

# Agenda of Board Workshop Meeting

## The Board of Trustees Ector County Independent School District

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A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held October 8, 2024, 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. Opening Remarks by Superintendent
4. Public Comment
5. Report/Discussion Items
  - A. Presentation of Bilingual/ESL Program 2
  - B. Presentation of Curriculum and Instruction Science, Technology, Engineering and Math (STEM) 28
  - C. Presentation and Discussion of 2023-24 Senate Bill 1882 Partnership Performance Outcomes 56
  - D. New PHS JROTC Firing Range and PHS Auditorium Renovation Design Update 78
6. 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.]  
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.]
7. Closing Remarks by Superintendent
8. Adjournment



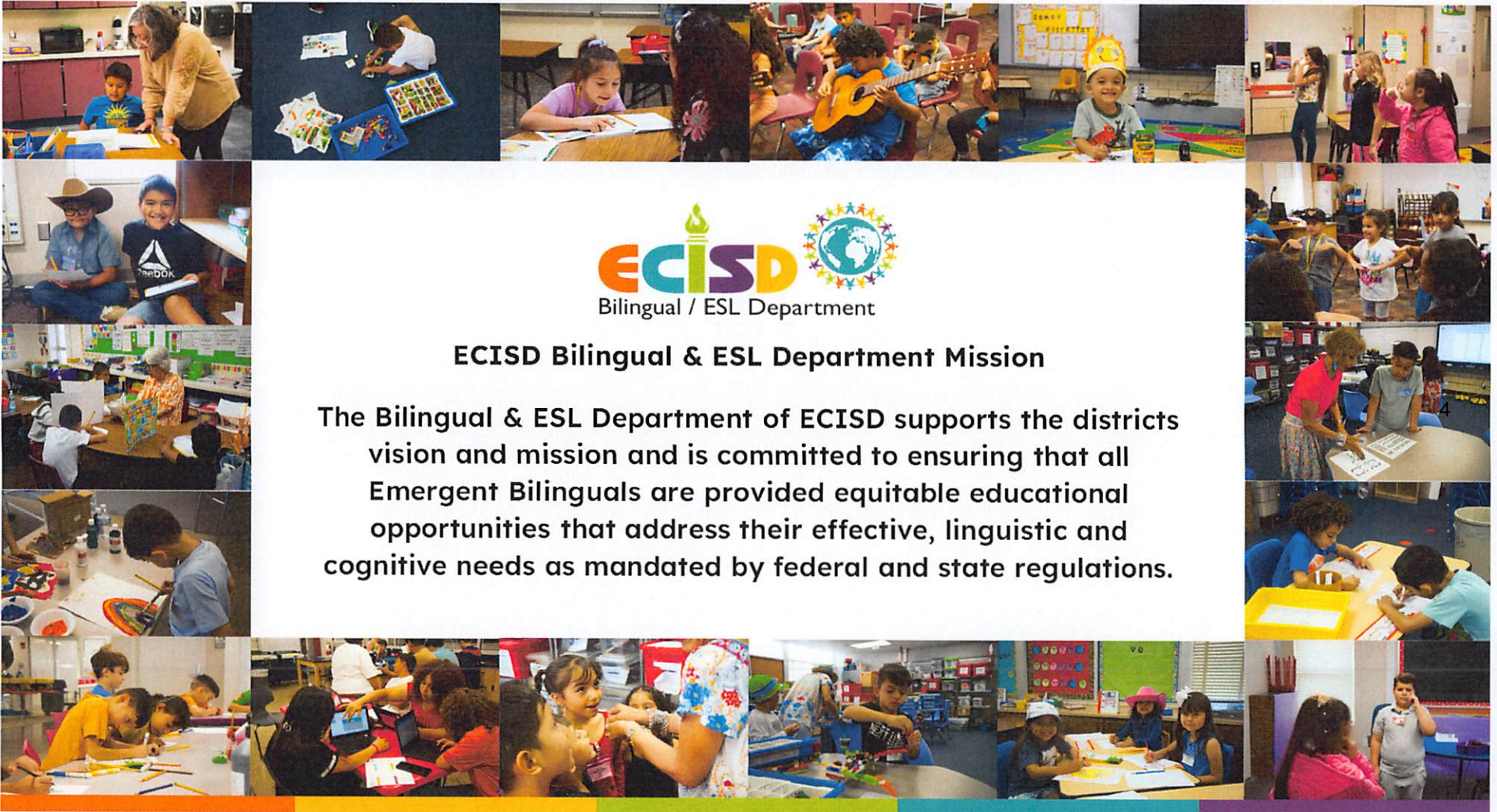
## **PRESENTATION OF BILINGUAL/ESL PROGRAM**

Betsabe Salcido, Executive Director of Bilingual/ESL Services from Curriculum and Instruction will present a program review. She will discuss what the language of the day means for our Dual-Language One-Way Program, will illustrate what the 45-minute English/Language Bridge Time looks like in a dual language program and will celebrate the Global Leadership Academy expansion at Crockett Middle School.



