progress report from the action team</p> <p>Person(s) Responsible: campus administration and action team</p> <p>Resources Needed: Student portfolio and student exemplar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Using the campus DDI protocol and analyzing the student progress from the CBA, students will be identified to receive after-school tutoring starting in January.</p> <p>Evidence Used to Determine Progress: Tutoring student list, PLC min, CBA data</p> <p>Person(s) Responsible: teachers and CLT</p> <p>Resources Needed: money for tutoring</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: - Evidence Collection Date: April 21, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys. ¹⁰⁴

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include research-based teaching strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations.

District Actions: The DCSI will continue to conduct calibration walks with campus administrators.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers will default to focusing on test-taking strategies as the state assessment nears.		

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process. The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement. ¹⁰⁵

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

District Actions: The District/DCSI will provide MCLs monthly training on the DDI process.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:



BOARD OF TRUSTEES

SUBJECT: Consent Agenda

PRESENTED BY: Dr. Scott R. Muri

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.



REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

November 08, 2022 – Board Workshop Meeting
November 15, 2022 – Regular Board Meeting

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., NOVEMBER 11, 2022, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Carol Gregg
Tammy Hawkins
Dennis Jones
Dr. Donna Smith
Christopher Stanley

Absent:

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Keeley Boyer, Dr. Lilia Náñez, Deborah Ottmers, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, Ashley Osborne, Jason Osborne, Tracey Borchardt, Cortney Smith, Brandon Reyes, Chelsea Reyes, Julia Willett-Weekly, Ryan Merritt, Becky Rhodes, Lauren Tavarez, Staci Ashley, Cindy Retana, Kelly Stansell, Reyes Hernandez, Heather Lovett, Ruth Campbell, Monica McDaniel, Mary Franco

26116 **Meeting Called to Order:** Dr. Steve Brown, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

26117 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting:** Board President Dr. Steve Brown, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

26118 **Opening Remarks by Superintendent:** In his opening remarks, Superintendent Dr. Scott Muri took a moment to talk about Election Day. He said he enjoyed seeing people in the audience wearing “I Voted” stickers, and he said education is always on the ballot, as many of our elected officials determine education policy and law. He thanked everyone for voting.

Public Comment: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board’s procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

Board Policy

26119 **Discussion of Revisions to Board Policy FFAC (LOCAL): Wellness and Health Services: Medical Treatment:** Associate Superintendent of Human Capital, Operations and Athletics Anthony Sorola, Ed. D. and Associate Superintendent of Student and School Support Alicia Syverson presented this item for discussion. The suggested revision will authorize a registered nurse or other designated and trained district employee to store and administer opioid antagonist medication, known as NARCAN, in the case of an overdose on school property. Currently, only ECISD police officers are the only district employees authorized and trained to administer this type of medication.

No action required.

Report/Discussion Items

26120 **Strategic Plan Quarterly Board Update:** Associate Superintendent of Student and School Support Alicia Syverson opened this item for discussion. This presentation focused on three specific projects: 1) National Board Certification, 2) Trusted Learning Environment Seal, and 3) Long-Range Facilities Master Plan.

First, National Board Certification is considered the gold standard for teacher certification. More than a decade of research shows students taught by National Board teachers learn more than those taught by non-board-certified peers. Board-certified teachers automatically qualify for the Recognized level of Teacher Incentive Allotment (TIA) pay. There are now 130 ECISD teachers pursuing National Board Certification; these candidates have access to a variety of supports and resources including an in-house program coordinator, mentors/coaches and more. The support totals about \$5,000 per candidate and comes from a grant from the Permian Strategic Partnership.

Second, Trusted Learning Environment Seal is the Nation's only privacy framework designed specifically for school systems, and only 21 districts nation-wide currently have it. With more school districts becoming the target of cybersecurity attacks, it is critical to have the highest level of security. ECISD handles personal and financial information for staff, students, parents, and vendors every day. To earn the TLE Seal evidence in 105 categories is required. ECISD has focused efforts on technical upgrades to increase safety and security; education of students and staff on secure practices; improve processes involving student and staff data; transparency of data processes with the community; and third-party audits of network to identify weaknesses. The target completion date is June 2024 and currently about 90% of the work has been completed.

Third, Long-Range Facilities Master Plan gives school district leaders a road map for making decisions about the district's facility needs. A comprehensive facilities study was conducted in 2017 assessing every building/facility; a demographic study of Odessa and Ector County is currently underway showing where students live, where the community is growing, and more; and a Bond

Committee is in the process of being created to review both reports and make recommendations to the school board. As it stands now, this committee will meet from January to May to make recommendations for a bond election in November 2023. A successful campaign will mean improved and/or new facilities for the students of ECISD.

No action required.

- 26121** **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (Discipline of Student) School Children; Disciplinary Matter or Complaint – Section 551.082 of the Texas Government Code (Board will deliberate the discipline of a public school child.) Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board’s Attorney Regarding all Matters as Authorized by Law.]:**

Board President Dr. Steve Brown convened the Board of Trustees to closed session at 6:49 p.m.

Board President Dr. Steve Brown reconvened the Board of Trustees to closed session at 7:16 p.m.

- 26122** **Closing Remarks by Superintendent:** There were no closing remarks.

- 26123** **Adjournment:** Dr. Steve Brown, Board President, adjourned the Board meeting at 7:16 p.m.

Board President
Dr. Steve Brown

Board Secretary
Christopher Stanley

AT A REGULAR MEETING AND PUBLIC HEARING ON APPLICATIONS FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, SUBMITTED BY DG PENWELL NORTH, LLC, NO.1815, AND OPHELIA SOLAR, LLC, NO. 1816 OF THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT WILL BE HELD NOVEMBER 15, 2022, BEGINNING AT 6:00 P.M. IN THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, WITH THE FOLLOWING MEMBERS:

Present:

Delma Abalos
Dr. Steve Brown
Carol Gregg
Tammy Hawkins
Dennis Jones
Christopher Stanley

Absent:

Dr. Donna C. Smith

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Nanez, Deborah Ottmers, Dr. Keeley Boyer, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Mike Atkins, Noe Ortiz, Celeste Potter, Gary Potter, Jesus Valeriano, Andrea Martin, Christina Escobar, Gabbie Velasquez, Marissa Molina, Adonica Galindo, Lisa Wyman, Anthony Garcia, Robert Cedillo, Tracey Borchardt, Brandon Reyes, Chelsea Reyes, Mauricio Marquez, Heather Lovett, Fred Stormer, Chris Grammer, Rebecca Rhodes, Crissy Preslar, Ariana Martin, Leesa Harrington, Chris Harrington, Jessica Gore, Leslie Wilson, Aaron Hawley, Sara Moore, Clay Moore, Chas Wigington, Christie Cranfill, Megan Powell, Elton Powell, Jason Garewal, Juliette Farris, Vanessa Brewer, Reyes Hernandez, Tim Brewer, Ruth Campbell, Monica McDaniel, Mary Franco

26124 **Meeting Called to Order:** Dr. Steve Brown, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

26125 **Verification of Compliance with Open Meeting Law:** Dr. Steve Brown, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

26126 **Pledge of Allegiance to United States and Texas Flags:** The United States and Texas flag pledges were led by Ireland Elementary Students Luis Esparza and Maximum Munoz.

26127 **Invocation:** The Invocation was led by Missions Pastor Chris Harrington, Immanuel Baptist Church.

26128 **Special Presentations:**

Announcement of TAEA District Distinction Award: Chief Communications Officer Mike Adkins presented Fine Arts Executive Director Dr. Aaron Hawley along with our Visual Arts Teachers¹¹² with the Texas Art Education Association District of Distinction Award.

Announcement of School Nurses Named to Permian Basin Great 25 Nurses: Permian Basin Great 25 Nurses is an organization that recognizes extraordinary nurses across West Texas. Nurses from 19 Counties are eligible for nomination. The following SIX Ector County ISD Nurses are among those selected for this honor:

Janice Tinney, MSN, RN – Janice is the nurse at Sam Houston Elementary. She has more than 40 years of experience in nursing, with the last three years in ECISD.

Crissy Preslar, R.N. – Crissy is the nurse at Nimitz MS. She has been a nurse for 20 years, the last six years have been with ECISD.

Christie Cranfill, BSN, R.N. – Christie is the nurse at Jordan Elementary. She has been a nurse for 24 years, the last six years have been with ECISD.

Marissa Molina, R.N. – Marissa is the nurse at Odessa HS. She has been a nurse for 6 years, the last five years have been with ECISD.

Mari Lemus, BSN, R.N. – Mari is the nurse at Crockett MS. She has been a nurse for 7 years, the last four years have been with ECISD.

Nicole Jacobo, R.N. – Crissy is the nurse for Alamo Elementary, Austin Elementary, OCA and OCTECHS. She has been a nurse for 19 years, the last seventeen years have been with ECISD.

United Way Campaign Top Fundraisers: Communications Officer Mike Adkins introduced the following Top Fundraisers in ECISD’s United Way Campaign 2022:

- Department – Technology Services \$6,285.88
- Elementary – Gonzales Elementary, \$3,501.60
- Middle School – Crockett MS, \$4,672
- High School – Odessa HS, \$9,603

26129 **Opening Remarks by Superintendent:** In his opening comments, Superintendent Dr. Scott Muri called attention to our substitute teachers. Friday is National Substitute Educators Day, and our district is going to celebrate these valuable team members with a reception on Thursday night. ECISD currently has approximately 500 substitute teachers.

26130 **Public Comment:** Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board’s procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment. 113

Report/Discussion Items

26131 **Education Foundation Presentation**: President Elect for the Education Foundation Lisa Wyman updated the school board on the work of the Foundation and its plans for future support of ECISD. Ms. Wyman highlighted a few of the biggest Education Foundation projects through the years:

- Food 2 Kids, backpacks filled with nutrition food started in 2010, now has expanded to other food outreach programs
- Bookworms involves volunteer readers; more than \$540,000 invested (including purchase of 38 book vending machines), and over 6,700 students/month impacted
- \$1,000 incentive to ECISD's two teachers of the year
- Provide partial funding for the district's grant writer
- Support for AVID from its inception in ECISD with more than \$1 million invested
- \$750,000 in student scholarships
- More than 930 teacher grants have been funded, worth \$2.7 million
- Contributed to AP/IB programs, Innovation Department, Career & Technical Education, teacher training, and data research

The Foundation's future plans are to focus on grants for innovative initiatives that can be scaled widely; celebrate educators for their work; and continue collaborative efforts with the community. There are also plans for an Inspiration Station, a mobile community outreach vehicle. The Education Foundation is a 501(c)(3) nonprofit organization whose mission is to create opportunities for education in Ector County ISD. Their vision is that every student in ECISD will be school-ready, college-ready, work-ready...WORLD-READY!

No action required.

Public Hearing

26132 **Public Hearing on Applications for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code, submitted by DG Penwell North, LLC, No. 1815 and Ophelia Solar, LLC, No. 1816:**

Trustees held a public hearing on Applications for Appraised Value Limitation on qualified property, pursuant to Chapter 313 of the Texas Tax Code, submitted by DG Penwell North, LLC, No. 1815 and Ophelia Solar, LLC, No. 1816. Representatives from both DG Penwell North and Ophelia Solar provided brief updates.

Immediately following the presentation, Board President Dr. Steve Brown declared the Public Hearing on Applications for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code, submitted by DG Penwell North, LLC, No. 1815 and Ophelia Solar, LLC, No. 1816, **open**.

There was no public comment.

Board President Dr. Steve Brown declared the Public Hearing on Applications for Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code, submitted by DG Penwell North, LLC, No. 1815 and Ophelia Solar, LLC, No. 1816, **closed**.

No action required.

26133 **Presentation on Resolutions Adopting Findings of Fact and Approving the following Applications:**

- DG Penwell North, LLC, No. 1815
- Ophelia Solar, LLC, No. 1816

Trustees heard a presentation on the Findings of Fact for DG Penwell North, LLC, No. 1815 and Ophelia Solar, LLC, No.1816.

No action required.

26134 **Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of DG Penwell North, LLC for Appraised Value Limitation on Qualified Property, No. 1815, Pursuant to Chapter 313 of the Texas Tax Code and Other Action Incident Thereto:**

Moved by Stanley, seconded by Hawkins that the Board approve the Resolution, as presented, Adopting Findings of Fact and Approving the Application of DG Penwell North, LLC for an Appraised Value Limitation on Qualified Property, that such Resolution and Findings, as presented, be executed by the Board President Dr. Steve Brown and made a part of the Minutes of this meeting, and that the Application of DG Penwell North, LLC be approved, all in accordance with Chapter 313 of the Texas Tax Code.

Motion unanimously approved.

26135 **Discussion and Possible Action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with DG Penwell North, LLC No. 1815:**

Moved by Stanley, seconded by Gregg that the Board approve the Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with DG Penwell North, LLC pursuant to Chapter 313 of Texas Tax Code, and authorize the Board President Dr. Steve Brown to execute the Agreement on the District's behalf, and direct the Superintendent to take such other action as may be required under Chapter 313 of the Texas Tax Code or the Comptroller's related rules.

Motion unanimously approved.

26136 **Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of Ophelia Solar, LLC for Appraised Value Limitation on Qualified Property, No. 1816, Pursuant to Chapter 313 of the Texas Tax Code and Other Action Incident Thereto:** Moved by Stanley, seconded by Hawkins that the Board approve the Resolution, as presented, Adopting Findings of Fact and Approving the Application of Ophelia Solar, LLC for an Appraised Value Limitation on Qualified Property, that such Resolution and Findings, as presented, be executed by the Board President Dr. Steve Brown and made a part of the Minutes of this meeting, and that the Application of Ophelia Solar, LLC be approved, all in accordance with Chapter 313 of the Texas Tax Code.

Motion unanimously approved.

26137 **Discussion and Possible Action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with Ophelia Solar, LLC No. 1816:** Moved by Stanley, seconded by Gregg that the Board approve the Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with Ophelia Solar, LLC pursuant to Chapter 313 of Texas Tax Code, and authorize the Board President Dr. Steve Brown to execute the Agreement on the District's behalf, and direct the Superintendent to take such other action as may be required under Chapter 313 of the Texas Tax Code or the Comptroller's related rules.

Motion unanimously approved.

Board Policy

26138 **Discussion of and Request for Approval of Revisions to Board Policy FFAC (LOCAL): Wellness and Health Services: Medical Treatment:** Moved by Abalos, seconded by Gregg to approve the Revisions to Board Policy FFAC (LOCAL): Wellness and Health Services: Medical Treatment as presented.

Motion unanimously approved.

Action Items

26139 **Discussion of and Request for Approval of the Annual Financial Report:** Moved by Jones, seconded by Gregg to approve the Annual Financial Report as presented.

Motion unanimously approved.

26140 **Discussion of and Request for Approval of Purchases over \$50,000:** Moved by Hawkins, seconded by Stanley to approve the Purchases over \$50,000 as presented.

Motion unanimously approved.

26141 **Discussion of and Request for Approval of West Texas National Bank Funds Investment:** Moved by Jones, seconded by Stanley to approve the West Texas National Bank Funds as presented.

Motion unanimously approved.

26142 **Discussion of and Request for Approval of Purchasing COOP:** Moved by Gregg, seconded by Stanley to approve the Purchasing COOP as presented.

Motion unanimously approved.

26143 **Consent Agenda:** Moved by Gregg, seconded by Hawkins to approve Consent Agenda as presented.

- A. Request for Approval of Minutes of Meetings
- B. Request for Approval of Bills for Payment
- C. Request for Approval of Acceptance of Donations Over \$10,000
- D. Request for Approval of Quarterly Investment Report
- E. Request for Approval of Walsh, Gallegos, Treviño, Russo & Kyle P.C. Special Education Legal Services Retainer Agreement for Ector County ISD
- F. Request for Approval of Additional 2022-2023 T-TESS Appraisers
- G. Request for Approval of Data Sharing Agreement between Hanover Research and Ector County Independent School District
- H. Request for Approval of Amending Authorized Investment Representatives

Motion unanimously approved.

26144 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District; or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the hiring of Executive Director of Accountability); and (The Board of Trustees will Consider Superintendent's Recommendation to Terminate Employment Contract of Megan Powell). Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:**

Board President Dr. Steve Brown convened the Board of Trustees to closed session at 7:44 p.m.

Board President Dr. Steve Brown reconvened the Board of Trustees to closed session at 8:22 p.m.

26102 **Discussion of and Request for Approval of Recommendation for the Executive Director of Accountability:** Moved by Stanley, seconded by Hawkins to approve Dr. Jessica Gore as the Executive Director of Accountability as presented.

For:	Against:
Brown	Abalos
Hawkins	Gregg
Jones	
Stanley	

Motion passed.

26102 **Discussion of and Request for Approval to Accept Superintendent's Recommendation to Terminate Employment Contract of Megan Powell:**
Moved by Stanley, seconded by Hawkins to accept Superintendent's Recommendation to Terminate Employment Contract of Megan Powell as presented.

For:	Abstained:
Abalos	Jones
Brown	
Gregg	
Hawkins	
Stanley	

Motion passed.

26113 **Information Items:** The Board of Trustees were provided with the following information items: Financials, Purchasing Report, and Routine Personnel Report.

26114 **Closing Remarks by the Superintendent:** There were no closing remarks.

26115 **Adjournment:** Board President Dr. Steve Brown adjourned the Board meeting at 8:24 p.m.

Board President
Dr. Steve Brown

Board Secretary
Christopher Stanley



REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 11/10/2022 to 12/07/2022

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	\$ <u>11,409,746.04</u>

APPROVED: _____

DATE: _____

**ECTOR COUNTY ISD
CHECK REGISTER
11/10/2022 - 12/07/2022**

DATE	PAYEE	AMOUNT
11/16	4IMPRINT INC	\$ 1,211.47
11/16	ACADEMIC LEARNING COMPANY LLC	2,309.45
11/16	ALL ABOARD AMERICA!	34,134.80
11/16	ALL ABOUT HEARING	550.00
11/16	ALL ABOUT HEARING	2,100.00
11/16	AMERIPRIDE SERVICES INC.	1,311.11
11/16	B-LINE FILTER & SUPPLY INC	6,336.86
11/16	BUCK'S WHEEL & EQUIPMENT COMPANY	1,386.75
11/16	CAROLINA BIOLOGICAL SUPPLY CO	292.89
11/16	DANCE SOPHISTICATES INC	95.00
11/16	DEMCO INC	193.57
11/16	DIAMOND BUSINESS SERVICES INC	4,343.07
11/16	GRAPHIC SOLUTIONS GROUP	1,173.26
11/16	NO TEARS LEARNING INC.	1,568.75
11/16	HENRY SCHEIN INC	5,121.00
11/16	J W PEPPER & SON INC	744.49
11/16	JUNIOR LIBRARY GUILD	4,855.70
11/16	LAKESHORE LEARNING MATERIALS	61.73
11/16	LAWSON PRODUCTS INC	647.73
11/16	MARK'S PLUMBING PARTS	1,513.68
11/16	MSC INDUSTRIAL SUPPLY CO.	190.32
11/16	ODESSA COLLEGE	344,280.32
11/16	ODESSA WINLECTRIC	150.69
11/16	O REILLY AUTO ENTERPRISES LLC	733.55
11/16	ORIENTAL TRADING COMPANY INC	1,523.34
11/16	SHANNON D GAYLOR	260.00
11/16	POSITIVE PROMOTIONS	147.16
11/16	REALLY GOOD STUFF LLC	3,560.54
11/16	REGION 13 EDUCATION SERVICE CENTER	5,500.00
11/16	RENAISSANCE LEARNING INC	14,778.73
11/16	SCHOLASTIC BOOK CLUB	917.23
11/16	SCHOLASTIC BOOK FAIRS	3,687.80
11/16	SCHOLASTIC BOOK FAIRS	2,171.49
11/16	SCHOLASTIC BOOK FAIR INC.	4,093.31
11/16	SCHOLASTIC INC	957.75
11/16	SCHOLASTIC INC	1,092.06
11/16	SCHOOL DATEBOOKS INC	235.49
11/16	SCHOOL NURSE SUPPLY INC	633.52
11/16	SECURED DOCUMENT SHREDDING INC	784.00
11/16	SIMS PLASTIC INC	268.28
11/16	SUPER DUPER PUBLICATIONS	244.80
11/16	PARK PLACE PULBICATION LP	64.00
11/16	THE BOSWORTH LTD	257,000.00
11/16	VWR INTERNATIONAL LLC (WARD'S SCIENCE)	204.96
11/16	WEST MUSIC CO	334.12

11/16	BROADWAY MOTORS INC	616.85
11/16	FOLLETT SCHOOL SOLUTIONS INC	3,299.17
11/16	NAPA AUTO PARTS	810.22
11/16	BARNES & NOBLE INC.	298.98
11/16	DESTINATION IMAGINATION INC.	110.00
11/16	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	2,032.98
11/16	SCHOOL SPECIALTY LLC	428.21
11/16	SCHOOL SPECIALTY LLC	3,278.11
11/16	LEXIA LEARNING SYSTEMS LLC	11,900.00
11/17	AMERICAN SALES AND SERVICE INC	648.00
11/17	BSN SPORTS, INC DBA US GAMES	283.56
11/17	DIAMOND BUSINESS SERVICES INC	45,115.11
11/17	EDUCATION ADVANCED INC.	20,000.00
11/17	FLINN SCIENTIFIC INC	829.80
11/17	ORIENTAL TRADING COMPANY INC	165.75
11/17	POSITIVE PROMOTIONS	658.68
11/17	PRECISION BUSINESS MACHINES	359.69
11/17	SECURED DOCUMENT SHREDDING INC	128.00
11/17	PARK PLACE PULBICATION LP	199.00
11/17	ULINE INC.	1,330.53
11/30	AMERIPRIDE SERVICES INC.	2,458.64
11/30	B-LINE FILTER & SUPPLY INC	925.57
11/30	CEV MULTIMEDIA	1,000.00
11/30	CMC BUSINESS SYSTEMS INC	1,174.83
11/30	DEMCO INC	141.94
11/30	DIAMOND BUSINESS SERVICES INC	1,210.55
11/30	FLAGHOUSE INC	1,206.46
11/30	FLINN SCIENTIFIC INC	174.30
11/30	GANDY INK	911.86
11/30	J W PEPPER & SON INC	82.50
11/30	KELLY-MOORE PAINT	329.98
11/30	LAKESHORE LEARNING MATERIALS	25,999.49
11/30	LAWSON PRODUCTS INC	1,419.33
11/30	MARK'S PLUMBING PARTS	5,019.00
11/30	PLANK ROAD PUBLISHING INC	182.25
11/30	ODESSA COLLEGE	1,950.00
11/30	ODESSA WINLECTRIC	6,638.21
11/30	O REILLY AUTO ENTERPRISES LLC	554.97
11/30	ORIENTAL TRADING COMPANY INC	559.42
11/30	POSITIVE PROMOTIONS	305.85
11/30	SCHOLASTIC BOOK FAIRS	3,275.32
11/30	SECURED DOCUMENT SHREDDING INC	48.00
11/30	SOUTHPAW ENTERPRISES	395.00
11/30	TEACHER CREATED MATERIALS INC	21,164.60
11/30	THE BOSWORTH LTD	12,332.33
11/30	TRANE U.S. INC.	1,343.72
11/30	BROADWAY MOTORS INC	1,126.94
11/30	NAPA AUTO PARTS	442.59
11/30	SCARBOROUGH SPECIALTIES, INC	1,187.96
11/30	TRANSMISSION SERVICE & SUPPLY INC	5,346.71

11/30	SEIDLITZ EDUCATION, LLC	6,400.00
11/30	ROSETTA STONE LTD.	25,595.00
11/30	N J MALIN & ASSOCIATES LLC	454.00
11/30	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,794.33
11/30	SOUTHERN TIRE MART LLC	1,008.00
11/30	BEST CHOICE COFFEE SERVICES LLC	181.45
11/30	BEST CHOICE COFFEE SERVICES LLC	115.00
11/30	ESSENCE BOTTLING COMPANY OF TEXAS INC	5,027.40
11/30	A TEX RESTAURANT SUPPLY INC	240,184.95
12/2	4IMPRINT INC	3,865.30
12/2	ACE MART RESTAURANT SUPPLY CO	214,920.29
12/2	CMC BUSINESS SYSTEMS INC	930.35
12/2	DEMIDEC RESOURCES	888.00
12/2	DIAMOND BUSINESS SERVICES INC	5,584.35
12/2	FIRETROL PROTECTION SYSTEMS INC	742.51
12/2	GANDY INK	1,776.00
12/2	GRAPHIC SOLUTIONS GROUP	771.30
12/2	HARCOURT INDUSTRIES INC	277.70
12/2	HENRY SCHEIN INC	47.39
12/2	INDECO SALES INC	14,840.00
12/2	J W PEPPER & SON INC	533.99
12/2	PLANK ROAD PUBLISHING INC	226.55
12/2	NIMCO INC	245.37
12/2	ODESSA COLLEGE	206.71
12/2	O REILLY AUTO ENTERPRISES LLC	463.52
12/2	SCHOOL DATEBOOKS INC	448.50
12/2	SCHOOL MATE	385.00
12/2	SECURED DOCUMENT SHREDDING INC	32.00
12/2	SOLUTION TREE INC	2,127.00
12/2	TEXAS COMPUTER EDUCATION ASSOCIATION	349.00
12/2	TEACHER CREATED MATERIALS INC	8,500.00
12/2	WEST MUSIC CO	15.38
12/2	NAPA AUTO PARTS	20.85
12/2	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	865.98
12/2	HOPE KING TEACHING RESOURCES INC	5,391.00
12/2	SCHOOL SPECIALTY LLC	13,443.58
12/7	ALERT SERVICES INC	1,600.00
12/7	ALL ABOARD AMERICA!	30,898.13
12/7	BUCK'S WHEEL & EQUIPMENT COMPANY	850.62
12/7	CAROLINA BIOLOGICAL SUPPLY CO	80.57
12/7	CENTERS FOR CHILDREN & FAMILIES	2,250.00
12/7	CMC BUSINESS SYSTEMS INC	3,375.60
12/7	CONSOLIDATED ELECTRICAL DISTRIBUTORS	68.05
12/7	FLINN SCIENTIFIC INC	2,048.50
12/7	J TAYLOR EDUCATION	17,496.50
12/7	J W PEPPER & SON INC	421.99
12/7	JUNIOR LIBRARY GUILD	452.00
12/7	LAKESHORE LEARNING MATERIALS	4,007.27
12/7	LEGO BRAND RETAIL	6,303.90
12/7	LONE STAR SIGNS OF WEST TEXAS	300.00

12/7	LONE STAR SIGNS OF WEST TEXAS	2,111.25
12/7	LONE STAR SIGNS OF WEST TEXAS	150.00
12/7	LONE STAR SIGNS OF WEST TEXAS	300.00
12/7	NIMCO INC	397.06
12/7	AIM MEDIA TEXAS OPERATING LLC	50.60
12/7	O REILLY AUTO ENTERPRISES LLC	118.99
12/7	O REILLY AUTOMOTIVE STORES INC	440.08
12/7	ORIENTAL TRADING COMPANY INC	1,394.47
12/7	PRECISION BUSINESS MACHINES	653.45
12/7	SCHOLASTIC BOOK CLUB	1,382.70
12/7	SCHOLASTIC BOOK FAIRS	98.89
12/7	THE BOSWORTH LTD	323,000.00
12/7	TRANE U.S. INC.	3,873.79
12/7	VARSITY SPIRIT FASHION	16,612.50
12/7	WEISSMAN'S DESIGN FOR DANCE	9,125.70
12/7	WEST MUSIC CO	421.06
12/7	BROADWAY MOTORS INC	20,099.50
12/7	NAPA AUTO PARTS	968.03
12/7	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	77.44
12/7	ARAMARK UNIFORM & CAREER APPAREL GROUP INC.	1,210.94
12/7	CIRCLE P RANCH SUPPLY INC	263.78
12/7	BEST CHOICE COFFEE SERVICES LLC	64.00
12/7	ALAN LOWMAN	500.00
12/7	SCHOOL SPECIALTY LLC	99.40
12/7	PARALLAX INC	1,630.62
11/11	GRISELDA FLORES	494.27
11/11	MAGALY NIETO	176.00
11/14	FIGTREE TECHNOLOGIES INC.	950.00
11/15	WEST TEXAS EDUCATORS	2,897.50
11/16	RAQUEL ACOSTA	150.00
11/16	AARON ALEX MOLINA	22.56
11/16	AARON ESPINOZA	150.00
11/16	ABEL AVILA	191.00
11/16	ABEL MARTINEZ	150.00
11/16	ACCELERATION ACADEMIES	132,924.00
11/16	ALBERT J VALENCIA	357.50
11/16	ALBERT VALENCIA JR	789.00
11/16	LITHIA MOTORS SUPPORT SERVICES	38,372.00
11/16	AMANDA PADILLA	68.68
11/16	AMANDA PARSONS	192.00
11/16	AMAZON CAPITAL SERVICES	12,492.43
11/16	AMY PRICE	941.39
11/16	ANA INOCENCIO	150.00
11/16	ANA MIRANDA-CASTANOS	800.00
11/16	ANGELA AGUIRRE	69.63
11/16	ANH NGUYEN	44.81
11/16	ANNIE NELSON	263.25
11/16	ANTHONY GARCIA	26.00
11/16	ANTHONY SCOTT	75.94
11/16	ANTHONY SCOTT	127.32

11/16	ANTONIO ROSSINI	62.07
11/16	APPLE, INC	1,157.00
11/16	ARLENE DENNEY	528.12
11/16	ASHLEY SELLERS	42.88
11/16	AT&T	882.62
11/16	AT&T	9,069.22
11/16	AT&T	9,097.07
11/16	AT&T MOBILITY	57.29
11/16	ATHLETIC SUPPLY INC	1,851.00
11/16	ATMOS ENERGY	33,452.11
11/16	AUDIO ACOUSTICS HEARING CENTERS	675.00
11/16	AVERY MCWILLIAMS	86.19
11/16	DUSTIN RAY GREENLEE	264.00
11/16	BECKY QUIROZ	143.50
11/16	BECKY RAMIREZ	326.00
11/16	BETHANY IBARRA	64.14
11/16	BIG DADDY'S	2,398.75
11/16	BIMBO BAKERIES USA	4,999.32
11/16	BLAKE MCDONALD	21.00
11/16	DICK BLICK COMPANY	895.95
11/16	BRANDON MURRAY	250.00
11/16	BRAZOS DOOR & HARDWARE	6,195.00
11/16	BRITTANY CROWLEY	77.25
11/16	BRITTANY MOLINAR	33.81
11/16	BRUNSON FAMILY BBQ	1,064.31
11/16	SPARKLIGHT	144.56
11/16	SPARKLIGHT	483.06
11/16	CAVALLO ENERGY TEXAS LLC	107,994.26
11/16	CAVALLO ENERGY TEXAS LLC	184,471.61
11/16	CAVALLO ENERGY TEXAS LLC	133,570.20
11/16	CAVALLO ENERGY TEXAS LLC	135.57
11/16	CANDI HERNANDEZ	250.00
11/16	CARDIO PARTNERS INC	13,134.00
11/16	CATHERINE SHARP	941.39
11/16	CDW-G	15,660.16
11/16	CECILIA KELLAR	346.66
11/16	CECILIA NUNEZ	97.88
11/16	CECILIA VENEGAS	76.50
11/16	CELESTE POTTER	79.00
11/16	CHAD CROWSON	201.75
11/16	CHARLES AND LEZIEE CHURCHFIELD	9,702.00
11/16	NBCEC INC	3,285.51
11/16	CHRISTINA SIFUENTEZ	20.06
11/16	CHRISTINE MASON	2,828.57
11/16	CHRISTINE VAN SYOC	9.50
11/16	CHRISTY KENNEDY	139.25
11/16	CITY OF ODESSA WATER DEPT	188,116.59
11/16	CLARISA ARRAS	104.00
11/16	CLINT STOWE	170.26
11/16	CLINT STOWE	192.00

11/16	COCA-COLA SOUTHWEST BEVERAGES LLC	1,513.47
11/16	CRISTA MITCHEL	90.81
11/16	CRYSTAL DAY	20.00
11/16	CRYSTAL DAY	150.00
11/16	CULLIGAN WATER CONDITIONING OF WEST TEXAS	293.50
11/16	CURRICULUM ASSOCIATES INC	24,159.50
11/16	CURRICULUM ASSOCIATES INC	5,250.00
11/16	CUSTOM WHOLESALE SUPPLY INC	29.24
11/16	CYNTHIA CORRALEZ	150.00
11/16	CYNTHIA GONZALEZ	941.39
11/16	CYNTHIA MCNABB	781.85
11/16	CYNTHIA RETANA	33.00
11/16	DANIEL BUSTAMANTE	208.19
11/16	DARRYL WILLIAMS	19,750.00
11/16	DAVID CUPP	941.39
11/16	DEBORAH OTTMERS	926.37
11/16	DECOTY COFFEE COMPANY	767.50
11/16	DOMINO'S PIZZA	3,564.75
11/16	DONNA MARIA SEABROOKS	85.00
11/16	DS WATERS OF AMERICA INC	140.80
11/16	DS WATERS OF AMERICA INC	95.28
11/16	ECTOR COUNTY UTILITY DISTRICT	8,400.42
11/16	ECTOR COUNTY UTILITY DISTRICT	5,826.18
11/16	EDUCATION GALAXY LLC	4,607.50
11/16	ED PRICE	180.50
11/16	EFREN ZUNIGA	127.06
11/16	ELIZABETH MARJASON	75.13
11/16	ELSA ENRIQUEZ	95.94
11/16	ELSA VAZQUEZ	69.06
11/16	ENGINEER YOUR WORLD	1,500.00
11/16	ERIC ARMIN INC	405.45
11/16	ERIC CARRASCO	110.13
11/16	ERIKA NATIVIDAD	93.76
11/16	ESTELA VEJIL	237.00
11/16	EVA FRANKS	83.38
11/16	EVELINA QUINONEZ	941.39
11/16	FABIOLA SOTO	54.31
11/16	FERGUSON FACILITIES SUPPLY	1,713.60
11/16	FORDE-FERRIER EDUCATIONAL SERVICE	4,000.00
11/16	FRANCESCA FLORANCE	43.56
11/16	FRANCISCO GONZALEZ	150.00
11/16	PETTY CASH	1,612.56
11/16	G H DAIRY	38,185.84
11/16	GABRIELA BARRY	25.44
11/16	GARDENDALE WATER CO	241.00
11/16	GETA MITCHELL	979.39
11/16	GRAINGER	2,114.88
11/16	HARRISON WELCH	250.00
11/16	HAYDEE G. DAVILA	941.39
11/16	HEATHER DOLLOFF	196.87

11/16	HENLEY PRICE	51.00
11/16	HILBERTO OCHOA	193.75
11/16	IMAGE MATTERS INC.	776.00
11/16	IMAGE MATTERS INC.	1,209.00
11/16	INTERNATIONAL ASSURANCE	60,506.69
11/16	ITZANA ZAVALA	27.13
11/16	KEVIN D BALLARD INC	1,160.00
11/16	JACQUELINE CARRILLO	941.39
11/16	JAIME MILLER	88.00
11/16	JANA AVERY	55.88
11/16	JAYNE TILLERY	941.39
11/16	JEANETTE ORTIZ	150.00
11/16	JENNIFER MEILE	97.94
11/16	JENNY ALDEN	17.50
11/16	JESSICA DOMINGUEZ	88.00
11/16	JIEUN PANDO	180.00
11/16	JOE T MUNIZ	150.00
11/16	JOHN HUFFMAN	1,747.33
11/16	JOHNNA ROSSON	979.39
11/16	JOHNNY SALDIVAR	71.63
11/16	JOHNNY SALDIVAR	54.18
11/16	B L JONES	778.00
11/16	JOSEPH LUCAS	192.00
11/16	JUAN FUENTES	941.39
11/16	JUDITH CAWLEY	34.90
11/16	JULIA KELTON	583.13
11/16	JULIE SORUM	174.13
11/16	KARA ROSENBLATT	400.00
11/16	KARIME MELENDEZ	941.39
11/16	KARLA ROBLES	150.00
11/16	KAY'S EMBLEMS INC	497.00
11/16	KELLEY RABORN	941.39
11/16	KELLIE THOMAS	941.39
11/16	KELLIE WILKS	188.00
11/16	KENNEDI HERNANDEZ	64.00
11/16	KENT ADHESIVE PRODUCTS COMPANY - KAPCO	84.10
11/16	KENYA THOMAS	951.86
11/16	KIMBERLY CARRASCO	83.00
11/16	KIMBERLY WELLS	150.00
11/16	KRISTEN VESELY	276.00
11/16	KRISTI EICHER	308.38
11/16	KRISTIN WHITTENBURG	876.45
11/16	KRONOS INC.	8,250.00
11/16	L WALLACE CONSTRUCTION CO INC	606,537.95
11/16	L WALLACE CONSTRUCTION CO INC	459,176.32
11/16	LABATT FOOD SERVICE	106,951.00
11/16	LAURA SIKES	201.20
11/16	LAUREN TAVAREZ	88.00
11/16	LAUREN RODRIGUEZ	150.00
11/16	LIBERTY PAPER	37,548.00