# Dual Language Program Progress & ESL Support

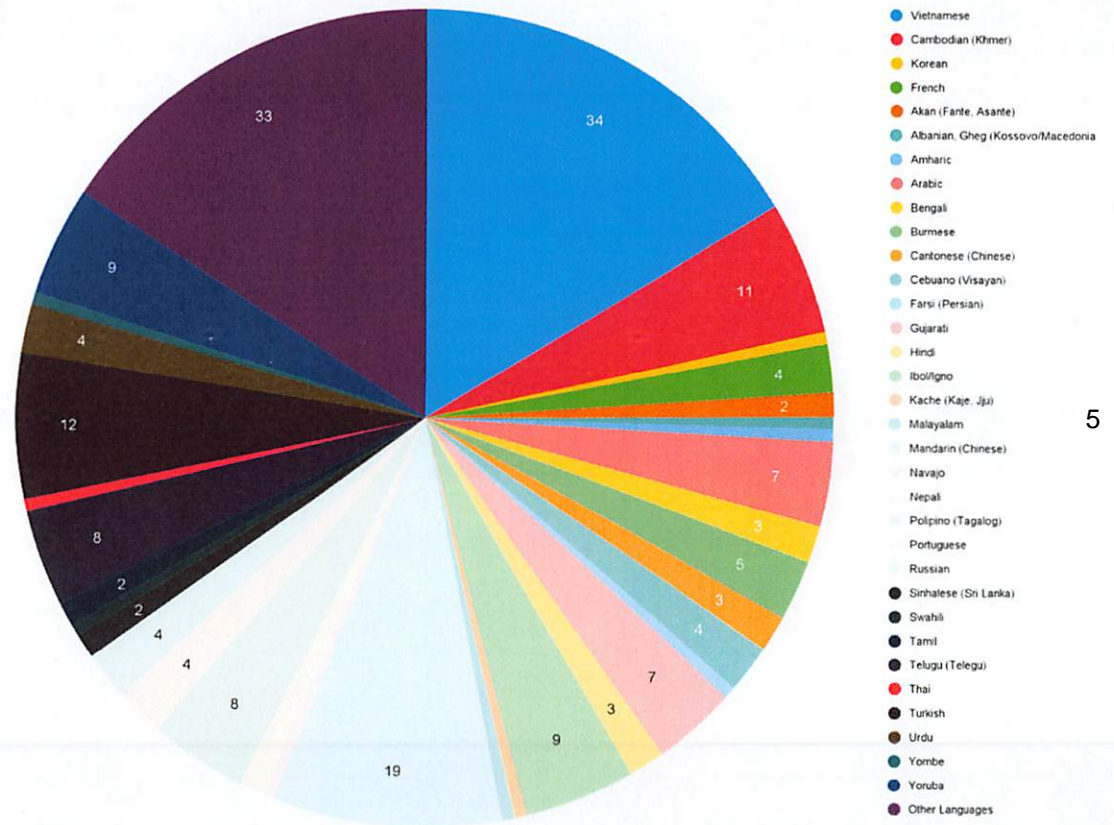
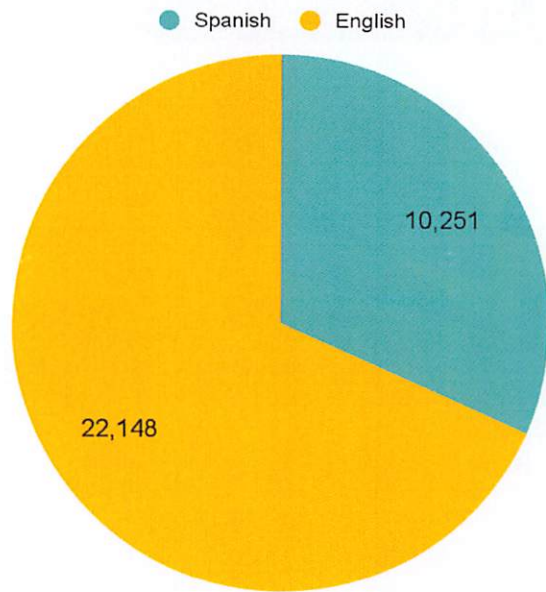
*2024-2025*



### **ECISD Bilingual & ESL Department Mission**

**The Bilingual & ESL Department of ECISD supports the districts vision and mission and is committed to ensuring that all Emergent Bilinguals are provided equitable educational opportunities that address their effective, linguistic and cognitive needs as mandated by federal and state regulations.**

# 36 Home Languages





# Emergent Bilingual Counts

| Total Numbers | Emergent Bilinguals |
|---------------|---------------------|
| 2021          | 6879                |
| 2022          | 7984                |
| 2023          | 9009                |
| 2024          | 10095               |



# ECISD Dual Language Teacher Counts



|   | 2023-2024  | 2024-2025  |
|---|------------|------------|
| Certified Dual Language Teachers                | 128        | 121        |
| Instructional Facilitators                      | 38         | 64         |
| Certified International Teachers                | 18         | 18         |
| Certified Visiting International Spain Teachers | 28         | 21         |
| <b>Total Dual Language Teachers</b>             | <b>212</b> | <b>224</b> |

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## Bilingual Education Programs Program Content and Design TEC 89.1210.



As students acquire an additional language, the loss of the native language and culture takes place

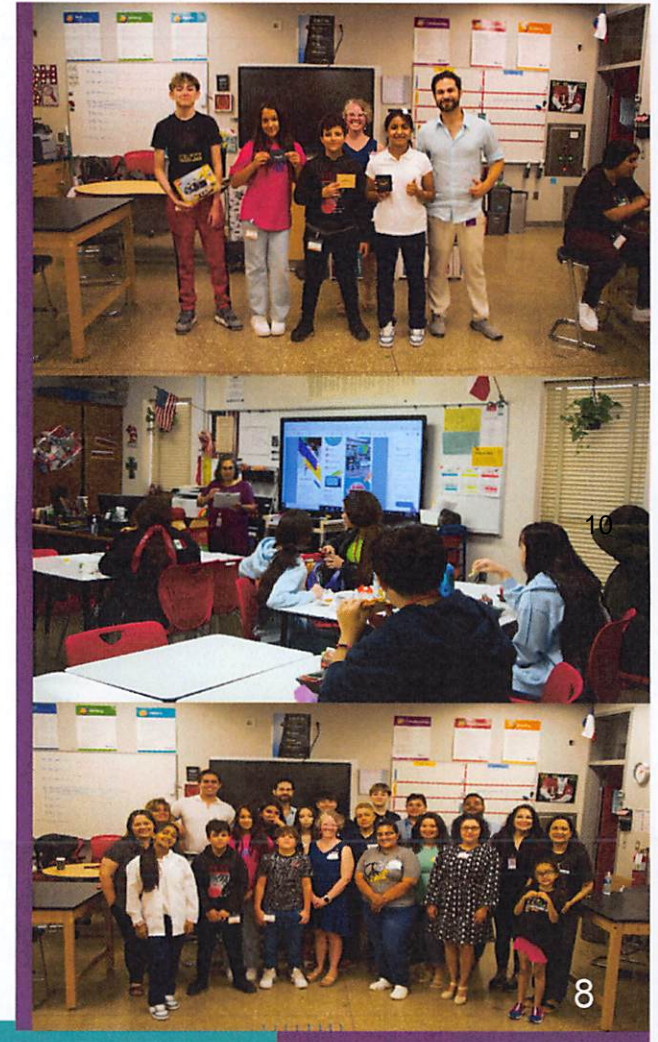
Students are provided the opportunity to add an additional language to their repertoire, but at no cost of their home language and culture.

Subtractive - Additive

# English as a Second Language (ESL) Program

The ESL Program at the Secondary is designed to provide instructional support in English using second language acquisition strategies to make content comprehensible.

The goal of the program is to develop reading, writing, listening and speaking competence in English while valuing the academic and cultural experience of each student.



## Language Acquisition

Researchers, Krashen and Cummins determined that it takes between 5-7 years to attain advanced language fluency in a second language.

### Stages

- ★ Pre-Production
- ★ Early Production
- ★ Speech Emergence
- ★ Beginning Fluency
- ★ Intermediate
- ★ Advanced Fluency

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## One-Way Dual Language Program

The program is designed to make academic content accessible to emergent bilinguals through the development of literacy and academic skills.