11/16	LIBERTY PAPER	37,548.00
11/16	LILIA NANEZ	188.00
11/16	LINDA GONZALES	72.53
11/16	LINDSEY CAMERON	941.39
11/16	LISA WILLS	88.00
11/16	LIVESCHOOL INC	413.00
11/16	LORENZO R MASONSONG	39.19
11/16	LOWE'S	664.05
11/16	LUBER BROS INC.	2,726.72
11/16	LUCRETIA KING	150.00
11/16	LUNCH MONY INC	1,140.95
11/16	LUNCH MONY INC	124.37
11/16	LUZ MELENDEZ	136.07
11/16	LYNDA RHODES	28.00
11/16	LYNDSAY FREEMAN	50.56
11/16	MADD PRINTS	1,503.70
11/16	MAHIRA SALINAS	108.06
11/16	MANDY HINOJOS	188.00
11/16	MANUELA ESCAJEDA	173.13
11/16	MARIA COSTILLA	941.39
11/16	MARIA ZUBIATE	101.51
11/16	MARISSA LOPEZ	22.75
11/16	MARK BENNETT	574.17
11/16	MARK BENNETT	3,700.00
11/16	MARK ELLISOR	99.48
11/16	MARK GIBSON	200.00
11/16	MARY FRANCO	713.85
11/16	MATIAS PATINO	300.00
11/16	MAYRA R ALVAREZ	941.39
11/16	MEGAN WATTS-CHAPMAN	237.00
11/16	MICAELA GRENIER	500.00
11/16	MICAH ARROTT	88.00
11/16	MICAH PETTIGREW	36.00
11/16	MICHELLE MADRID	52.25
11/16	MIGUEL TORRES	158.75
11/16	MISTY HINER	29.13
11/16	MISTY STEWART	41.59
11/16	MONICA QUINTERO	319.98
11/16	MONIQUE NICHOLE SELLERS	32.00
11/16	MONK HOLDINGS LLC	298.00
11/16	MORGAN HANNON	150.00
11/16	N-TUNE MUSIC & SOUND INC	10,775.40
11/16	NASCO EDUCATION LLC	299.12
11/16	NATALIE FITZGERALD	237.00
11/16	NATALIE GUARA	35.88
11/16	NATALIE THOMS	48.63
11/16	NATHAN TODD	150.00
11/16	NATIONAL FORENSIC LEAGUE	749.00
11/16	NATIONAL TRAVEL SYSTEMS	3,373.71
11/16	NCS PEARSON INC	5,980.00

11/16	NETSYNC NETWORK SOLUTIONS	27,500.00
11/16	NICOLAS REYES	884.10
11/16	NIMBUS DRINKING WATER SYSTEMS	108.00
11/16	NIMBUS DRINKING WATER SYSTEMS	27.00
11/16	NOBUYUKI SHIRAISHI	141.13
11/16	NOBUYUKI SHIRAISHI	26.56
11/16	NOELIA JIMENEZ	789.00
11/16	NORA ISELA CRUZ	54.00
11/16	NWEA	13,000.00
11/16	ODESSA CHAMBER OF COMMERCE	1,400.00
11/16	ODESSA SIGN SOLUTION LLC	1,220.00
11/16	SWECO INC	19,580.70
11/16	OHS GRAPHIC DESIGN	90.00
11/16	OLMSTED-KIRK PAPER CO	22,546.21
11/16	PACY GOMEZ	300.00
11/16	PALA SUPPLY COMPANY INC	525.00
11/16	PATHWAYZ COMMUNICATIONS INC	4,792.51
11/16	PAULA DANNHEIM	88.00
11/16	LANA J PENLEY	4,000.00
11/16	PIRAINO CONSULTING, INC	4,062.95
11/16	PRESENCE LEARNING INC	6,576.75
11/16	RACHEL GALVAN	40.63
11/16	RACHEL ORONA	69.00
11/16	REBECCA RAMIREZ	69.00
11/16	REGION 18 EDUCATION SERVICE CENTER	8,425.00
11/16	RICARDO SANTIAGO	11.01
11/16	RICHARD VAN PELT	39.19
11/16	ROBERTS TRUCK CENTER OF TEXAS	323.15
11/16	ROBIN FAWCETT	789.00
11/16	ROCIO DAVILA	46.19
11/16	RONALD SHIELS	200.00
11/16	ROSA M DOMINGUEZ	49.00
11/16	ROSA PATINO	150.00
11/16	ROSALITA GARCIA	941.39
11/16	ROSEMARY VALADEZ	238.00
11/16	RUSSELL D. KING	1,763.30
11/16	RUSSELL SAILLER	150.00
11/16	RUTH ROSARIO BALTAZAR	190.19
11/16	SAM'S CLUB DIRECT	2,411.99
11/16	SAM'S CLUB DIRECT	49.92
11/16	SANDRA BANDA	789.00
11/16	SANDRA TALAVERA	82.92
11/16	SANDRA VALDERAZ	250.00
11/16	SASHA LONG	2,500.00
11/16	SCOTT MURI	466.31
11/16	SHEENA SALCIDO	23.31
11/16	SHERWIN WILLIAMS	1,855.61
11/16	SIRIA DUTCHOVER	33.13
11/16	SONIA CAMPOS	753.56
11/16	SONIA CAMPOS	44.25

11/16	SONIA ROCHA	61.50
11/16	SOUTHEASTERN PERFORMANCE	722.25
11/16	SOUTHEASTERN PERFORMANCE	121.00
11/16	SPIRIT MONKEY, LLC	2,567.85
11/16	STACI STEPHENS ASHLEY	237.00
11/16	STAR TECH GROUP	10,000.00
11/16	STEPHANIE HIGNOJOS	28.00
11/16	STEPHANIE WRIGHT	979.39
11/16	STEVEN FLORES	250.00
11/16	STONE TOWER GRAFIX	485.00
11/16	SUSAN TAYLOR	528.12
11/16	SYSCO USA, INC	3,888.00
11/16	TANIA HALL HAGOOD	244.97
11/16	TEXAS BOOK COMPANY	1,445.25
11/16	TERI MCLEOD	15.00
11/16	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	310.00
11/16	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	195.00
11/16	TEXAS SCHOOL PUBLIC RELATIONS ASSOCIATION INC	585.00
11/16	TEXAS COUNCIL OF ADMINISTRATORS OF	250.00
11/16	TEXAS DEPARTMENT OF PUBLIC SAFETY	358.00
11/16	TEXAS DEPARTMENT OF INFORMATION RESOURCES	395.48
11/16	TEA-CRT	1,610.00
11/16	THE MCCRELESS COMPANY	477.52
11/16	THEODORE MCDONALD	53.13
11/16	TTC SAFETY INC	700.00
11/16	TUXEDO CONNECT LLC	781.50
11/16	TYLER BUSINESS FORMS	2,553.29
11/16	UNITED PARCEL SERVICE INC	108.00
11/16	UNITED REFRIGERATION	84.80
11/16	UNIVERSITY OF NORTH TEXAS	500.00
11/16	VALERIA ZAMBRANO	97.75
11/16	VALERIE HELITON	47.00
11/16	VANESSA ALONZO	250.00
11/16	VANESSA G CASTRO	91.23
11/16	VANESSA G CASTRO	94.75
11/16	VANESSA SMITH BROWER	941.39
11/16	VANIA HERNANDEZ	528.12
11/16	VERIZON WIRELESS SERVICES LLC	3,881.21
11/16	VIKTORIA R HENDERSON	29.69
11/16	IMPERIAL BAG & PAPER LLC	484.48
11/16	WATSON TRUCK & SUPPLY	3,849.71
11/16	WEST TEXAS EDUCATORS	235,450.65
11/16	WESTERN-BRW PAPER CO INC	862.50
11/16	WHITLEY PENN LLP	29,690.00
11/16	WHITNEY CREEKMORE	86.38
11/16	WILLIAM KENT MCCORD	110.98
11/16	WILLIAM KENT MCCORD	1,226.33
11/16	XEROX CORPORATION	20,215.29
11/16	YOLANDA GORDON	237.00
11/16	YULISSA ROMERO	77.63

11/16	YVETTE MORALES	150.00
11/17	AMAZON CAPITAL SERVICES	60,726.22
11/17	CDW-G	221.25
11/17	CHARLES AND LEZIEE CHURCHFIELD	36,785.34
11/17	GOODSON SERVICE COMPANY	90.00
11/17	HOV SERVICES, INC.	498.98
11/17	SEAN PATTY	45.43
11/17	INK LION DESIGNS, LLC	388.83
11/17	KAY'S EMBLEMS INC	510.00
11/17	LEAD4WARD LLC	4,500.00
11/17	LOCKFAST LLC	307.80
11/17	LOCKFAST INC	205.20
11/17	N-TUNE MUSIC & SOUND INC	1,981.50
11/17	ODESSA SIGN SOLUTION LLC	135.00
11/17	SWECO INC	329.40
11/17	ELISHA PEASE PTA	7,051.50
11/17	OPAL BOOZ & ASSOC	1,536.05
11/17	PETROLEUM TRADERS CORPORATION	60,201.89
11/17	REGION 10 EDUCATION SERVICE CENTER	50.00
11/17	REGION 18 EDUCATION SERVICE CENTER	73,450.00
11/17	ROSAS CAFE / BOBBY COX Co.	76.98
11/17	STONE TOWER GRAFIX	235.00
11/17	SYSCO USA, INC	54,644.63
11/17	TATUM WOODSON	155.00
11/17	TNTP. INC.	24,495.00
11/17	UNIVERSITY OF VIRGINIA DARDEN SCHOOL FOUNDATION	8,500.00
11/18	TEXAS EDUCATION AGENCY MSC	14,362.25
11/28	WEST TEXAS EDUCATORS	3,039.50
11/30	304 HOTEL OPERATING, LLC	2,461.42
11/30	PIZZA HUT 35511	599.00
11/30	AIDE GARCIA	118.19
11/30	ALEJANDRA MOLINA ARMENDARIZ	216.81
11/30	ALICIA JOHNSON	28.75
11/30	ALICIA SYVERSON	145.94
11/30	ALISHA SLIDER	74.50
11/30	AMANDA PARSONS	160.19
11/30	AMANDA ROWAN	594.72
11/30	AMANDA ROWAN	339.72
11/30	AMANDA VESELY	92.63
11/30	AMAZON CAPITAL SERVICES	10,520.98
11/30	AMERICAN FAMILY LIFE & CANCER	60.40
11/30	AMERICAN FAMILY LIFE & CANCER	12.00
11/30	ANA LEE TARANGO	567.58
11/30	ANDREA VALERO	38.19
11/30	ANGELICA MORENO	852.00
11/30	ANTONIO R GONZALEZ	100.00
11/30	APRIL JOHNSON	123.94
11/30	ASSOCIATION OF TEXAS	2,237.34
11/30	AT&T MOBILITY	57.29
11/30	ATKINS HOLLMAN JONES PEACOCK	25,376.06

11/30	AUDIO ACOUSTICS HEARING CENTERS	1,390.00
11/30	AUSTIN TREVINO	1,391.00
11/30	DUSTIN RAY GREENLEE	240.00
11/30	BETSABE GONZALEZ SALCIDO	1,259.38
11/30	BIMBO BAKERIES USA	2,741.04
11/30	BLANCA ANAYA	43.44
11/30	DICK BLICK COMPANY	2,335.93
11/30	BLUE STAR BUS SALES LTD	758.85
11/30	THE BOOKSOURCE	1,123.50
11/30	BRAUN BEEF & CO INC	25,011.00
11/30	BRIANNA GARCIA	13.92
11/30	SPARKLIGHT	2,394.69
11/30	CAITLIN BOAL	35.37
11/30	CANDI HERNANDEZ	200.00
11/30	CANINE DEVELOPMENT GROUP INC	560.00
11/30	CAROLINA VASQUEZ	93.38
11/30	CARRIE BEYER	63.40
11/30	CDW-G	40,659.97
11/30	CDW-G	131.36
11/30	CECILIA NUNEZ	144.38
11/30	CECILIA VENEGAS	121.00
11/30	CELESTE POTTER	97.00
11/30	CHERALDIN CELIS	274.00
11/30	CHERE TONE	74.00
11/30	NBCEC INC	3,567.05
11/30	CHRIS STANLEY	39.62
11/30	CHRISTINA ACOSTA	222.00
11/30	CHRISTINA ACOSTA	3,430.32
11/30	CHRISTINE DOCKALL	30.38
11/30	CHRISTOPHER SOTO	100.00
11/30	CINDY S ALMANCE	161.00
11/30	CLAUDIA CALLEROS	53.59
11/30	CLAUDIA LOPEZ	517.09
11/30	COCA-COLA SOUTHWEST BEVERAGES LLC	113.00
11/30	CODEHS INC	4,500.00
11/30	COMMERCIAL FOOD SERVICE	147.78
11/30	CONNECTHUB.IO LLC	1,188.00
11/30	CORTNEY SMITH	767.00
11/30	CRISTINA FIGUEROA	23.05
11/30	CRYSTAL DAY	105.00
11/30	CRYSTAL PENA	9.00
11/30	CULLIGAN WATER CONDITIONING OF WEST TEXAS	165.50
11/30	CURRICULUM ASSOCIATES INC	13,861.25
11/30	DANNY WRIGHT	900.00
11/30	DAVID CUPP	68.50
11/30	DENISE DELOERA	255.00
11/30	DOMINO'S PIZZA	3,718.50
11/30	ECISD EDUCATION FOUNDATION	477.00
11/30	EDUCATION CAREER ALTERNATIVE PROGRAM, LTD	390.00
11/30	ELIZABETH GRAY	255.00

11/30	ELLEN SMITH	84.38
11/30	EMILEE TRAMMEL	852.00
11/30	ERIKA POCATERRA	933.34
11/30	EVELINA QUINONEZ	26.69
11/30	FAMILY & CONSUMER SCIENCES	26.00
11/30	FERGUSON FACILITIES SUPPLY	3,497.99
11/30	FIDENCIA GUTIERREZ	19.00
11/30	FIRST FINANCIAL ADMINISTRATORS	34,851.66
11/30	FIRST FINANCIAL ADMINISTRATORS	22,338.33
11/30	FIRST FINANCIAL ADMINISTRATORS	75,699.00
11/30	FIRST FINANCIAL ADMINISTRATORS	3,275.00
11/30	FIRST FINANCIAL ADMINISTRATORS	225.00
11/30	FIRST FINANCIAL ADMINISTRATORS	225.00
11/30	FIRST FINANCIAL ADMINISTRATORS	225.00
11/30	FIRST FINANCIAL ADMINISTRATORS	225.00
11/30	FIRST FINANCIAL ADMINISTRATORS	12,341.00
11/30	FIRST FINANCIAL ADMINISTRATORS	2,099.98
11/30	FIRST FINANCIAL ADMINISTRATORS	1,701.44
11/30	FIRST FINANCIAL ADMINISTRATORS	14,985.09
11/30	FIRST FINANCIAL ADMINISTRATORS	10,218.75
11/30	FIRST FINANCIAL ADMINISTRATORS	7,268.66
11/30	FIRST FINANCIAL ADMINISTRATORS	5,069.91
11/30	FIRST FINANCIAL ADMINISTRATORS	4,095.15
11/30	FIRST FINANCIAL ADMINISTRATORS	87,768.96
11/30	FIRST FINANCIAL ADMINISTRATORS	28,662.65
11/30	FIRST FINANCIAL ADMINISTRATORS	11,237.92
11/30	FIRST FINANCIAL ADMINISTRATORS	125,794.11
11/30	FIRST FINANCIAL ADMINISTRATORS	18,113.61
11/30	FIRST FINANCIAL ADMINISTRATORS	3,932.93
11/30	FIRST FINANCIAL ADMINISTRATORS	3,258.54
11/30	FORDE-FERRIER EDUCATIONAL SERVICE	4,140.00
11/30	G H DAIRY	37,817.05
11/30	GARDENDALE WATER CO	348.00
11/30	GARY SNIDER	103.90
11/30	GERARDO RAMIREZ	274.00
11/30	GOODSON SERVICE COMPANY	479.50
11/30	GRAINGER	4,801.08
11/30	GRAYBAR	2,244.12
11/30	GUADALUPE NINO	20.00
11/30	HARRISON WELCH	400.00
11/30	HEALTH SERVICES ADMINISTRATION	1,088.40
11/30	HEALTH SERVICES ADMINISTRATION	23,281.97
11/30	HEATHER DRIGGERS	82.31
11/30	HEATHER RICHARDS	861.92
11/30	HEIDI L HELFERICH	7.75
11/30	HILBERTO OCHOA	200.68
11/30	HORACE MANN INS CO	48.82
11/30	TINA GREGG	250.00
11/30	HUMBERTO HERNANDEZ JR	5,608.73
11/30	INK LION DESIGNS, LLC	245.10

11/30	JAYNE TILLERY	112.50
11/30	JENNIFER MEILE	79.25
11/30	JIEUN PANDO	90.00
11/30	JIEUN PANDO	85.00
11/30	JNT RESOURCES PARTNERS, LP	3,660.70
11/30	JNT RESOURCES PARTNERS, LP	24,220.98
11/30	JNT RESOURCES PARTNERS LP	35,281.20
11/30	JOE FLORES	250.00
11/30	JOHN JOSEPH CORRAL	161.00
11/30	JOHNNY SALDIVAR	81.75
11/30	JONN SIBLEY	98.16
11/30	JONN SIBLEY	98.16
11/30	JOSEPH LUCAS	175.69
11/30	JUAN FUENTES	96.69
11/30	JUANA HERNANDEZ	65.75
11/30	JUANITA OCON	48.25
11/30	JULIE DRAINER	830.92
11/30	KATHERINE YORK	750.00
11/30	KELLIE COLLINS	39.06
11/30	KELLIE THOMAS	42.38
11/30	KENNER PRINTING	1,348.00
11/30	KIMBERLY CARRASCO	148.07
11/30	KIMBERLY GUERRA	30.31
11/30	LABATT FOOD SERVICE	102,229.04
11/30	LAKRISHA RODRIGUEZ	15.00
11/30	LAURA GURLEY	155.56
11/30	LAUREN REED	76.06
11/30	LAWNMOWER SALES AND SERVICE, INC	2,200.90
11/30	LEAD4WARD LLC	5,500.00
11/30	LENNOX INDUSTRIES INC	730.40
11/30	LESLIE WILSON	462.61
11/30	LIBERTY PAPER	37,546.00
11/30	LINDE GAS & EQUIPMENT INC	337.56
11/30	LISA DONAHO	90.16
11/30	LISA HULSEY	39.13
11/30	LUNCH MONY INC	527.84
11/30	LUZ MELENDEZ	847.78
11/30	MACKENZIE WEATHERFORD	732.58
11/30	MALINA ROUX	103.88
11/30	MANEUVERING THE MIDDLE LLC	438.00
11/30	MARCUS MCGLOWN	175.00
11/30	MARIA A MARTINEZ ESQUERRO	800.00
11/30	THE MARIACHI CONNECTION	8,279.96
11/30	MARK BENNETT	1,253.91
11/30	MARK GIBSON	250.00
11/30	MARK HARRIS HJ INC	2,687.86
11/30	MAURICIO MARQUEZ	63.91
11/30	MEGAN RITTER	62.31
11/30	MELINA RENTERIA	71.50
11/30	MELISSA COOPER	48.13

11/30	MELISSA QUINTELA	10.75
11/30	MICHAEL JOE WILLIAMSON	16.44
11/30	MISTY STEWART	42.37
11/30	MONTESSORI SERVICES	504.44
11/30	NATALIE GUARA	148.07
11/30	NATIONAL CENTER FOR YOUTH ISSUES	170.00
11/30	NATIONAL STUDENT CLEARINGHOUSE	2,380.00
11/30	NATIONAL TRAVEL SYSTEMS	1,417.59
11/30	NCS PEARSON INC	57,120.00
11/30	NEW MEXICO CHILD SUPPORT	300.00
11/30	NEW MEXICO CHILD SUPPORT	659.00
11/30	NORMA MARTINEZ	50.13
11/30	NORTH TEXAS TOLLWAY AUTHORITY	25.00
11/30	SWECO INC	13,033.20
11/30	SEWCO INC	101.38
11/30	OHS GRAPHIC DESIGN	75.00
11/30	OLIVIA PORRAS	27.88
11/30	PAULA CHAVEZ	29.00
11/30	PATRICIA LOGAN	57.00
11/30	PAULINA FOWLER	63.38
11/30	PENSKE COMMERCIAL VEHICLES US LLC	2,217.99
11/30	PERLA QUINTANA	353.01
11/30	PETROLEUM TRADERS CORPORATION	67,092.22
11/30	PIRAINO CONSULTING, INC	3,680.07
11/30	PREMIERE SPEAKERS BUREAU, INC.	8,000.00
11/30	PROJECT LEAD THE WAY INC	461.25
11/30	REBECCA MILLETT	55.25
11/30	REGION 18 EDUCATION SERVICE CENTER	300.00
11/30	REGION 18 EDUCATION SERVICE CENTER	400.00
11/30	RHONDA LONG	94.88
11/30	RICK YEAGER	1,237.75
11/30	RIGO NUNEZ	72.38
11/30	ROBERTS TRUCK CENTER OF TEXAS	199.28
11/30	ROSA HERNANDEZ	29.13
11/30	ROSALITA GARCIA	49.44
11/30	ROSAS CAFE / BOBBY COX Co.	425.96
11/30	ROSAS CAFE / BOBBY COX Co.	137.35
11/30	RUTH ROSARIO BALTAZAR	85.00
11/30	SANDRA VALDERAZ	200.00
11/30	SARA COX	830.92
11/30	SARAH PATTON	68.88
11/30	SCHOOLHOUSE DRIVELINE	716.00
11/30	SCOTT MURI	453.39
11/30	SHANNON BEARD	161.00
11/30	SHARI RILEY	2,516.82
11/30	SHERWIN WILLIAMS	131.51
11/30	SHIRLEY K PRICE	32.94
11/30	PINNACLE PROPANE LLC	35.00
11/30	SOCORRO RODRIGUEZ	27.25
11/30	SONIA ROCHA	71.38

11/30	SPIRAL BINDING CO IN	197.97
11/30	STEPHANIE EVANS	44.50
11/30	SUSANA M CHASCO	137.07
11/30	SYDNEY GARCIA	355.00
11/30	SYSCO USA, INC	3,888.00
11/30	TERACIA JERNIGAN	660.00
11/30	TERESA OWENS	44.38
11/30	TEXAS AFT AMP	332.50
11/30	TASB, INC	11,500.00
11/30	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	81.00
11/30	TEXAS CLASSROOM TEACHERS ASSOC	5,087.00
11/30	TEXAS ELEMENTARY PRINCIPALS & SUPERVISORS ASSOC	323.13
11/30	TEXAS INDUSTRIAL VOCATIONAL ASSOCIATION	96.50
11/30	TEXAS LIFE INSURANCE CO	120,750.02
11/30	TEXAS SCHOOL FOR THE BLIND	100.00
11/30	TEXAS STATE TEACHERS ASSOCIATION	32,716.34
11/30	TEXAS TECH UNIVERSITY	120.00
11/30	THE CINCINNATI LIFE INS. CO	44.51
11/30	THE CINCINNATI LIFE INS. CO	44.51
11/30	THE CINCINNATI LIFE INS. CO	266.28
11/30	THE RON CLARK ACADEMY	5,970.00
11/30	TRACY GOMEZ	274.00
11/30	TRAN NAM LE	84.76
11/30	UNITED PARCEL SERVICE INC	72.00
11/30	UNITED REFRIGERATION	1,683.39
11/30	UNITED WAY OF ODESSA	5,659.62
11/30	THE UNIVERSITY OF TEXAS AT AUSTIN	7,600.00
11/30	VALENTINA RIVERA	274.00
11/30	VANESSA ALONZO	200.00
11/30	VANESSA SMITH BROWER	35.94
11/30	VERIZON WIRELESS SERVICES LLC	9,351.89
11/30	IMPERIAL BAG & PAPER LLC	44,834.03
11/30	WENDY CARLEY	141.50
11/30	YOLANDA TARANGO	36.63
11/30	YVETTE ABILA	1,033.34
11/30	ZULEMA PALOMINO	38.31
12/2	AMAZON CAPITAL SERVICES	554.47
12/2	AMERICAN EXPRESS	3,288.41
12/2	APPLE, INC	2,245.00
12/2	ARMAND HAMMER	900.00
12/2	ASHLEY OSBORNE	26.13
12/2	ASHLEY SELLERS	34.00
12/2	AUDIO ACOUSTICS HEARING CENTERS	550.00
12/2	DICK BLICK COMPANY	243.54
12/2	BRITTANY SWAIM	34.00
12/2	CDW-G	9,708.44
12/2	CHAD CROWSON	255.00
12/2	DORI LAINE BUTTS	1,562.50
12/2	ED PRICE	271.00
12/2	EMILY COPPEDGE	841.00

12/2	ENGINEER YOUR WORLD	3,000.00
12/2	EPALLET INC	53,865.00
12/2	FEDEX	46.03
12/2	JACQUELINE H LIGHT	2,400.00
12/2	FRANCESCA FLORANCE	105.19
12/2	PETTY CASH	6,000.00
12/2	GARDENDALE WATER CO	20.00
12/2	GARY MCMILLAN	480.00
12/2	HUBERT COMPANY	1,506.48
12/2	JANA AVERY	34.00
12/2	JANICE CRAWFORD	4,125.00
12/2	JESUS VALERIANO	600.00
12/2	JOLYNN VARELA	34.00
12/2	JUDITH CAWLEY	369.85
12/2	KELLEE THORPE	4,167.50
12/2	KODERLABS LLC	850.00
12/2	LABATT FOOD SERVICE	1,855.54
12/2	LISA WILLS	34.00
12/2	LISA WILLS	69.73
12/2	LOVING GUIDANCE INC	399.00
12/2	MELISSA COOPER	34.00
12/2	NATIONAL TRAVEL SYSTEMS	1,803.86
12/2	NIMBUS DRINKING WATER SYSTEMS	74.00
12/2	SWECO INC	3,779.93
12/2	PARTS TOWN, LLC	240.36
12/2	PETER C GORMAN	5,000.00
12/2	PETROPLEX OFFICE SUPPLY, INC.	477.30
12/2	REGION 18 EDUCATION SERVICE CENTER	675.00
12/2	ROBERTS TRUCK CENTER OF TEXAS	141.53
12/2	SAM'S CLUB DIRECT	1,764.93
12/2	SHIRLEE ALEXANDER	4,800.00
12/2	SONIA CAMPOS	1,890.00
12/2	SWAGIT PRODUCTIONS, LLC	695.00
12/2	SYSCO USA, INC	83,081.07
12/2	TEXAS BOOK COMPANY	2,379.00
12/2	TASB, INC	1,500.00
12/2	TEXAS DEPARTMENT OF INFORMATION RESOURCES	395.48
12/2	THE RON CLARK ACADEMY	4,725.00
12/2	THE SCRIPPS NATIONAL SPELLING BEE	365.00
12/2	UNITED REFRIGERATION	83.38
12/2	THE UNIVERSITY OF TEXAS AT AUSTIN	210.00
12/2	IMPERIAL BAG & PAPER LLC	394.35
12/2	XEROX CORPORATION	17,067.09
12/7	AARON ALEX MOLINA	37.13
12/7	ABILENE ISD	842.56
12/7	ALAN WILLIAMS	2,331.14
12/7	AMAZON.COM LLC	63.96
12/7	AMAZON CAPITAL SERVICES	21,463.38
12/7	AMBER WELLS	1,028.85
12/7	ANH NGUYEN	46.88

12/7	ANTONIO ROSSINI	44.31
12/7	APPLE, INC	1,468.00
12/7	ASHLEY M DUNN	65.25
12/7	AUDIO ACOUSTICS HEARING CENTERS	770.00
12/7	AUSTIN TREVINO	815.00
12/7	BATTERSHELL VETERINARY SERVICES	180.00
12/7	BEN E KEITH AMARILLO	699.64
12/7	BERKSHIRE PRODUCTION SUPPLY LLC	140.00
12/7	BIMBO BAKERIES USA	1,396.22
12/7	BINFORD SUPPLY LLC	823.52
12/7	BLAKE MCDONALD	19.31
12/7	BOBBIE JO ROMAN-MANSANALES	979.96
12/7	BRAUN BEEF & CO INC	30,535.96
12/7	BRIAN BODIFORD	125.00
12/7	BRITTANY MOLINAR	52.25
12/7	BUSINESS PROFESSIONALS AMERICA	715.00
12/7	CAPITAL ONE, NA	1,813.05
12/7	CDW-G	39,665.61
12/7	CHARLES AND LEZIEE CHURCHFIELD	7,469.82
12/7	RUSSELL DUNN	236.10
12/7	NBCEC INC	2,192.19
12/7	CHRISTINA SIFUENTEZ	26.63
12/7	CITY OF ODESSA	258,152.40
12/7	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
12/7	CULLIGAN WATER CONDITIONING OF WEST TEXAS	531.87
12/7	CYNTHIA RUBALCADO	58.31
12/7	CYNTHIA RUBALCADO	20.50
12/7	DANIEL BUSTAMANTE	125.01
12/7	DEANNA MCBRIDE	60.69
12/7	DIANE HARLAN	79.81
12/7	DOMINO'S PIZZA	3,079.25
12/7	DORIS MARIE DUNNAM	50.00
12/7	DS WATERS OF AMERICA INC	45.52
12/7	ECTOR COUNTY APPRAISAL DIST	589,694.50
12/7	ELICEO ORTIZ	500.00
12/7	ERIC CASTILLO	800.00
12/7	ERIKA NATIVIDAD	80.25
12/7	ERLEICDA, LLC.	1,047.00
12/7	FERGUSON FACILITIES SUPPLY	255.20
12/7	G H DAIRY	42,161.17
12/7	G T DISTRIBUTORS INC	1,726.00
12/7	GABRIELA BARRY	83.63
12/7	GARDENDALE WATER CO	154.00
12/7	GARY MCMILLAN	280.00
12/7	GRAINGER	482.50
12/7	GRANDE COMMUNICATIONS NETWORK LLC	16,576.00
12/7	HILLER PRINTING	122.00
12/7	HORTENCIA DEL BOSQUE	232.00
12/7	SEAN PATTY	77.88
12/7	HUGHES SERVICES FLOORING, LP	11,198.00

12/7	ISABEL CARDONA	60.94
12/7	JACQUELINE FRANCO	104.07
12/7	JEFF WHITAKER	3,570.00
12/7	JENNIFER HERNANDEZ	28.00
12/7	JENNIFER WIMBERLEY	43.99
12/7	JENNY ALDEN	946.59
12/7	JOY PRODUCTS OF CALIFORNIA INC	14,885.30
12/7	JUDITH CAWLEY	20.00
12/7	KARA ROSENBLATT	2,265.00
12/7	KAY'S EMBLEMS INC	379.00
12/7	KIMBERLY GUERRA	35.38
12/7	KRISTI L. BARTLETT	38.57
12/7	KYLE RIPPE	33.56
12/7	LABATT FOOD SERVICE	73,769.73
12/7	LOCKFAST LLC	359.10
12/7	NATIONAL ACADEMY OF TELEVISION ARTS AND SCIENCES	280.00
12/7	LOVING GUIDANCE INC	8,940.00
12/7	LYNETA MENDOZA	15.94
12/7	MAGDELINE COOK	530.75
12/7	MARGARITA BROOKER	23.31
12/7	MARISSA LOPEZ	30.81
12/7	MARIVEL CORRALES	68.75
12/7	MARK BENNETT	1,205.12
12/7	MARK KNOX FLOWERS	310.00
12/7	MARY GARCIA	1,080.30
12/7	MATHEO FUENTES SANTIAGO	980.00
12/7	MEGAN SNYDER	47.00
12/7	MELINDA VEGA	59.87
12/7	MICHELLE MADRID	68.69
12/7	MIGUEL TORRES	150.57
12/7	MONK HOLDINGS LLC	1,352.00
12/7	MULTI-HEALTH SYSTEMS INC	1,379.97
12/7	N-TUNE MUSIC & SOUND INC	9,400.93
12/7	NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	9,625.00
12/7	NATIONAL TRAVEL SYSTEMS	7,109.87
12/7	NIMBUS DRINKING WATER SYSTEMS	309.00
12/7	NOEMI CHAVEZ	86.19
12/7	ODESSA FAMILY YMCA	61,251.00
12/7	SWECO INC	14,410.50
12/7	SEWCO INC	1,015.34
12/7	OLIVIA PORRAS	62.31
12/7	BRENDA SANCHEZ	77.40
12/7	BRENDA SANCHEZ	47.00
12/7	LOWE'S HOME IMPROVEMENT	10,944.00
12/7	PADRINO FOODS	42,350.40
12/7	PALOMAR MODULAR BUILDINGS, LLC	59,834.40
12/7	PALOMAR MODULAR BUILDINGS, LLC	14,958.60
12/7	PETROPLEX OFFICE SUPPLY, INC.	198.00
12/7	PIRAINO CONSULTING, INC	52,188.73
12/7	POCKET NURSE ENTERPRISES INC	1,930.17

12/7	PRESENCE LEARNING INC	2,228.75
12/7	PROJECT LEAD THE WAY INC	1,200.00
12/7	RACHEL GALVAN	77.19
12/7	ROBERTS TRUCK CENTER OF TEXAS	433.94
12/7	RONALD SHIELS	250.00
12/7	ROSELL D CAUFIELD	1,350.00
12/7	ROSELL D CAUFIELD	1,250.00
12/7	SAM'S CLUB DIRECT	2,230.98
12/7	SANDY EMMERSON	810.00
12/7	SOUTHERN MAID DONUTS	133.00
12/7	STAR TECH GROUP	10,000.00
12/7	SUSAN BUTLER	1,520.00
12/7	SYSCO USA, INC	15,552.00
12/7	TASB, INC	1,500.00
12/7	TEXAS DEPARTMENT OF LICENSING AND REGULATION	340.00
12/7	TEXAS DEPARTMENT OF PUBLIC SAFETY	132.00
12/7	THE LINCOLN ELECTRIC COMPANY	588.00
12/7	TIL-LOIS FIFER	23.44
12/7	TRACEY BORCHARDT	341.37
12/7	TRACI AVILA	22.38
12/7	TRUE NORTH CONSULTING GROUP LLC	5,908.80
12/7	UNITED PARCEL SERVICE INC	36.00
12/7	UNIVERSITY OF TEXAS AT SAN ANTONIO	1,500.00
12/7	UNIVERSITY OF VIRGINIA DARDEN SCHOOL FOUNDATION	1,000.00
12/7	VALERIA ZAMBRANO	120.56
12/7	VANESSA ZOELZER	1,060.96
12/7	VERIZON WIRELESS SERVICES LLC	148.82
12/7	VIKTORIA R HENDERSON	58.13
12/7	WALTER T. HENDERSON	384.00
12/7	WHITE HOUSE MEAT MARKET	219.96
12/7	XENIA CHAMBERS	42.69
12/7	XEROX CORPORATION	42,192.32
12/7	YVETTE ABILA	104.87
11/10	THIRD FUTURE SCHOOLS TEXAS	1,194,658.00
11/10	CAREATC INC	3,878.13
11/10	PCARX LLC	74,446.37
11/17	PCARX LLC	154,546.72
11/17	AETNA LIFE INSURANCE COMPANY	488,448.08
11/17	AETNA LIFE INSURANCE COMPANY	105,090.40
11/21	AETNA LIFE INSURANCE COMPANY	283,706.25
11/21	PCARX LLC	154,835.02
12/1	PCARX LLC	175,970.29
12/1	AETNA LIFE INSURANCE COMPANY	450,681.16
12/1	CAREATC INC	2,704.00
12/1	CAREATC INC	5,032.41

TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	990
TOTAL AMOUNT WRITTEN FOR DISTRICT	11,409,746.04



Request for Approval of Acceptance of Donations over \$10,000

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than \$10,000.

Amount	Fund	From	Description
\$12,500	199	Education Foundation	A portion of Grant Writer Salary to be received over three years in 2021 through 2023.

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES



CDC
(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Celeste Potter
Principal OR Director
_____ /
School OR Development
Department

Education Foundation Jay Arrick, President

Name of Donor (if organization, please include name of president)

PO Box 951 Odessa Texas 79760

Mailing address City State Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
check # 3181	\$ 12,500.00	Donation - Grant Writer Salary
	\$	
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

() Approval () Disapproval _____
PRINCIPAL / DIRECTOR Date

✓ Approval () Disapproval Celeste Potter 11-30-22
DIRECTOR OF DEVELOPMENT Date

(✓) Approval () Disapproval [Signature] 12/1/22
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

Memo

To: Deborah Ottmers, Chief Financial Officer

From: Celeste Potter, Education Foundation

Date: November 30, 2022

Re: Donation

Message:

The Education Foundation Board of Directors has committed to donating \$50,000/year for 3 years to ECISD to cover new costs surrounding the ECISD Grant Writer position. This donation will be disbursed in quarterly installments of \$12,500/each. Enclosed is check# 3181 which is the Foundation's fourth installment for 2022.

Any unused funds should be returned to the Education Foundation.





REQUEST FOR APPROVAL OF 2023-2024 DUAL CREDIT MATRIX

District request for Dual Credit Matrix to be approved by the Board of Trustees for the 2023-2024 school year. Dual Credit Matrix is a list of courses used to show the alignment between ECISD, OC, and UTPB courses. Students are able to select from these courses to obtain both high school and college credits.