The program develops a second language (English) for students while maintaining and enriching the student's own language and culture.

### Benefits of Being Bilingual:

- ★ Advanced Levels of Language Proficiency
- ★ Higher Academic Achievement
- ★ Better scores on standardized state tests
- ★ Biculturalism

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# Dual Language Pillars

## Bilingualism & Biliteracy

Because students are learning content via two languages, they must be able to speak, write, read, listen, and use each of the two program languages as a support for the other.

Dr. José L. Medina



## Grade Level Academic Achievement

This is extremely important because students in dual language programs must excel in mathematics, science, social studies, language arts, physical education, music, and art, in both languages of instruction.

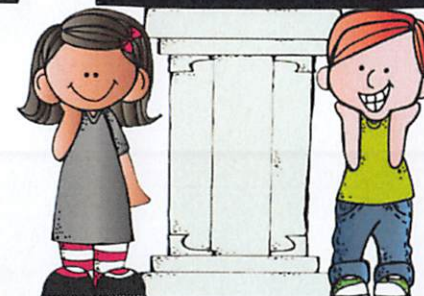
Dr. José L. Medina



## Sociocultural Competence

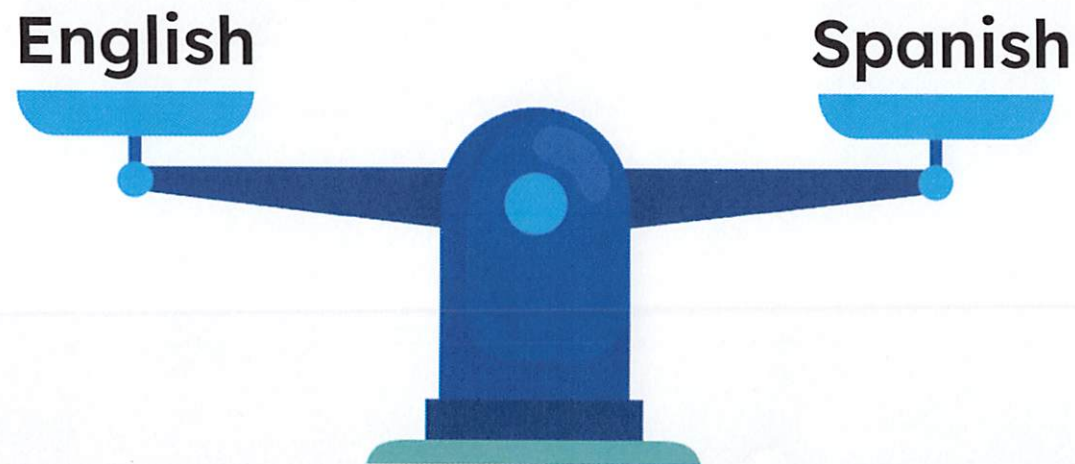
Students in dual language programs should be able to see the similarities and differences in each other, but rather than identifying the differences as obstacles to overcome, they should be viewed as opportunities to connect.

Dr. José L. Medina



The goal of Dual Language Program is **NOT** to transition students into English...

... the goal is to build **BOTH** languages equally high!



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# EHEB REG & LOCAL



## ECISD Dual Language Policies approved by Board of Trustees in February of 2024.

**Purpose**

The pillars of the District's dual language one-way program are as follows:

1. Students shall develop bilingualism and biliteracy, defined as achieving linguistic and academic proficiency in another language as well as English. Students must be able to speak, write, read, listen, and use each of the two program languages as a support for the other.
2. Students shall achieve high academic proficiency in the core content areas in English and the partner language with special attention given to emergent bilingual students participating in the program.
3. Students shall develop positive cross-cultural competence.

**Dual Language Programs**

The DLP's expectations include:

1. Emergent bilingual students shall be served in their dual language classroom by their bilingual teacher.
2. The program's content and design shall adhere to practices that are supportive of state rules and state law.
3. The DLP schedule shall include 45 minutes of language development to support the intentional transfer of languages through bridging and cross-linguistic connections.

**Monitoring Progress**

The DLP will monitor progress using MAP and dual language short-cycle assessments.

**Future Middle and High School DLP**

12. The District shall provide secondary DLP at identified middle school and high school campuses.

**Eligibility**

1. Students who have completed an elementary DLP, or
2. Students who demonstrate sufficient proficiency in the partner language as determined by administrative process.

**Language Proficiency Assessment Committee**

The professional staff members of the LPAC(s) shall be assigned those duties by the Superintendent or designee. Selection of panel members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs.