Attached is the 2023-2024 Dual Credit Matrix.

Dual Credit 2023 and Beyond

What is dual credit?

Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course.

Teacher Requirements

What certifications must a teacher have to teach a course for dual credits?

For college-level academic courses, the Southern Association of Colleges and Schools (SACS) requires a master’s degree or doctoral degree with 18 graduate hours in the discipline being taught. For workforce education courses, SACS requires a bachelor’s degree in the discipline or an associate degree plus demonstrated competencies in the discipline. When districts partner with technical or community colleges to offer dual credit, including local or statewide articulated Career and Technical Education (CTE) courses, the postsecondary faculty must meet SACS teacher requirements.

College faculty is not required to obtain certification through the State Board of Educator Certification when teaching high school students for dual credit. Courses for dual credit may be taught by appropriately qualified public education employees or by employees of the institution of higher education.

Who awards grades in courses for dual credit?

Grades are assigned by the teacher of record. Unless the student is required to participate in additional instructional activities to ensure complete mastery of all the TEKS, the grade on the high school transcript should be the same as the grade on the college transcript. If the college awards only letter grades, the following conversion scale will be used:

A+ = 98	A = 95	A- = 92
B+ = 88	B = 85	B- = 82
C+ = 78	C = 75	C- = 72
D+ = 68	D = 65	D- = 62
	F = 55	

Are grades in courses for dual credit weighted when calculating the student’s high school grade point average (GPA)?

All grading decisions, including those affecting GPA, are made according to local school board policy.

Campus registrars are responsible for inputting the correct GPA weighting. Counselors will review the GPA for accuracy.

Who pays the cost of courses for dual credit?

Students are required to pay for tuition, books, and fees related to dual credit, though sometimes the college waives or reduces these costs.

Who pays for textbooks?

The student taking the college course for dual credit pays for the textbook.

Dual Credit Enrollment Procedures/Requirements

The following are steps **high school students** must take for admissions and registration for a dual credit course. Certain restrictions apply. Please consult your High School Counselor, College and Career Advisor, or your CTE Counselor for additional information.

The ECISD Deadline for Dual Enrollments:

For new students to dual classes: The Thursday prior to the beginning of the first day of class.

For existing Dual credit students: The third day of class.

1. You **MUST** meet with your High School Counselor to:

- a. Check TSIA scores and TSIA exemptions
- b. Check Dual Credit Matrix for the course you are requesting
- c. Check your endorsement area. If the requested course is changing your endorsement area, you and your parent(s) must sign the endorsement change.
- d. Check prerequisites
- e. Explain and accept student and parent signatures on the ECISD Dual Credit Agreement form
- f. Assist with Application for college admissions
- g. Register the student for the class(es)

2. Admissions for new dual credit students

All new students must apply for admissions to either Odessa College or UTPB. Please see your High School Counselor, College and Career Advisor or your CTE counselor for admission information.

*Returning students who have been continuously enrolled (have not skipped a fall or spring semester) do not need to reapply for admissions. Proceed to step 2.

3. Official high school transcript

College and Career Advisors, High School Counselor or CTE counselor will submit the student's high school transcript to the college with the registration form.

4. Testing requirements

Students may be exempt from testing requirements based on TSIA exempt course, EOC, or PSAT/ACT/SAT scores. Please see the "Texas Success Initiative Exemptions" in the chart below. For students who are not exempt, TSIA testing must be completed at Odessa High School or Permian High School prior to registration. Please check with your High School Counselor, College and Career Advisor, or CTE Counselor.

Early Admissions

The college early admissions program allows 9th – 12th grade students who are eligible through TSIA scores to enroll at a college campus while still in high school. These courses do not count as ECISD courses and are not recorded on the student's high school schedule or transcript. Registration is completed through the college campus. Please see the warnings below. Please see your High School Counselor or College and Career Advisor before registering for Early Admission.

Early Admissions and Dual Credit Warnings

Please be aware that after 120 hours of college credit, the student may be required to pay graduate level fees while still working on a bachelor's degree. Please make sure you are taking courses aligned with your university degree plan or courses that are in the core courses of those that will transfer to other universities. For more information, please see <http://www.theccb.state.tx.us/> Please check with your university concerning declaring a major. Some universities will have maximum credit limits requiring the student to choose a college major after that credit limit is met.

Please understand that college courses are rigorous. Both Early Admissions and Dual courses will affect your college GPA. Only certain dual courses will affect your high school GPA. If your GPA falls below a 2.0 on the 4.0 scale used for college, it will impact your ability to qualify for financial aid.

Eligibility for Automatic College Admission

In accordance with Texas Education Code (TEC), 51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the **top 10 percent** of the student's high school graduating class and the applicant:

1. Earned the Distinguished Level of Achievement under the Foundation High School Program: or
2. Satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 1600 or the equivalent.

To qualify for automatic admission an applicant must:

1. Apply before the deadline established by the college or university to which the student seeks admission; and
2. Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the Distinguished Level of Achievement under the Foundation High School Program.

For admission to the University of Texas at Austin students must meet the following admission requirements:

- Summer/Fall 2021 and Spring, 2022: Top 6%
- Summer/Fall 2022 and Spring, 2023: Top 6%

NCAA Eligibility

National Collegiate Athletic Association Bylaw 5-1-(j) requires high school graduates to have met certain standards in their high school program of studies to be eligible to participate in intercollegiate athletics during their freshman year at NCAA-member colleges: Refer to http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp for more information.

Texas Success Initiative Exemptions

The Texas Success Initiative (TSIA) (Texas Education Code 51.3062) is a comprehensive program of assessment, advising, developmental education, and other strategies to ensure college readiness. Students are encouraged to speak to a counselor or advisor about their responsibilities regarding the TSIA. Students who are first-time college students, initial testing will be required prior to your first semester.

Basis for exemption	Requirements
ACT Test Results (within 5 years of test)	Composite score of 23 Minimum of 19 on the English test and/or the math test; shall be exempt for those corresponding sections
PSAT	Refers to junior level students who plan to take dual credit. The exemption applies to the student who achieves a score of 460 on reading and 510 on math on the PSAT/NMSQT.
SAT Test Results (within 5 years of test)	480 on Reading and 530 on Math
ACT Plan 11 th grade is exempt from placement Testing if achieving a	Composite score of 23 on the PLAN with a 19 or higher in mathematics <u>and</u> English
STAAR EOC Exams	English II EOC, minimum scale score of 4,000 Algebra I EOC, minimum scale score of 4,000 and completion of Algebra II course with a 70 or higher. This is a waiver only for dual credit purposes. This is not an exemption.
Level I Certificate	Technical programs with 42 or fewer semester credit hours
Students not seeking a degree	Students not seeking a degree or certificate – testing deferred Students wishing to enroll in classes for personal enrichment. Those classes must not be of the nature to require college level skills in reading, writing or math. Maximum of 18 hours, cumulative.

Passing Scores at a Glance

TSIA (Valid for 5 years)	Reading	147	351
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	Math	350
	Writing Essay or	5
	Writing Essay	4/340

TSIA 2 (Valid for 5 years)	ELAR	CRC 945 – 990 and Essay 5-8 OR 910-944 and Diagnostic level 5-6 and Essay 5-8	Needed if haven't passed both previous TSIA Reading and Writing
	MATH	CRC 950-990 OR CRC 910-949 and Diagnostic Level 6	

Faculty Selection, Supervision, Evaluation and Compensation

Textbooks

Dual credit instructors shall be required to use the college departmentally approved textbook (s) and any other materials as set by college department policies. These standards shall be upheld regardless of the student composition of the class. Requests for use of alternate materials must have prior approval from the college department head by the end of the spring semester for the following school year. The ECISD instructor will then notify the subject curriculum coordinator and the ECISD department chair the name of the textbook that has been selected and approved.

Student Responsibility

Textbooks

Students enrolled in Dual courses are responsible for purchasing the textbook(s) as required by the college institution.

Grading

Please refer to the Dual Credit Agreement form

ECISD Dual Credit Agreement

Student Name _____
Entering Semester _____

Student ID# _____
Date _____

The purpose of the ECISD Dual Credit Agreement is to inform the student and parent of the dual credit policies that are established by Ector County Independent School District. It is imperative that parents and their students enrolled in Dual Credit College Level Courses understand that these dual credit college courses are managed differently than high school courses. This form is your signed agreement that all parties understand and agree to the following policy.

Student/Parent Initials

1. ____/____ I understand that college level courses are more rigorous, and that “grading policies” differ from ECISD. (Example: College Instructors are not required to take a minimum number of grades.)
2. ____/____ I understand that dual credit college grades are reported as “progress grades” and not averaged each six weeks. A final grade is reported at the end of the semester and will replace all 6-week grades. I understand that it is the parent's responsibility to monitor my student's progress throughout the entire semester.
3. ____/____ I understand that if “I” the student is having difficulty in my college class, it is the **student's responsibility** to conference with the instructor, NOT the parent's responsibility. **A FERPA (Family Educational Rights and Privacy Act) agreement must be signed by the student granting access to their college education records.**
4. Students can find instructor phone numbers, office hours and email addresses on the OC webpage (<http://www.odessa.edu/directories/PER.DIR.html>) or the UTPB webpage (<http://general.utpb.edu/directory/directory.asp>)
5. **Counselors, administrators, and UIL sponsors will not contact college faculty on behalf of dual-enrolled students but may only facilitate the student making the contact.**
6. ____/____ I understand that if a student has **failed or is failing a college level subject in the current or previous semester, the high school college and career advisor will not give the student permission to register for a college class in the same subject area the following semester.** A student denied registration for dual classes may appeal to the campus principal.
7. ____/____ I understand that I **must** contact my Campus Counselor or College and Career Advisor to drop a dual credit course. I understand that I **must** drop dual credit college courses during the **first three weeks of the course** so that placement can be made to a regular course on campus. Students who have extenuating circumstances and want to drop after the three-week period **must obtain special permission from the Campus College and Career Advisor.** Approved students will not be scheduled into a regular course on campus but will be informed of options to regain credit.
8. ____/____ I understand that, if I drop a dual credit course which causes me to be below 5 scheduled courses, I must have **Approval** from the Campus Principal and upon approval will become a Part-Time Student in which I will not be UIL eligible.
9. ____/____ I understand that all District Policies and UIL eligibility guidelines for students who drop a class while failing will be followed. (Local district policies are posted on the ECISD website and UIL eligibility guidelines can be found in the UIL side-by-side.). The following dual credit college courses are **NOT UIL EXEMPT**: Speech 1315, Speech 1321, Arts 1301, 1303, 1304, 1316, 1317, Music Appreciation 1306, Kinesiology 1100, 1106, 1164, Sociology 1301, Psychology 2301, 2302, 2308, 2314, BCIS 1305, and ANY Career Technical Courses. **ONLY Dual English, Math, Science, Social Studies and Language other than English courses that count toward graduation in those areas and are listed on the UIL Exempt List are exempt.**
10. ____/____ I understand that, if I am a 9th or 10th grade student, my dual credit “online” courses will be scheduled before or after the school day. If I am an 11th or 12th grade student, my “online” courses will be scheduled either the first or last period of the day when possible.
11. ____/____ I understand that it is MY responsibility as the student to request my access to Blackboard and Complete the Dual Credit Blackboard Orientation through Odessa College or UTPB.
12. ____/____ I understand that, if my College GPA drops below a 2.0, I will not be eligible for financial aid until my College GPA meets the Financial Aid Requirements. The financial aid requirements may be found at www.fafsa.ed.gov.

By signing this ECISD Dual Credit Agreement, I have acknowledged the ECISD dual credit policies.

Student's Signature

Parent's/Guardian's Signature

Odessa College and The University of Texas of the Permian Basin High School Dual Credit Courses Effective 2022-23

Only Core (Math, Science, English, Social Studies) and Languages Other than English for graduation requirements will count on the 4.5 GPA Scale.

No Dual elective courses count toward GPA. These courses will NOT have a negative impact on your GPA. Please see each course listing for the GPA Weight.

9th and 10th Grade students will be placed in dual classes before and after their full-day schedule with ECISD. 11th and 12th graders can be placed into dual courses during the day within their schedule. 11th and 12th grade students must sit face-to-face for 5 credit-bearing courses before they are approved for online courses or courses on the college campus which do not report attendance to ECISD. Students will be enrolled in the face-to-face section on the ECISD campus when possible.

OHS, PHS AND NTO: 8-week Dual-Credit courses are ONLY allowed outside of the school day. 8-week courses will be placed on the schedule for 0 and/or 9th periods. Students taking 8-week courses must meet the registration deadlines at the beginning of each semester. Dual courses are subject to change due to pathway and course requirements by Odessa College or UTPB.

Orientation Course

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
College Readiness and Study Skills (CRSS) ½ cr. GPA: None Course Number 2143 PEIMS 03270100	EDUC 1300 Learning Framework 3 cr. Prerequisite: None No TSI Required Optional <i>Check with your University to ensure this course will transfer.</i>	

ENGLISH (UIL Exempt)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
*English III D Semester I ½ cr. 4552 PEIMS # 03220300 GPA Weight: 4.5 ECISD Prerequisite: HS English I, English II	ENGL 1301 Composition I 3 hrs. Prerequisites: TSI Writing	ENGL 1301 Composition 3 hrs. Prerequisites: High School English I and English II; TSI Rdg. /Writing
*English III D Semester II ½ cr. 4553 PEIMS # 03220300 GPA Weight: 4.5	ENGL 1302 Composition II 3 hrs. Prerequisite: ENGL 1301 credit with a 70 or higher	ENGL 1302 Composition II 3 hrs. Prerequisite: ENGL 1301; TSI Rdg. /Writing
*English IV D Semester I ½ cr. 4554 PEIMS # 03220400 GPA Weight: 4.5	ENGL 2322 British Literature I to 1800 3 hrs. Prerequisite: ENGL 1302 credit with a 70 or higher	ENGL 2322 British Literature to 1800 3 hrs. OR 2327 American Literature to 1865) 3 hrs. Prerequisite: ENGL 1302; TSI Rdg. /Writing
*English IV "D" Semester II ½ cr. 4555 PEIMS # 03220400	ENGL 2323 British Literature II since 1800 3 hrs. Prerequisite: ENGL 1302 credit with a 70 or higher	ENGL 2323 British Literature since 1800 3 hrs.

GPA Weight: 4.5		OR ENGL 2328 American Literature Since 1865 3 hrs. Prerequisite: ENGL 1302; TSI Rdg. /Writing
Creative Writing TBD PEIMS 03221200 GPA Weight: 4.5	½ cr.	ENGL 2307: Creative Writing I 3 hrs. Prerequisite: English 1301 and 1302

FINE ARTS
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
Art Appreciation 1 Semester 1 4591 PEIMS #03500110 (Will count as 0.5 credit of Art, level I) PHS offers in class	½ cr. ARTS 1301 Art Appreciation 3 hrs. No TSI Required	ARTS 1301 Art Appreciation 3 hrs. Prerequisite: TSI Reading/Writing
Art Appreciation 1 Semester 2 4592 PEIMS # 03500110 (Will count as 0.5 credit of Art, level I)	½ cr. ARTS 1303 Art History I 3 hrs. OR ARTS 1304 Art History II Prerequisite: TSI-Reading	
Art II Drawing I Semester 1 4335 PEIMS #03500500 OR Art III Drawing II Semester 1 4589 PEIMS # 03501300 OR Art IV Drawing III, Semester 1 4590 PEIMS # 03502300 Prerequisite: HS Art Drawing I	½ cr. ARTS 1316 Drawing I (Fall Semester) 3 hrs. Prerequisite: TSI Reading	
Art II Drawing I, Semester 2 4336 PEIMS #03500500 OR Art III Drawing II Semester 2 4589 PEIMS # 03501300 OR Art IV Drawing III, Semester 1 4590 PEIMS # 03502300	½ cr. ARTS 1317 Drawing II (Spring Semester) 3 hrs. Prerequisite: Completion of ARTS 1316 Drawing I; TSI Reading	
Music Studies, Music App. II 4654 PEIMS #03155700	1 cr.	MUSI 1301 Jazz, Pop Rock 3 hrs. Prerequisite: TSI Reading/Writing
Music Appreciation 4653 PEIMS #03155600	½ cr. MUSI 1306 Music Appreciation 3 hrs. No TSI Required (Available only to students that have already fulfilled their HS Fine Arts credit)	
Applied Music I Semester 1 4564 PEIMS #03152500	½ cr. MUAP 1190 Applied Music Private Lessons 1 hr. Prerequisite: TSI Reading, Audition Corequisite: Must be enrolled in a major ensemble at their home school (band, orchestra, choir, or guitar). Please refer to the OC music department for the correct section and teacher.	
Applied Music 1 Semester 2 4565 PEIMS #03152500	½ cr. MUAP 1190 Applied Music Private Lessons 1 hr. Prerequisite: TSI Reading, Audition Corequisite: Must be enrolled in a major ensemble at their home school (band, orchestra, choir, or guitar).	