**Training**

The District shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be accountable for the District and shall observe requirements regarding confidentiality of student records. [See FL]

**District Dual Language Programs (DLP)**

The District shall implement for students a dual language one-way program in which students learn academic content through two languages, English and Spanish, and develop bilingualism, biliteracy, and positive cross-cultural competence. At least 50 percent of instructional time shall be provided in the second language at all grade levels offered at each school as designated by the District's instructional framework for each grade.

The District shall also implement a Dual Language Two-Way Model at appropriate campuses.

Unless otherwise specified, the dual language program (DLP) in this policy shall refer to the dual language one-way program.

**Grade Levels**

Enrollment in elementary DLPs shall begin at pre-kindergarten or kindergarten and continue without interruption through the elementary grades.

**Eligibility**

The DLP shall be available according to each student's attendance zone and participating campus.

**Equitable Access**

The District is committed to providing equitable access to services for emergent bilingual students. Access to the DLP shall not be based on race, creed, color, religious affiliation, age, or disability. The recommended integration of emergent bilinguals and students proficient in English in a DLP shall be reached while ensuring that the District fulfills its obligation to provide required bilingual program services to emergent bilinguals in accordance with state law.

**Support of Program Goals**

The Board and the administration shall support the DLP's purpose and goals by hiring and retaining highly qualified staff, funding appropriate professional development, and providing program infrastruc-

EHBE REGULATORY

EHBE (LOCAL)

# Language of the Day

**ECISD** BILINGUAL & ESL DEPARTMENT

**AUGUST 2024**  
LANGUAGE OF THE DAY

**PK-1ST**  
GRADE LEVELS

SPANISH / ENGLISH

| MONDAY   | TUESDAY  | WEDNESDAY  | THURSDAY   | FRIDAY   |
|--|--|--|--|--|
|  |  |  | 1  | 2  |
| 5  | 6  | 7  | 8  | 9  |
| 12<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 13<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 14<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 15<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 16<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS |
| 19<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 20<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 21<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 22<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 23<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS |
| 26<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 27<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 28<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 29<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 30<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS |

**ECISD** BILINGUAL & ESL DEPARTMENT

**AUGUST 2024**  
LANGUAGE OF THE DAY

**2ND-5TH**  
GRADE LEVELS

SPANISH / ENGLISH

| MONDAY   | TUESDAY  | WEDNESDAY  | THURSDAY   | FRIDAY   |
|--|--|--|--|--|
|  |  |  | 1  | 2  |
| 5  | 6  | 7  | 8  | 9  |
| 12<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 13<br>Opening Activities<br>ELAR<br>LD/Math/Sci/SS | 14<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 15<br>Opening Activities<br>ELAR<br>LD/Math/Sci/SS | 16<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS |
| 19<br>Opening Activities<br>ELAR<br>LD/Math/Sci/SS | 20<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 21<br>Opening Activities<br>ELAR<br>LD/Math/Sci/SS | 22<br>Opening Activities<br>SLAR<br>LD/Math/Sci/SS | 23<br>Opening Activities<br>ELAR<br>LD/Math/Sci/SS |
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## Dual Language One Way Biliteracy Framework

- ★ Pre-K through 1st Grade Native Spanish Speakers in a Dual Language One-Way program learn to read in Spanish.
- ★ 2nd Grade through 5th Grade Native Spanish Speakers receive literacy instruction in both English and Spanish. Spanish one day and English the next.
- ★ 45 Minutes of Language Development daily is necessary for Intentional Transfer and Bridging Between the TWO languages.

# 45 Minute Language Development

**Letra "S" & su sonido**

|           |          |
|-----------|----------|
| Sopa      | soup     |
| Serpiente | snake    |
| Sonido    | sound    |
| Silaba    | syllable |
| Silencio  | silence  |

¿Qué notas acerca del sonido "S" en español?  
Yo noto que el sonido de la "s" en español es \_\_\_\_\_

¿Qué notas acerca del sonido "s" en inglés?  
Yo noto que el sonido de la "s" en inglés es \_\_\_\_\_

¿Qué notas acerca del sonido "s" en español e inglés? ¿Es igual o diferente?