	Please refer to the OC music department for the correct section and teacher.	
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LANGUAGE OTHER THAN ENGLISH
(UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
Spanish II Semester I 4596 PEIMS #03440200 GPA Weight: 4.5 Prerequisite: Spanish I	SPAN 1411 Beginning Spanish I 4 hrs. Prerequisite: High School Spanish I; TSI Reading	SPAN 1411 Beginning Course in Spanish I 4 hrs. Prerequisite: TSI Reading/Writing and Spanish I
Spanish II Semester II 4597 PEIMS # 03440200 GPA Weight: 4.5	SPAN 1412 Beginning Spanish II 4 hrs. Prerequisite: High School Spanish II, Semester I with a 70 or higher or SPAN 1411 with a 70 or higher; TSI Reading	SPAN 1412 Beginning Course in Spanish II 4 hrs. Prerequisite: SPAN 1411 with a "C" or higher or one year of high school Spanish; TSI Reading /Writing
Spanish III Semester I 4598 PEIMS # 03440300 GPA Weight: 4.5	SPAN 2311 Intermediate Spanish I 3 hrs. Prerequisite: High School Spanish II with a 70 or higher or SPAN 1412 with a 70 or higher; TSI Reading	SPAN 2311 (Second Year in Spanish) 3 hrs. Prerequisite: SPAN 1411 and 1412, two years of high school Spanish with a "C" or higher, or the required score from the CLEP in Spanish. TSI Reading/Writing
Spanish III Semester II 4599 PEIMS # 03440300 GPA Weight: 4.5	SPAN 2312 Intermediate Spanish II 3 hrs. Prerequisite: Spanish III, Semester I with a 70 or higher or SPAN 2311 with a 70 or higher; TSI Reading	SPAN 2312 (Second Year in Spanish II) 3 hrs. Prerequisite: SPAN 2311, Sem 1 with a 70 or higher, or the required score from the CLEP in Spanish. TSI Reading/Writing
Computer Science I "D" Semester 1 4556 PEIMS # 03580200 GPA Weight: 4.5	COSC 1436 Programming Fundamentals I 4 hrs. Prerequisite: Reading TSIA, BCIS 1405 or ITSC 1301	
Computer Science I "D" Semester 2 4557 PEIMS # 03580200 Prerequisite: Algebra I, High School BIM or BCIS 1405 GPA Weight: 4.5	COSC 1437 Programming Fundamentals II 4 hrs. Prerequisite: COSC 1436	COSC 1430 Intro to Computer Science I 4 hrs. Prerequisite: TSI Math, 4 years of high school math AND MATH 1314 or 2412 or equivalent
Computer Science II "D" Semester 1 4266 PEIMS #03580300 GPA Weight: 4.5	COSC 2436 Programming Fundamentals III 4 hrs. Prerequisite: COSC 1437	COSC 2430 Intro to Computer Science II 4 hrs. Prerequisite: COSC 1430
Computer Science II "D" Semester 2 4267 PEIMS #03580300 GPA Weight: 4.5	COSC 2425 Computer Org. & Machine Language 4 hrs. Prerequisite: COSC 1436	

**MATHEMATICS
(UIL EXEMPT)**

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
*Precalculus "D" Semester I ½ cr. 4532 PEIMS# 03101100 GPA Weight: 4.5	MATH 1314 College Algebra 3 hrs. Prerequisite: High School Algebra I & II & Geometry; TSI Math	MATH 1314 College Algebra 3 hrs. Or 1324 or 1332 Prerequisite: High School Algebra II or 3 years of high school math: TSI Math
*Precalculus "D" Semester II ½ cr. 4533 PEIMS # 03101100 GPA Weight: 4.5	MATH 2412 Precalculus 4 hrs. Prerequisite: High School Algebra I & II & Geometry; TSI Math	MATH 2412 Precalculus 4 hrs. Prerequisite: 3 years of high school math to include Algebra I, Geometry and Algebra II; TSI Math
*Independent Study in Mathematics II "D" (Calculus) Semester I ½ cr. 4465 PEIMS # 03102501 GPA Weight: 4.5	MATH 2413 CALCULUS I 4 hrs. Prerequisite: MATH 2412 or satisfactory score on placement examination or at least 80 on Honors Precalculus, TSI Math	MATH 2413 CALCULUS I 4hrs. Prerequisite: MATH 2412; TSI Math
*Independent Study in Mathematics II "D" (Calculus) Semester II ½ cr. 4466 PEIMS # 03102501 GPA Weight: 4.5	MATH 2414 CALCULUS II 4 hrs. Prerequisite: MATH 2413; TSI Math	MATH 2414 CALCULUS II 4 hrs. Prerequisite: MATH 2413; TSI Math
Accounting II (Account 2ZD) 1 cr. 8712 PEIMS #13016700 -This course is offered <u>online only</u> . Students will earn one credit in one semester. This course can be used as a 3 rd credit of Math Prerequisite: ECISD Accounting I GPA Weight 4.5	ACCT 2302 Principles of Accounting II 3 hrs. Online Only Prerequisite: ACCT 2301	
Independent Study In Mathematics "D" (Cont. Math) ½ cr. 2491 PEIMS #03102500 If a student has credit in Independent Study in Math, the Independent Study in Math "D" II course number will be used. GPA Weight: 4.5	MATH 1332 Contemporary Math I 3 hrs. Prerequisites: Alg I, Geometry, Alg II And Math TSI	MATH 1332 Contemporary Math I 3 hrs. Prerequisites: Alg I, Geometry, Alg II Math TSI
Discrete Math for Problem Solving #3491 PEIMS 03102520 ½ cr. GPA Weight: 4.5	MATH 1324 Applications of Discrete Math 3 hrs. Prerequisites: Algebra I, Geometry, Algebra II, Math TSI	MATH 1324 Applications of Discrete Math 3 hrs. Prerequisites: Algebra I, Geometry, Algebra II, Math TSI

**PHYSICAL AND HEALTH EDUCATION
(NOT UIL EXEMPT)**

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
PEFOUND-D ½ cr. per course (up to 1 credit) Foundations of Personal Fitness 4809 PEIMS # PES00052A OR PEITS D (Ind. Or Team Sports) ½ cr. per course (up to 1 credit) 4806 PEIMS # PES00055	Transfers to Universities as part of Core: 1 hr. each KINE 1164 Personal Health & Wellness No TSI Required for KINE 1164 KINE 1106 Jogging and Walking Prerequisite: TSI Reading	

SCIENCE
(UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
*Anatomy & Physiology Sem I ½ cr. 4527 PEIMS #13020600 GPA Weight: 4.5	BIOL 2401: Anatomy and Physiology I 4 hrs. ONLINE or Evening ONLY Prerequisite: Pass TSI Reading & math ECISD Recommended: 3 credits of science	
* Anatomy & Physiology Sem II ½ cr. 4528 PEIMS #13020600 GPA Weight: 4.5	BIOL 2402: Anatomy and Physiology II 4 hrs. ONLINE or Evening ONLY Prerequisite: A minimum grade of 70 in BIOL 2401	
*Physics Semester I ½ cr. 4523 PEIMS # 03050000 GPA Weight: 4.5	PHYS 1401 College Physics I 4 hrs. (Algebra based) Prerequisite or Corequisite: High School Precalculus; TSI Math and Reading	
*Physics Semester II ½ cr. 4524 PEIMS #03050000 GPA Weight: 4.5	PHYS 1402 College Physics II 4 hrs. (Algebra based) Prerequisite: PHYS 1401 credit Prerequisite or Corequisite: High School Precalculus	
* Biology Semester 1 ½ cr. 4647 PEIMS #03010205 NTO students only GPA Weight: 4.5	BIOL 1408 Biology non-Science majors 4 hrs. Prerequisite: Pass TSI Math and Reading or developmental reading sequence	
* Biology Semester 2 ½ cr. 4648 PEIMS #03010205 NTO students only GPA Weight: 4.5	BIOL 1409 Biology non-Science majors 4 hrs. Prerequisite: BIOL 1408 credit with a 70 or better	
*Scientific Research & ½ cr. Design I Biology II, Semester 1 4461 PEIMS #13037200 ECISD Prerequisite: High School Biology or Honors Biology This is a second year of Biology. Students must have taken High School Biology. Note: approved 4 th science course GPA Weight: 4.5 ONLY for students who have prior credit for Scientific Research and Design I: 8584: Scientific Research and Design II	BIOL 1406 Biology I for Science Majors 4 hrs. Prerequisite: Pass Reading and math TSI,	
*Scientific Research and ½ cr. Design I Biology II, Semester 2 4462 PEIMS #13037200 ECISD Prerequisite: High School Biology or Honors Biology This is a second year of Biology. Students must have taken High School Biology Note: approved 4 th science course GPA Weight: 4.5 ONLY for students who have prior credit for Scientific Research and Design I: 8584: Scientific Research and Design II	BIOL 1407 Biology II for Science Majors 4 hrs. Prerequisite: BIOL 1406 with a grade of 70 or better.	
*Scientific Research and ½ cr. Design II, Biology II Semester 1	BIOL 1408 Biology non-Science majors 4 hrs.	

<p>4463 PEIMS #13037210 ECISD Prerequisite: High School Biology or Honors Biology This is a second year of Biology. Students must have taken High School Biology.</p> <p>Note: approved 4th science course GPA Weight: 4.5</p> <p>ONLY for students who have prior credit for Scientific Research and Design I: 8584: Scientific Research and Design II</p>	<p>Prerequisite: Pass all sections of TSIA or developmental reading sequence</p>	
<p>* Scientific Research and Design II, Biology II Semester 2 4464 PEIMS #13037210 ECISD Prerequisite: High School Biology or Honors Biology This is a second year of Biology. Students must have taken High School Biology.</p> <p>Note: approved 4th science course GPA Weight: 4.5</p> <p>ONLY for students who have prior credit for Scientific Research and Design I: 8584: Scientific Research and Design II</p>	<p>BIOL 1409 Biology non-Science majors 4 hrs. Prerequisite: BIOL 1408 credit</p>	
<p>*Scientific Research and Design I ½ cr. Chemistry II Semester 1 4560 PEIMS #13037200 GPA Weight: 4.5</p> <p>ECISD prerequisites: Chemistry or Honors Chemistry and Algebra II. This is a second year in Chemistry. Students must have taken HS Chemistry</p> <p>ONLY for students who have prior credit for Scientific Research and Design I: 8584: Scientific Research and Design II</p>	<p>CHEM 1311 General Chemistry AND 3 hrs. CHEM 1111 General Chem lab 1 hr. Prerequisite: Pass all sections of TSI, Pass College Algebra with 70 or better or Corequisite of College Algebra</p>	
<p>* Scientific Research and Design I ½ cr. Chemistry II Semester 2 4561 PEIMS #13037200 GPA Weight: 4.5 ECISD Prerequisites: Chemistry or Honors Chemistry and Algebra II. This is a second year in Chemistry. Students must have taken HS Chemistry</p> <p>ONLY for students who have prior credit for Scientific Research and Design, I: 8584: Scientific Research and Design II</p>	<p>CHEM 1312/1112 General Chem II/ 4 hrs. General Chem II (lab) Prerequisite: Pass Math 1314 and CHEM 1311/1111 with 70 or better</p>	
<p>Scientific Research and Design I ½ cr. Historical Geology 4550 PEIMS #13037200 GPA Weight: 4.5 ECISD Prerequisites: Biology Chemistry, and IPC or Physics</p>	<p>GEOL 1404 Historical Geology 4 hrs Prerequisites: TSIA ELAR</p>	<p>GEOL 1302 Historical Geology 3 cr. GEOL 1102 Historical Lab 1 cr. (PHS and OHS campuses) Prerequisites: TSI reading and writing</p>

Scientific Research and Design I ½ cr. Physical Geology 4551 PEIMS #13037200 GPA Weight: 4.5 ECISD Prerequisites: Biology Chemistry, and IPC or Physics	GEOL 14 GEOL 1403 Physical Geology 4 hrs Prerequisites: TSIA ELAR	GEOL 1301 Physical Geology 3 cr. GEOL 1101 Physical Lab 1 cr. (PHS and OHS campuses) Prerequisites: TSI reading and writing
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SOCIAL STUDIES

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
*U.S. Government "D" ½ cr. 2025 PEIMS # 03330100 GPA Weight: 4.5 (UIL EXEMPT)	GOVT 2305 Federal Government 3 hrs. Prerequisite: ECISD, Pass U. S. History with 70 or higher and Reading TSI	PLSC 2305 American National Politics 3 hrs. Prerequisite: ECISD U. S. History and TSI Rdg. /Writing
*Economics-FE "D" ½ cr. 2536 PEIMS #03310300 GPA Weight: 4.5 (UIL EXEMPT)	ECON 2301 3 hrs. Principles of Macroeconomics Prerequisite: Reading TSI	ECON 2301 3 hrs. Principles of Macroeconomics Prerequisite: TSI Reading, Writing and Math
*U.S. History "D" ½ cr. Semester 1 4661 PEIMS # 03340100 Prerequisite: High School W. Geo and W History GPA Weight: 4.5 (UIL EXEMPT)	HIST 1301 U.S. History I 3 hrs. Prerequisite: Reading TSI	HIST 1301 U.S. History I 3 hrs. Prerequisite: TSI Reading and Writing
*U.S. History "D" ½ cr. Semester 2 4662 PEIMS # 03340100 GPA Weight: 4.5 (UIL EXEMPT)	HIST 1302 U.S. History II 3 hrs. Prerequisite: Reading TSI	HIST 1302 U. S. History II 3 hrs. Prerequisite: TSI Reading and Writing
Sociology ½ cr. 4540 PEIMS # 03370100 (NOT UIL EXEMPT)	SOCI 1301 Introduction to Sociology 3 hrs. No TSI Required	SOCI 1301 Introduction to Sociology 3 hrs. Prerequisite: TSI Rdg. /Writing
Psychology ½ cr. per course (Maximum ½ credit) 4539 PEIMS # 03350100 (NOT UIL EXEMPT) For students who have credit for Psychology, use the following courses for 0.5 - 1 credit each: 3533, PEIMS 03380001 Social Studies Advanced Studies I 3534, PEIMS 03380021, Social Studies Advanced Studies II	PSYC 2301 General Psychology OR 3 hrs. No TSI Required for PSYC 2301 PSYC 2308 Child Psychology OR 3 hrs. PSYC 2302 Applied Psychology 3 hrs. PSYC 2314 Lifespan Growth & Development 3 hrs. Prerequisite: Reading TSI	PSYC 1301 Introduction to Psychology 3 hrs. Prerequisite: TSI Reading/Writing
Special Topics in Social Studies ½ cr. 3531 PEIMS 03380002 Corequisite or Prerequisite: U.S. History (NOT UIL EXEMPT)	GOVT 2306 Texas Government 3 hrs. Prerequisite: Reading TSI	PLSC 2306 State and Local Politics 3 hrs. Prerequisite: TSI Reading and Writing

SPEECH (NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
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CAREER & TECHNICAL EDUCATION AND TECHNOLOGY APPLICATIONS

ACCOUNTING (NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Accounting I (Account I D) 1 cr. 4491 PEIMS #13016600 It is a one-semester course. Students will earn one credit in one semester. Prerequisite: ECISD Pass Algebra I and Geometry	ACCT 2301 Principles of Accounting 3 hrs. (Transfers to Universities) Prerequisite: Pass TSI	
Accounting I (Account I D) 1 cr. 4492 PEIMS #13016600 It is a one-semester course. Students will earn one credit in one semester. Prerequisite: ECISD Pass Algebra I and Geometry	ACNT 1303 Intro to Accounting I 3 hrs. (Does NOT transfer to universities) TSI is not required	
Accounting II (Account2 D) 1 cr. 4568 PEIMS #13016700 -This course is offered <u>online only</u> . Students will earn one credit in one semester. This course can count as a 3 rd math credit. Prerequisite: ECISD Accounting I GPA: 4.5	ACCT 2302 Principles of Accounting II 3 hrs. (Transfers to Universities) Prerequisite: ACCT 2301 Online Only	
Accounting II (Account2 D) 1 cr. 4569 PEIMS #13016700 -This course is offered <u>online only</u> . Students will earn one credit in one semester. This course can count as a 3 rd math credit. Prerequisite: ECISD Accounting I GPA: 4.5	ACNT 1304 Intro to Accounting II 3 hrs. (Does NOT transfer to universities) TSI is not required Prerequisite: ACNT 1403 Online Only	

AUTO TECH
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Auto Tech I D Semester 1 4641 PEIMS # 13039600 1 cr.	AUMT 1301 Introduction and Theory of Automotive Technology 3 hrs. AUMT 1407 Automotive Electrical Systems 4 hrs.	
Auto Tech I D Semester 2 4642 PEIMS # 13039600 Prerequisite: Successful completion of Auto Tech I Sem I 1 cr.	AUMT 2437 Automotive Electronics 4 hrs.	
Auto Tech II D Semester 1 4643 PEIMS # 13039700 Prerequisite: Successful completion of Auto Tech I Sem II 1 cr.	AUMT 1310 Automotive Brake Systems 3 hrs. DEMR 2331 Advanced Brake Systems 3 hrs.	
Auto Tech II D Semester 2 4644 PEIMS # 13039700 Prerequisite: Successful completion of Auto Tech II Sem I 1 cr.	AUMT 1345 Automotive Climate Control 3 hrs.	
Practicum in Auto Tech D Semester 1 4645 PEIMS # 13040470 Prerequisite: Successful completion of Auto Tech II Sem I 1 cr.	AUMT 1416 Automotive Suspension & Steering Systems 4 hrs. DEMR 1330 Steering and Suspension 3 hrs. Prerequisite: AUMT 1310	
Practicum in Auto Tech D Semester 2 4646 PEIMS # 13040470 Prerequisite: Successful completion of Auto Tech II Sem I 1 cr.	AUMT 1419 Automotive Engine Repair 4 hrs. DEMR 1406 Diesel Engine I 4 hrs. Prerequisite: AUMT 1419	

BUSINESS
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
Principles of Business, Marketing and Finance D Semester 2 4238 PEIMS #13011200 ½ cr.	BUSG 1301 Introduction to Business 3 hrs.	
Business Management D Semester 2 4239 PEIMS #13012100 ½ cr.	BMGT 1327 Principles of Management 3 hrs.	
Business Law D Semester 2 4240 PEIMS #13011700 ½ cr.	BUSG 2305 Business Law and Contracts 3 hrs.	
BIM I D 4242 PEIMS # 13011400 ONLINE ONLY Note: This course will not count as a math credit Or 8502 (BIM II "D") for students who have BIM I credit in high school ½ cr.	BCIS 1305 Business Computer (For non-computer science majors) TSI is not required Can get credit for BCIS 1305 OR BCIS 1405. You cannot be awarded credit for both classes. 3 hrs.	COSC 1335 Computers & Problem Solving 3 hrs. Prerequisite: College Algebra and TSI Reading and Writing

OFFICE ADMINISTRATION

(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
Business Information Management II D Semester 1 4244 PEIMS #13011500 ½ cr.	POFT 1429 Keyboarding and Document Formatting 4 hrs. POFI 2401 Word Processing 4 hrs.	
Business Information Management II D Semester 2 4245 PEIMS #13011500 ½ cr.	POFI 1449 Spreadsheets 4 hrs. POFI 2440 Advanced Word Processing 4 hrs.	
Accounting 1 D Semester 2 4492 PEIMS # 13016600 ½ cr.	ACNT 1303 Introduction to Accounting 3 hrs.	
Financial Math D Semester 2 4503 PEIMS #13018000 ½ cr.	POFT 1425 Business Math Using Technology 4 hrs. BMGT 2310 Financial Management 3 hrs.	
Career Prep D Semester 2 8015 PEIMS #12701305 Ext CP 1 8016 PEIMS #12701300 CP 1 8017 PEIMS #12701400 CP 2 8654 PEIMS #12701405 Ext CP 2 ½ cr.	POFT 1409 Administrative Office Procedures 4 hrs.	