## Bridge Level 2: Possible Patterns

| Contenido         | Content                  |
|-------------------|--------------------------|
| el calor          | the heat                 |
| agua              | water                    |
| presión           | pressure                 |
| viento            | wind                     |
| roca sedimentaria | sedimentary rock cognate |
| erosión           | erosion cognate          |

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## Keys to a successful program

### Dual Language Program Components

- ★ Additive Mindset
- ★ Equal access to both languages and instructional materials
- ★ Language of the Day
- ★ Follow the Literacy Framework
- ★ 45 Minutes of Language Development
- ★ Ensure that we serve students by their designated dual language teacher



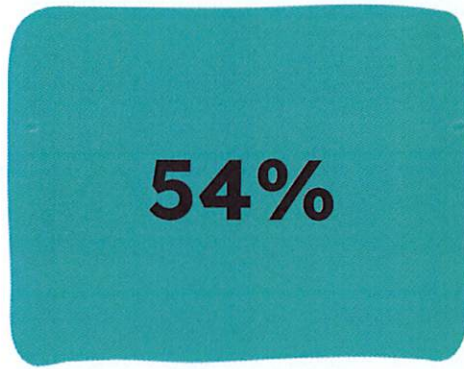
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# Bilingual Kinder Readiness



State Kinder Readiness Target



ECISD All Students 2023

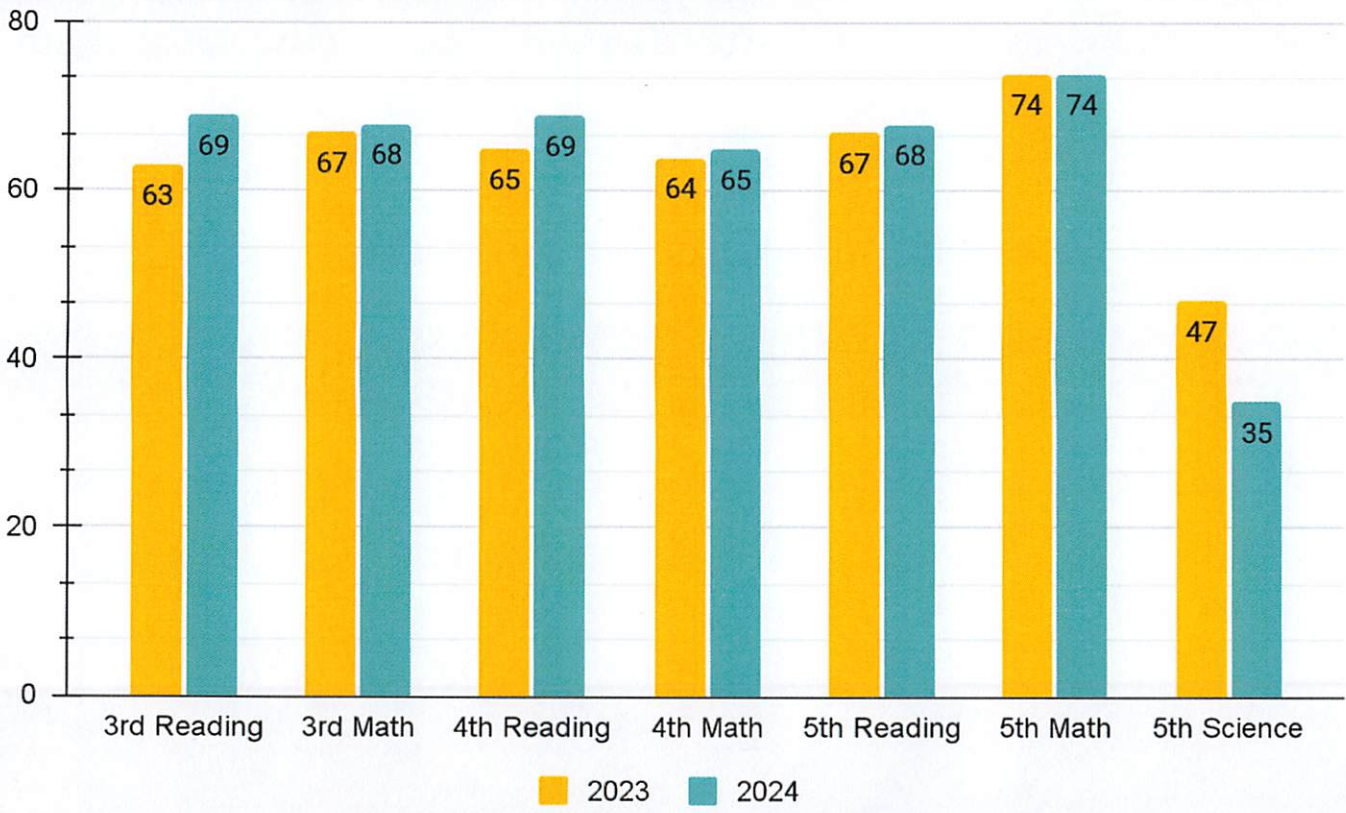


ECISD Emergent Bilingual Students 2023

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# Emergent Bilingual STAAR 3-5



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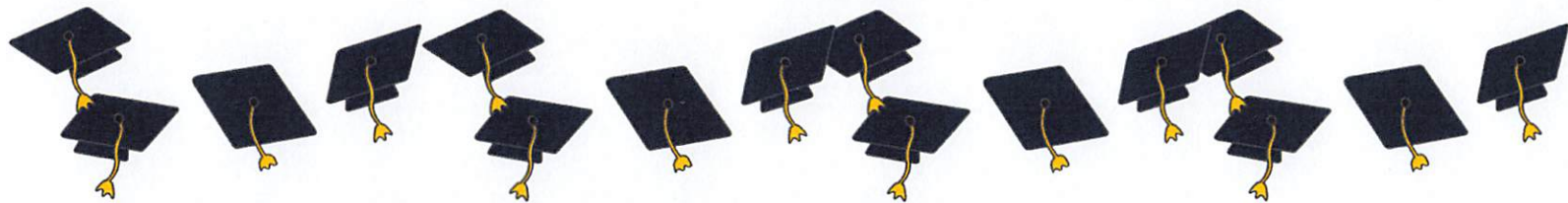


# Graduation Rate

The BE & ESL Department is celebrating that **30% of the top ten students in ECISD high schools** were former bilingual/ESL students.

A total of 15 students to include 1 Valedictorian and 2 Salutatorians, were served through our program.

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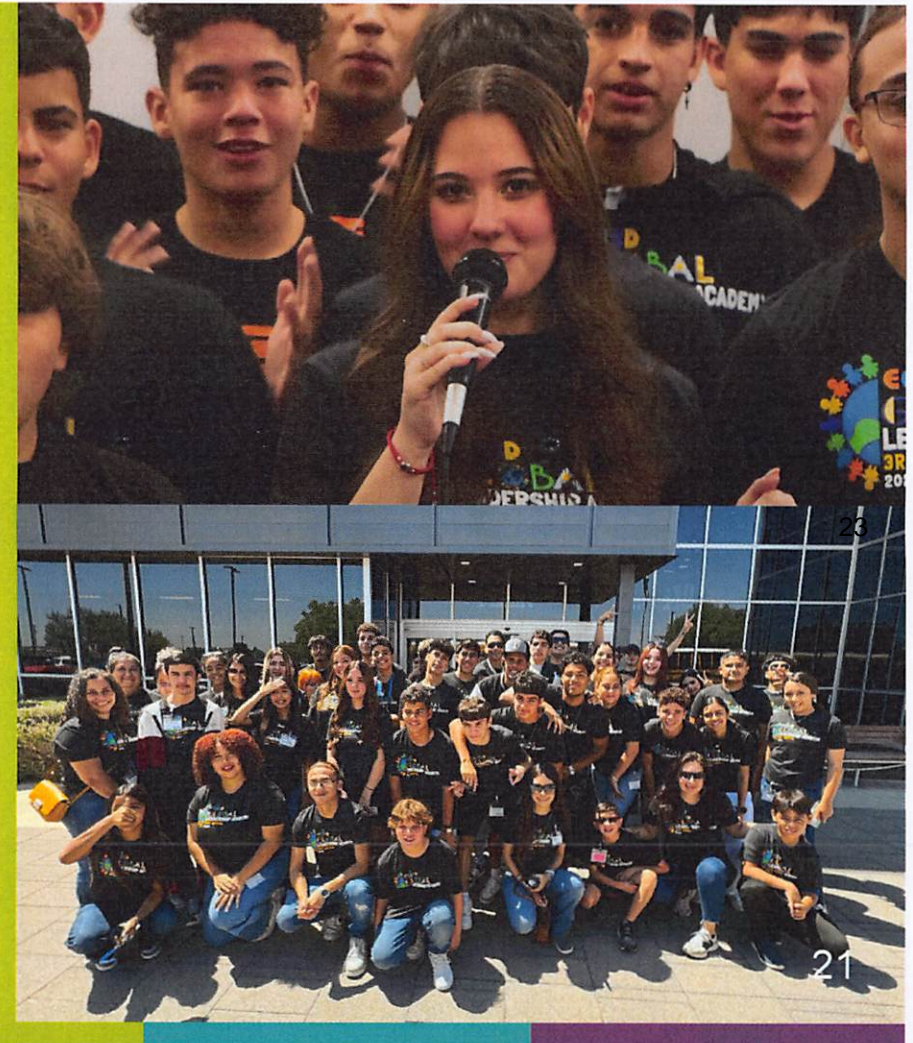