***Students will earn a Level 1 Office Administration Assistant Certificate with * Courses**

I.T. SUPPORT SPECIALIST

(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Principles of Information Technology D Semester 1 4232 PEIMS #13027200 1 cr.	ITSC 1401 Introduction to Computers 4 hrs. ITNW 1325 Fundamentals of Networking Technologies 3 hrs.	
Computer Maintenance D Semester 2 4233 PEIMS #13027300 Prerequisite: Successful completion of Interworking Technologies I Semester 1 1 cr.	ITSC 1305 Introduction to PC Operating Systems 3 hrs	
Networking D Semester 1 4234 PEIMS #13027400 Prerequisite: Successful completion of Interworking Technologies I Semester 2 1 cr.	ITSC 1325 Personal Computer Hardware 3 hrs.	
Practicum of Computer Technology D Semester 2 4235 PEIMS #13027500 Prerequisite: Successful completion of Interworking Technologies II Semester 1 1 cr.	ITSE 1394 Special Topics in Computer Science 3hrs.	

Electrical
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Electrical Tech I D Semester 1 8443 PEIMS #13005600 1 cr.	CETT 1509 DC-AC Circuits 5 hrs.	
Electrical Tech II D Semester 2 8444 PEIMS #13005700 1 cr.	EEIR 1309 National Electrical Code 3 hrs.	
Practicum Electrical Technology D Semester 1 8632 PEIMS #13005250 1 cr.	ELPT 1355 Electronics Applications 3 hrs. Prerequisite: EEIR 1409	
Practicum Electrical Technology D Semester 2 8633 PEIMS #13005250 1 cr.	ELMT 2333 Industrial Electronics 3 hrs. Prerequisite: ELPT 1455	

COSMETOLOGY
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Intro to Cosmetology I Semester 1 4252 PEIMS# 13025100 Prerequisite: successful completion of ECISD English I and English II Corequisite: ECISD English III .5 cr.	CSME 1405 Manicuring 4 hrs.	
Intro to Cosmetology I Semester 2 4253 PEIMS# 13025100 Prerequisite: successful completion of ECISD English I and English II Corequisite: ECISD English III 05 cr.	CSME 1443 Manicuring and Related Theory 4 hrs.	
Cosmetology I Semester 1 4254 PEIMS# 13025200 Prerequisite: Successful completion of Intro to Cosmetology 1 cr.	CSME 1451 Artistry/Hair, Theory and Practice 4 hrs.	
Cosmetology I Semester 2 4255 PEIMS# 13025200 Prerequisite: Successful completion of Intro to Cosmetology 1 cr.	CSME 1447 Principles of Skin Care/Facials 4 hrs.	
Cosmetology II Semester 1 4256 PEIMS # 13025310 Prerequisite: Successful completion of Principles of Cosmetology 1.5 cr.	CSME 1453 Chemical Reformation & Theory 4 hrs. CSME 2439 Advanced Hair Design 4 hrs.	
Cosmetology II Semester 2 4257 PEIMS # 13025310 Prerequisite: Successful completion of Principles of Cosmetology 1.5 cr.	CSME 2401 Principles of hair Coloring and Related Theory 4 hrs. CSME 2441 Preparation for State Licensing 4 hrs.	

Level I Certification obtained upon successful completion of OC college courses in this pathway.

**CRIMINAL JUSTICE
(NOT UIL EXEMPT)**

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit (online ONLY)
Principles of Criminal Justice D 1 cr. Semester 1 4260 PEIMS# 13029200 Prerequisite: successful completion of ECISD English I and English II Corequisite: ECISD English III	CRIJ 1301 Intro. to Criminal Justice 3 hrs. CRIJ 2328 Police Systems and Practices 3 hrs.	CCJO 2310 3 cr. Prerequisites: TSI Reading and Writing
Criminal Justice I D 1 cr. Semester 2 4261 PEIMS# 13029300 Prerequisite: ECISD Court Systems and Practices	CRIJ 1306 Court Systems and Practices 3 hrs. CRIJ 2313 Correctional Systems and Practices 3 hrs. Prerequisite: CRIJ 1301 and CRIJ 1306	
Criminal Justice II D 1 cr. Semester 1 4262 PEIMS# 13029400 Prerequisite: ECISD Criminal Justice I, Semester 2	CRIJ 1310 Fundamentals of Criminal Law 3 hrs. CRIJ 1313 Juvenile Justice System 3 hrs. Prerequisite: CRIJ 1307 and CRIJ 1313	
Practicum of Criminal Justice D 1 cr. Semester 2 4263 PEIMS# 13030100 Prerequisite: ECISD Criminal Justice II, Semester1	CJCR 1304 Probation and Parole 3 hrs. CJSA 1348 Ethics in Criminal Justice 3 hrs. Prerequisite: CRIJ 2313 and CJCR.1304	
Level I Certification obtained upon successful completion of OC college courses in this pathway.		

**CRIMINAL JUSTICE –LAW ENFORCEMENT
(NOT UIL EXEMPT)**

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit Hours
Principles of Law Enforcement D 1 cr. Semester 1 4264 PEIMS #13029200 Prerequisite: successful completion of ECISD English I and English II Corequisite: ECISD English III	CRIJ 1301 Intro. to Criminal Justice 3 hrs. CRIJ 2328 Police Systems and Practices 3 hrs.	
Law Enforcement I D 1 cr. Semester 2 4265 PEIMS #13029300	CRIJ 1306 Court Systems and Practices 3 hrs. CRIJ 1310 Fundamentals of Criminal Law 3 hrs. Prerequisite: CRIJ 1301 and CRIJ 2328	
Law Enforcement II D 1 cr. Semester 1 4266 PEIMS# 13029400	CRIJ 2323 Legal Aspects of Law Enforcement 3hrs CJLE 1327 interview and Report Writing for CJ Professionals 3 hrs Prerequisite: CRIJ 1306 and CRIJ 1310	
Practicum of Law Enforcement 1 cr. Semester 2 4267 PEIMS# 13030100	HMSY 1337 Introduction to Homeland Security 3 hrs CRIJ 2314 Criminal Investigation 3 hrs.	
Level I Certification obtained upon successful completion of OC college courses in this pathway.		

CULINARY ARTS
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Culinary Arts D Semester 2 4270 PEIMS #13022600 1 cr.	CHEF 1305 Sanitation & Safety 3 hrs.	
Advanced Culinary Arts D Semester 1 4272 PEIMS# 13022650 Prerequisite: ECISD Culinary Arts D 1 cr.	CHEF 1301 Basic Food Prep 3 hrs. Prerequisite: CHEF 1205	
Advanced Culinary Arts D Semester 2 4273 PEIMS# 13022650 Prerequisite: Successful completion of Adv. Culinary Arts D Semester 1 1 cr.	CHEF 2301 Intermediate Food Prep 3 hrs. Prerequisite: CHEF 1301	
Practicum Culinary Arts D Semester 1 4274 PEIMS# 13022700 Prerequisite: Successful completion of Adv Culinary Arts Semester 2 1 cr.	RSTO 1321 Menu Management 3 hrs. Prerequisite: CHEF 2301	
Practicum Culinary Arts D Semester 2 4275 PEIMS# 13022700 Prerequisite: Successful completion of Practicum Culinary Arts Semester 1 1 cr.	RSTO 1304 Dining Room Service 3 hrs.	

EARLY CHILDHOOD EDUCATION
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Child Guidance D Semester 1 4286 PEIMS #13024800 Prerequisites: Child Development 1 cr.	CDEC 1319 Child Guidance 3 hrs.	
Child Guidance D Semester 2 4287 PEIMS #13024800 Prerequisite: Successful completion of Child Guidance D Semester 1 1 cr.	TECA 1311 Educating Young Children 3 hrs. CDEC 1323 Observation and Assessment 3 hrs. Prerequisite: CDEC 1319	
Practicum in Child Guidance D Semester 1 4288 PEIMS #1302500 Prerequisite: Successful completion of Child Guidance Semester 2 1 cr.	CDEC 1359 Children with Special Needs 3 hrs. Prerequisite: TECA 1311 and CDEC 1323	
Practicum in Child Guidance D Semester 2 4289 PEIMS #1302500 Prerequisite: Successful completion of Practicum Child Guidance Semester 1 1 cr.	CDEC 1358 Creative Arts for Early Childhood 3 hrs. CDEC 1321 The Infant and Toddler 3 hrs. Prerequisite: CDEC 1359	

Child Development Associate Certificate

FIRE AND EMT ACADEMY
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Firefighter I D Semester 1 4222 PEIMS # 13029900 Prerequisite: successful completion of ECISD English I and English II Corequisite: ECISD English III	FIRS 1301 Firefighter Certification I 3 hrs. FIRS 1407 Firefighter Certification II 4 hrs.	
Firefighter I D Semester II 4223 PEIMS # 13029900 Prerequisite: Successful completion of Firefighter I Sem I	FIRS 1313 Firefighter Certification III 3 hrs. FIRS 1319 Firefighter Certification IV 3 hrs. Prerequisite: FIRS 1301 & FIRS 1407	
Firefighter II D Semester I 4224 PEIMS # 13030000 Prerequisite: Successful completion of Firefighter I Sem II	FIRS 1323 Firefighter Certification V 3 hrs. FIRS 1329 Firefighter Certification VI 3 hrs. FIRS 1433 Firefighter Certification VII 4 hrs. FIRS 1167 Firefighting Practicum 1 hr Prerequisite: FIRS 1313 & FIRS 1319	
Level I Certification obtained upon successful completion of college courses in this pathway.		
Emergency Medical Technician Semester 2 4593 PEIMS# N1303015 Prerequisite: Successful completion of Firefighter II Sem 1	EMSP 1501 Emergency Medical Technician Basic 5 hrs. EMSP 1160 Clinical–Emergency Medical Technology/Technician 1 hr. Prerequisite: TEAS-V Exam and Program Entrance Requirements	

HEALTH SCIENCE TECHNOLOGY

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Emergency Medical Technician Semester 2 4593 PEIMS# N1303015 Prerequisites: successful completion of ECISD English I, English II, English III, and Medical Terminology Corequisites: ECISD 4 th year English and Anatomy and Physiology (Not UIL Exempt)	EMSP 1501 Emergency Medical Technician Basic 5 hrs. EMSP 1160 Clinical–Emergency Medical Technology/Technician 1 hr.	

OSET
(NOT UIL EXEMPT)

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
OSET I D Semester 1 4304 PEIMS #N1303680	OSHT 1301 Introduction to Safety and Health 3 hrs.	
Foundations of Energy D Semester 2 4305 PEIMS #N1300263	OSHT 1309 Physical Hazards Control 3 hrs. Prerequisite: OSHT 1301	
OSET II D Semester 1 4306 PEIMS #N1303681	OSHT 1313 Accident Prevention, Inspection And Investigation 3 hrs.	

		Prerequisite: OSH 1309	
Petrochemical Safety, Health, and Environment D Semester 2 4307 PEIMS #1300264	1 cr.	OSHT 1320 Energy and Industrial Safety 3 hrs. Prerequisite: OSH 1313	
OSET III D Semester 1 4308 PEIMS #N1303682	1 cr.	OSHT 1316 Material Handling 3 hrs. OSHT 2401 OSHA Regulations – General Industry 4 hrs. Prerequisite: OSH 1320	
OSET III D Semester 2 4309 PEIMS #N1303682	1 cr.	EPCT 1349 Environmental Regulation Interpretation and Applications 3 hrs. EPCT 2300 DOT Regulations 3 hrs. Prerequisite: OSH 1316 & OSH 2401	

Paralegal
(NOT UIL EXEMPT)

ECISD Course and Credit		OC Course and Credit Hours		UTPB Course and Credit
Principals of Law and Public Safety D Semester 1 4216 PEIMS #1302920	1 cr.	LGLA 1307 Intro to Law and Legal Prof 3 hrs. LGLA 1349 Constitutional Law 3 hrs.		
Legal Research and Writing D Semester 2 4217 PEIMS #N1303014	1 cr.	LGLA 1301 Legal Research and Writing 3 hrs. LGLA 1351 Contracts 3 hrs.		
Practicum of Paralegal 1 D Semester 1 4218 PEIMS #13030100	1 cr.	LGLA 1355 Family Law 3 hrs. LGLA 1345 Civil Litigation 3 hrs.		
Practicum of Paralegal 1 D Semester 2 4219 PEIMS #13030100	1 cr.	LGLA 2303 Torts and Personal Injury Law 3 hrs. LGLA 1353 Wills, Trust and Probate Admin Law 3 hrs.		
Practicum of Paralegal 2D Semester 1 4220 PEIMS #13030110	1 cr.	LGLA 2309 Real Property 3 hrs. LGLA 2311 Business Organizations 3 hrs.		
Practicum of Paralegal 2D Semester 2 4221 PEIMS #13030110	1 cr.	LGLA 2333 Advanced Legal Document Prep 3 hrs. LGLA 2313 Criminal Law and Procedures 3 hrs.		

TEACHING
(NOT UIL EXEMPT)

ECISD Course and Credit		OC Course and Credit Hours		UTPB Course and Credit
College Readiness and Study Skills D Semester 1 4292 PEIMS # 03270100		EDUC 1300 Learning Frameworks		
Instructional Practices D Semester 1 4294 PEIMS #13014400 Prerequisites: ECISD English I and English II Co-requisite: English III	1 cr.	EDUC 1301 Intro to Teaching 3 hrs. EDUC 2301 Special Populations 3 hrs. Prerequisite: Pass TSI Reading		
Instructional Practices D Semester 2 4295 PEIMS #13014400	1 cr.	PSYC 2301 General Psychology 3 hrs. Prerequisite: TSI Reading and Writing		
Practicum in Education & Training I D	1 cr.	165		EDUC 3322 Literature in the

Semester 1 4296 PEIMS #13014500 Prerequisite: Successful completion of Instructional Practices		Classroom 3 hrs.
Practicum in Education & Training I D 1 cr. Semester II 4297 PEIMS # 13014500 Prerequisite: Successful completion of Practicum in Education and Training I, Semester 1		EDUC 4311 ECE Social and Emotional Development 3 hrs.
Practicum in Education & Training II D 1 cr Semester 1 4298 PEIMS #13014510		EDUC 4313 Emergent Literacy 3 hrs.
Practicum in Education & Training II D 1 cr Semester 2 4299 PEIMS #13014510		EDUC 4362 Foundations of Bilingual/ESL 3 hrs.

**VOCATIONAL NURSING ACADEMY – LVN
(NOT UIL EXEMPT)**

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
LVN I Semester I D 1 ½ cr. 4280 PEIMS #13020505 Prerequisite: Successful completion of ECISD English I, English II Corequisite: ECISD English III	VNSG 1405 Health Science 4 hrs. VNSG 1227 Medication Administration 2 hrs. Prerequisite: TEAS	
LVN I Semester II D 1 ½ cr. 4281 PEIMS #13020505 Prerequisite: Successful completion of LVN I Semester 1	VNSG 1402 Applied Nursing Skills 4 hrs. VNSG 1400 Nursing, Health and Illness I 4 hrs. Prerequisites: VNSG 1405 & VNSG 1227	
Courses taken by student during summer Prerequisite: Successful completion of LVN I Semester 2	VNSG 1238 Mental Illness 2 hrs. VNSG 1160 Intro to Clinicals 1 hr. Prerequisites: VNSG 1400, VNSG 1402	
LVN II Semester I D 1 ½ cr. 4282 PEIMS #13020515 Prerequisite: Successful completion of LVN I Semester 2 and Summer Courses	VNSG 1509 Nursing in Health & Illness II 5 hrs. VNSG 2510 Nursing in Health & Illness III 5 hrs. Prerequisites: VNSG 1238, VNSG 1160	
LVN II Semester II D 1 ½ cr. 4283 PEIMS #13020515 Prerequisite: Successful completion of LVN II Semester 1	VNSG 1334 Pediatric Nursing 3 hrs. VNSG 1330 Maternal 3 hrs. VNSG 1361 Intermediate Clinicals 3 hrs. Prerequisites: VNSG 1509, VNSG 2510	
Summer after High School Graduation: Tuition paid by student Prerequisite: Successful completion of LVN II Semester 2	VNSG 1363 Advanced Clinical Nursing 3 hrs. VNSG 1219 Leadership and Professional Development 2 hrs. Prerequisites: VNSG 1330 & VNSG 1334, VNSG 1361	

**WELDING
(NOT UIL EXEMPT)**

ECISD Course and Credit	FROST STUDENTS OC Course and Credit Hours	OC STUDENTS OC Course and Credit Hours
Welding I Semester 1 4210 PEIMS #13032300 1 cr.	WLDG 1421 Welding Fundamentals 4 hrs.	LDG 1421 Welding Fundamentals 4hr
Welding I D Semester 2 4211 PEIMS #13032300 1 cr. Prerequisite: Welding Tech, Semester I	WLDG 1430 Intro Gas Metal Arc 4 hrs. Prerequisite: WLDG 1421	WLDG 1417 Intro to Layout & Fabrication 4 hrs.

Welding II D Semester 1 4212 PEIMS # 13032400 Prerequisite: ECISD Welding Tech, Semester II	1 cr.	WLDG 1434 Intro Gas Tungsten Arc 4 hrs. Prerequisite: WLDG 1430	WLDG 1430 Intro Gas Metal Arc 4 hrs.
Welding II D Semester 2 4213 PEIMS # 13032400 Prerequisite: ECISD Welding II, Semester I	1 cr.	WLDG 2413 Intermediate Welding Using Multiple Processes 4 hrs.	WLDG 1434 Intro Gas Tungsten Arc 4 hrs
Practicum Welding D Semester 1 4214 PEIMS #13033000 Prerequisite: ECISD Welding II, Semester II	1 cr.	WLDG 1417 Intro to Layout & Fabrication 4 hrs. Prerequisite: WLDG 2413	WLDG 1435 Introduction to Pipe Welding 3 hrs.
Practicum Welding D Semester 2 4215 PEIMS #13033000 Prerequisite: ECISD Welding II, Semester II	1 cr.	WLDG 1435 Introduction to Pipe Welding 3 hrs. Prerequisite: WLDG 1417	WLDG 2413 Intermediate Welding Using Multiple Processes 4 hrs

University of Texas at Austin OnRamps Dual Enrollment Courses

OHS and PHS only

OnRamps courses are rigorous courses offered at PHS and OHS campuses. Students will be taught by ECISD teachers trained through the UT OnRamps program. All English, Math, Science, Social Studies and LOTE courses will receive a GPA weighting of 4.5. Students will decide at the end of the course whether they would like the dual course added to their UT Austin transcript at a cost required by UT Austin and paid by ECISD for the 2021-22 school year. OnRamps students are enrolled both in a high school course—led by a high school teacher, taught on the high school campus—and in a college course—led by credentialed UT Austin faculty and college instructors of record (approved by the University's associated academic department for each course). The college course is taught as a distance education course using the Canvas Learning Management System. The OnRamps high school teacher is responsible for evaluating and awarding students' high school grades. UT Austin Faculty and college instructors of record are responsible for evaluating and awarding students' college grades.

Courses are all full-year courses. No TSI is required for OnRamps Courses

OnRamps Courses (UIL EXEMPT)

ECISD Course and Credit	UT OnRamps
Statistics D OnRamps 2021 PEIMS # 03270100 GPA Weight: 4.5 ECISD Pre-Requisite: Algebra I, Geometry and Algebra II 1 cr.	Statistics "Data, Modeling, and Inference" Pre-Requisites: Algebra I, Geometry and Algebra II 3 hrs.
Algebra II D OnRamps 2270 PEIMS# 03100600 GPA Weight: 4.5 ECISD Pre-Requisite: Algebra I, Geometry 1 cr.	College Algebra Pre-Requisites: Algebra I, Geometry 3 hrs.
Precalculus D OnRamps 2283 PEIMS# 03101100 GPA Weight: 4.5 ECISD Pre-Requisite: Algebra II 1 cr.	Precalculus "Discovery Precalculus" Pre-Requisites: Algebra II 3 hrs.
Physics D OnRamps 2022 PEIMS# 03050000 GPA Weight: 4.5 ECISD Pre-Requisite: Minimum: Algebra I, Geometry, Preferred: Algebra II or Precalculus And 2 units of high school science 1 cr.	Physics "Mechanics Heat and Sound" Pre-Requisites: Minimum: Algebra I, Geometry, Preferred: Algebra II or Precalculus 4 hrs.
Chemistry I D OnRamps 2251 PEIMS# 03040000 1 cr.	Chemistry I "Principles of Chemistry I and Introduction to 4 hrs.



BOARD 2023-2024 BUDGET PRIORITIES

Dr. Scott Muri, Superintendent of Schools and Deborah Ottmers, Chief Financial Officer will present first steps as an organization to listen and discuss the Board of Trustees' budget priorities.



Ector County Independent School District

Action Page

TO: Board of Trustees

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

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PERSONNEL RECOMMENDATION TO HIRE CHIEF OF POLICE**

DATE: December 13, 2022

Recommendation to hire the Chief of Police.

Administrative Recommendation:

Approval of Personnel Recommendation



INFORMATION ITEMS

- Financials
- Purchasing Report
- Routine Personnel Report
- Amended Technology Position

GENERAL FUND (199) YTD BUDGET REPORT
 SEPTEMBER 30, 2022

FOR 2023 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
199 GENERAL FUND							
00 GENERAL LEDGER AND REVENUE	-338,720,000	0	-338,720,000	-30,961,960.92	.00	-307,758,039.08	9.1%
11 INSTRUCTION	201,846,932	2,579,133	204,426,065	36,429,580.40	130,572,383.25	37,424,101.35	81.7%
12 INSTRUCTIONAL RES & MEDIA SERV	2,779,013	0	2,779,013	359,275.62	1,417,815.95	1,001,921.43	63.9%
13 CURRICULUM & STAFF DEVELOPMENT	10,887,249	22,000	10,909,249	1,680,477.61	4,707,598.36	4,521,173.03	58.6%
21 INSTRUCTIONAL LEADERSHIP	5,637,274	0	5,637,274	1,284,702.30	3,233,978.50	1,118,593.20	80.2%
23 SCHOOL LEADERSHIP	21,203,091	499,671	21,702,762	4,720,159.88	14,238,323.38	2,744,278.74	87.4%
31 GUID, COUNS & EVALUATION SERVS	14,600,113	19,583	14,619,696	2,779,799.85	8,961,152.72	2,878,743.43	80.3%
32 SOCIAL WORK SERVICES	1,829,748	0	1,829,748	555,423.27	990,441.49	283,883.24	84.5%
33 HEALTH SERVICES	3,292,711	0	3,292,711	554,123.20	2,304,316.60	434,271.20	86.8%
34 STUDENT TRANSPORTATION	8,788,644	1,764,541	10,553,185	1,502,178.86	5,212,093.90	3,838,912.24	63.6%
36 CO/EXTRACURRICULAR ACTIVITIES	6,376,278	523,017	6,899,295	1,265,845.26	2,737,678.55	2,895,771.19	58.0%
41 GENERAL ADMINISTRATION	8,677,023	0	8,677,023	1,849,099.83	4,729,025.60	2,098,897.57	75.8%
51 FACILITIES MAINT & OPERATIONS	33,381,540	7,913,055	41,294,595	6,406,561.71	22,235,015.94	12,653,017.35	69.4%
52 SECURITY & MONITORING SERVICES	3,319,708	44,520	3,364,228	695,698.75	2,149,129.66	519,399.59	84.6%
53 DATA PROCESSING SERVICES	11,315,070	1,634,480	12,949,550	3,364,545.47	6,409,267.76	3,175,736.77	75.5%
61 COMMUNITY SERVICES	1,725,606	0	1,725,606	388,654.25	1,073,373.05	263,578.70	84.7%
71 DEBT SERVICE	1,050,000	0	1,050,000	174,823.18	884,996.82	-9,820.00	100.9%
99 INTERGOVERNMENTAL CHARGES	2,010,000	0	2,010,000	460,779.00	1,549,221.00	.00	100.0%
TOTAL GENERAL FUND	0	15,000,000	15,000,000	33,509,767.52	213,405,812.53	-231,915,580.05	1646.1%
TOTAL REVENUES	-339,270,000	0	-339,270,000	-30,961,960.92	.00	-308,308,039.08	
TOTAL EXPENSES	339,270,000	15,000,000	354,270,000	64,471,728.44	213,405,812.53	76,392,459.03	
GRAND TOTAL	0	15,000,000	15,000,000	33,509,767.52	213,405,812.53	-231,915,580.05	1646.1%

173

** END OF REPORT - Generated by BAUMANN, DUSTY **

SCHOOL NUTRITION (240) YTD BUDGET REPORT
 SEPTEMBER 30, 2022

FOR 2023 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
240 SCHOOL NUTRITION							
00 GENERAL LEDGER AND REVENUE	-18,115,065	-861,813	-18,976,878	-3,667,353.76	.00	-15,309,524.24	19.3%
35 FOOD SERVICE	18,115,065	4,879,030	22,994,095	3,745,513.16	14,166,296.10	5,082,285.74	77.9%
51 FACILITIES MAINT & OPERATIONS	0	0	0	892.92	6,919.40	-7,812.32	100.0%
TOTAL SCHOOL NUTRITION	0	4,017,217	4,017,217	79,052.32	14,173,215.50	-10,235,050.82	354.8%
TOTAL REVENUES	-18,115,065	-861,813	-18,976,878	-3,667,353.76	.00	-15,309,524.24	
TOTAL EXPENSES	18,115,065	4,879,030	22,994,095	3,746,406.08	14,173,215.50	5,074,473.42	
GRAND TOTAL	0	4,017,217	4,017,217	79,052.32	14,173,215.50	-10,235,050.82	354.8%

** END OF REPORT - Generated by BAUMANN, DUSTY **

DEBT SERVICE (599) YTD BUDGET REPORT
 SEPTEMBER 30, 2022

FOR 2023 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
599 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-27,547,576	0	-27,547,576	-326,117.68	.00	-27,221,458.32	1.2%
71 DEBT SERVICE	27,547,576	0	27,547,576	8,761,482.63	2,389,410.37	16,396,683.00	40.5%
TOTAL DEBT SERVICE FUND	0	0	0	8,435,364.95	2,389,410.37	-10,824,775.32	100.0%
TOTAL REVENUES	-27,547,576	0	-27,547,576	-326,117.68	.00	-27,221,458.32	
TOTAL EXPENSES	27,547,576	0	27,547,576	8,761,482.63	2,389,410.37	16,396,683.00	
GRAND TOTAL	0	0	0	8,435,364.95	2,389,410.37	-10,824,775.32	100.0%

** END OF REPORT - Generated by BAUMANN, DUSTY **

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
MONTHLY REPORT OF TAX COLLECTIONS
FOR THE PERIOD OF JULY 1, 2022 THRU SEPTEMBER 30, 2022

YEAR CURRENT TAX	OUTSTANDING COLLECTIBLE AS OF 2022 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED	
							OVERALL	CURRENT
2022	0.00	0.00	0.00			0.00		0.00%
DELINQUENT TAX								
2021	6,477,650.46	(358,525.44)	6,119,125.02	1,096,218.03	167,588.05	4,855,318.94	74.95%	79.35%
2020	3,223,785.29	(2,933.63)	3,220,851.66	201,579.52	151,182.72	2,868,089.42	88.97%	89.05%
2019	2,134,758.11	(53,514.23)	2,081,243.88	41,216.46	54,008.83	1,986,018.59	93.03%	95.42%
2018	1,360,078.10	8,018.69	1,368,096.79	51,018.49	25,702.27	1,291,376.03	94.95%	94.39%
2017	1,011,428.45	7,071.79	1,018,500.24	18,370.86	11,239.58	988,889.80	97.77%	97.09%
2016	1,009,865.21	(1,354.64)	1,008,510.57	12,136.07	7,820.78	988,553.72	97.89%	98.02%
2015	874,153.59	(344.32)	873,809.27	6,691.92	4,578.72	862,538.63	98.67%	98.71%
2014	864,799.37	(337.06)	864,462.31	5,742.13	3,812.78	854,907.40	98.86%	98.89%
2013	578,314.55	(320.62)	577,993.93	3,612.97	2,511.34	571,869.62	98.89%	98.94%
2012	419,822.75	(41.70)	419,781.05	777.87	1,398.21	417,604.97	99.47%	99.48%
2011	428,635.67	(37,865.89)	390,769.78	457.55	899.45	389,412.78	90.85%	99.65%
2010	265,238.61	(114.19)	265,124.42	181.62	781.50	264,161.30	99.59%	99.64%
2009+	2,010,323.20	(13,523.88)	1,996,799.32	705.31	2,084.23	1,994,009.78	99.19%	99.86%
			0.00					
TOTAL DELINQUENT TAX	20,658,853.36	(453,785.12)	20,205,068.24	1,438,708.80	433,608.46	18,332,750.98	12.33	12.49
CED # 24 SII TAXES	47,491.81	0.00	47,491.81			47,491.81	100.00%	100.00%
TOTAL ALL TAXES	20,706,345.17	(453,785.12)	20,252,560.05	1,438,708.80	433,608.46	18,380,242.79		
PENALTY / INTEREST / DISCOUNT						YEAR TO DATE		
						0.00		
						0.00		
						339,226.27	189,980.27	529,206.54
TOTAL PENALTY / INTEREST / DISCOUNT						339,226.27	189,980.27	529,206.54
OTHER COLLECTIONS								
						0.00	0.00	0.00
						276.14	137.71	413.85
						14,159.40	1,623.39	15,782.79
						0.00	0.00	0.00
						0.00	0.00	0.00
						0.00	0.00	0.00
						0.00	0.00	0.00
						0.00	0.00	0.00
TOTAL OTHER						14,435.54	1,761.10	16,196.64
TOTAL SCHOOL						1,792,370.61	625,349.83	2,417,720.44
				GENERAL FUND		DEBT SERVICE		
TOTAL				TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
				387,125.63	171,186.70	46,482.83	20,554.67	625,349.83

ECISD Over \$50,000 Purchasing Report for November 2022

PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor	Department
11/18/2022	23006628	CDW-G	\$ 4,000,000.00	23-24 Student Devices Qty: 8000	SOURCEWELL COOP #081419-CDW - IFB#22-195N	199-11-6398-98-864-11	Jennifer Bakley	INFORMATION TECHNOLOGY
11/08/2022	23006239	L WALLACE CONSTRUCTION CO INC	\$ 2,000,000.00	OHS 2017 Insurance Hail Claims	RFP #22-14SI / Board Approved 06/21/2022	475-51-6316-17-002-99-47523	Diana Ornelas	DISTRICT OPERATIONS
11/28/2022	23006663	CDW-G	\$ 499,990.93	2023-24 Teacher Devices Qty: 257	SOURCEWELL COOP #081419-CDW - IFB#22-195N	199-11-6397-99-864-11	Jennifer Bakley	INFORMATION TECHNOLOGY
11/08/2022	23006195	CDW-G	\$ 421,730.55	22-36SN (District Wide Kitchen Security Upgrade)	SOURCEWELL COOP #081419-CDW - IFB#22-195N	240-35-6299-00-974-99	Ruth Baltazar	FOOD SERVICES
11/08/2022	23006226	THE BOSWORTH LTD	\$ 323,000.00	SAN JACINTO REPLACEMENT UNIT INSTALLATION	RFP 21-28	199-51-6639-00-121-99	Kent Clark	MAINTENANCE SERVICES
11/08/2022	23006225	THE BOSWORTH LTD	\$ 257,000.00	REPLACEMENT PO 22014905	RFP 21-28	199-51-6639-00-103-9	Kent Clark	MAINTENANCE SERVICES
11/18/2022	23006652	TNTP. INC.	\$ 200,000.00	TNTP PROFESSIONAL LEARNING- YEAR 2	RFP 21-34	282-13-6299-00-850-2	Sarah Harrison	PROFESSIONAL DEVELOPMENT
11/29/2022	23006748	PBK ARCHITECTS, INC	\$ 200,000.00	Long Term PO	Professional Service no bid/rfp required	199-51-6299-BD-965-9	Diana Ornelas	DISTRICT OPERATIONS
11/04/2022	23006124	FOCUS SCHOOL SOFTWARE LLC	\$ 112,647.50	Focus Software	RFP #22-15 SIS Focus Software	199-53-6394-00-972-9	Melinda Compton	INFORMATION SYSTEMS
11/02/2022	23005810	TEXAS EDUCATION AGENCY	\$ 94,500.00	Teacher Incentive Allotment Fee 2022-2023	Texas Education Agency requirement	199-11-6499-TI-999-1	Sandra Talavera	HUMAN RESOURCES
11/03/2022	23005921	GREEN LIGHT GROUP TOURS	\$ 80,805.72	PHS Band State Marching Contest	ESC 19 Allied States co-op #21-7387	199-36-6412-51-003-9	Thelma Chapa	FINE ARTS
11/03/2022	23005933	SIRIUS EDUCATION SOLUTIONS LLC	\$ 73,200.00	Sirius Workbooks--Mth 6-8, Allied States Coop-Spr	ESC 19 Allied States Coop #18-7297, 20-7373, 22-7438	211-11-6396-00-851-3	Sheila Pruitt	CURRICULUM & INSTRUCTION
11/04/2022	23006057	WILLIAMS PAVING & EXCAVATION. INC	\$ 71,855.00	CONSTRUCTION SERVICES, HEAVY (INCL. MAINTENANCE A	BID #20-07SI	199-51-6246-01-965-9	Diana Ornelas	DISTRICT OPERATIONS
11/14/2022	23006486	CDW-G	\$ 71,684.00	CTE Desktop Refresh x 50	SOURCEWELL COOP #081419-CDW - IFB#22-195N	199-11-6397-38-864-1	Jennifer Bakley	INFORMATION TECHNOLOGY
11/01/2022	23005767	COLLEGE ENTRANCE EXAMINATION BOARD	\$ 71,400.00	TSIA Testing Units	sole source	199-31-6339-00-855-3	Sandy Ochoa	GUIDANCE & COUNSELING
11/09/2022	23006256	HENRY SCHEIN INC	\$ 57,336.00	TRACEY BORCHARDT - ATHLETIC DEPARTMENT ESSER III	BUYBOARD APPROVED VENDOR CONTRACT #603-20 #610-20	282-51-6397-00-905-9	Tracey Borchardt	ATHLETICS
11/18/2022	23006626	CDW-G	\$ 56,414.50	Desktop Computers for CTE Classrooms Qty: 34	SOURCEWELL COOP #081419-CDW - IFB#22-195N	199-11-6397-00-003-2	Brek Paz	PERMIAN HIGH SCHOOL
11/04/2022	23006070	BIG SPRING ISD	\$ 50,677.00	Long-Term PO for Autism Grant Services	Shared Services Agreement ECISD, MISD, BSISD.	459-93-6493-00-999-2	Savannah Soto	SPECIAL EDUCATION

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Routine Personnel Report for November 2022

DATE: 11/30/2022

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
KEVIN WILLIAMS	4TH GRADE REG	BURLESON ELEMENTARY	11/28/2022

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
HILDA BARRAGAN SANCHEZ	SPANISH	ODESSA HIGH SCHOOL	11/1/2022
JOSEPH BYRD	PHYSICAL EDUCATION	WILSON AND YOUNG MIDDLE SCHOOL	11/7/2022
GUOXIANG WNAG	MATH	STEM ACADEMY	11/3/2022
ERIC CARRASCO	SPED	NIMITZ MIDDLE SCHOOL	11/14/2022
ANDREA WALKER	ISS	WILSON AND YOUNG MIDDLE SCHOOL	11/28/2022
JOSEPH NAGEL	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	11/14/2022
ARUL GANESH NICHOLAS	SCIENCE	PERMIAN HIGH SCHOOL	11/1/2022
ALEJANDRA PAYEN	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL	11/28/2022

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
TRAVIS CRESS	SOCIAL SERVICE SPECIALIST	SAS	11/14/2022
WENDY DURAN	SOCIAL SERVICE SPECIALIST	SAS	11/28/2022
RACHEL FLORES	HOMELESS SPECIALIST	SAS	11/14/2022
ANGELA JOHNSON	INNOVATION INSTRUCTIONAL SPCLST	INNOVATION	11/15/2022
BIANCA SALMON	ACCOUNTANT, PAYROLL SPEC PROJ	PAYROLL	11/1/2022

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
MELISSA PEREZ	KINDER REG	GOLIAD ELEMENTARY	11/30/2022
KERINA REYES	2ND GRADE REG	LBJ ELEMENTARY	11/4/2022
KAROLE CABRERA	1ST GRADE REG	IRELAND ELEMENTARY	11/10/2022
CARSON VALDEZ	PK REG	CARVER ELEMENTARY	11/16/2022
INGRID DEL CASTILLO	KINDER REG	ROSS ELEMENTARY	11/4/2022
ALEJANDRA CANEDO	SPED	BURNET ELEMENTARY	11/4/2022

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
NONE			

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
ELDA BAEZA	SUPERVISOR, STATE ASSESSMENT	ASSMT & ACCOUNTABILTY	11/8/2022
AMANDA LOPEZ	COORD, SOCIAL/EMOTIONAL LEARNING 178	GUIDANCE & COUNSELING	11/30/2022
MEGAN POWEEL	COMMUNITY ENGAGEMENT SPCLST	DEVELOPMENT OFC	11/15/2022
DAVID WAGNER	SR APPLICATION ANALYST	INFORMATION SYSTEMS	11/30/2022

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools
FROM: Dr. Anthony Sorola, Associate Superintendent
RE: Amended Technology Position
DATE: December 13, 2022

AMENDED TECHNOLOGY POSITION

POSITION/GROUP	DUTIES PERFORMED/DAYS	STIPEND/PAY GRADE
ADMINISTRATOR, SECONDARY TECHNOLOGY	227	PG4
ADMINISTRATOR, TECHNOLOGY	227	PG4