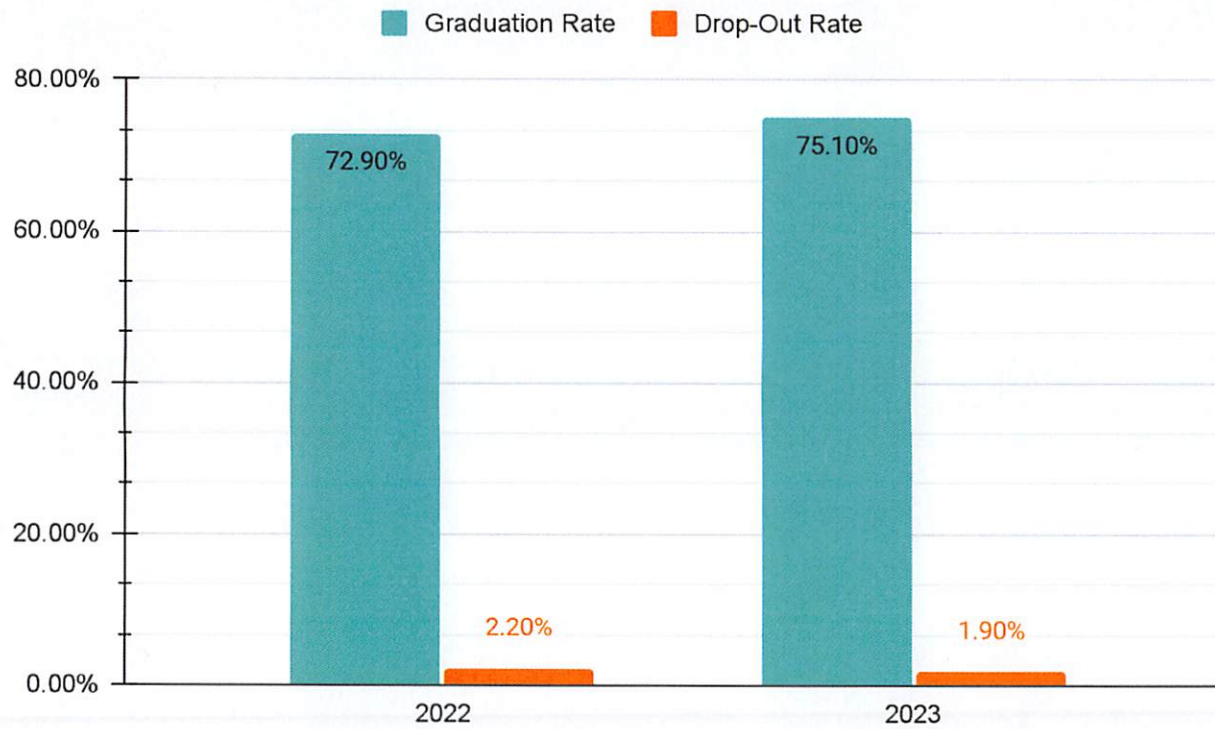
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# Global Leadership Academy

Our objective and mission is to create a **welcoming** and **safe** group for **Emergent Bilingual** students to develop **real life skills** and **develop leaders** that will **positively impact our community.**





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***Results Driven Accountability (RDA)  
2023***

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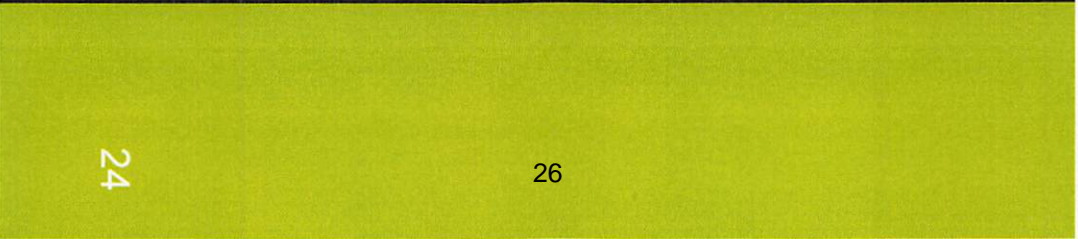
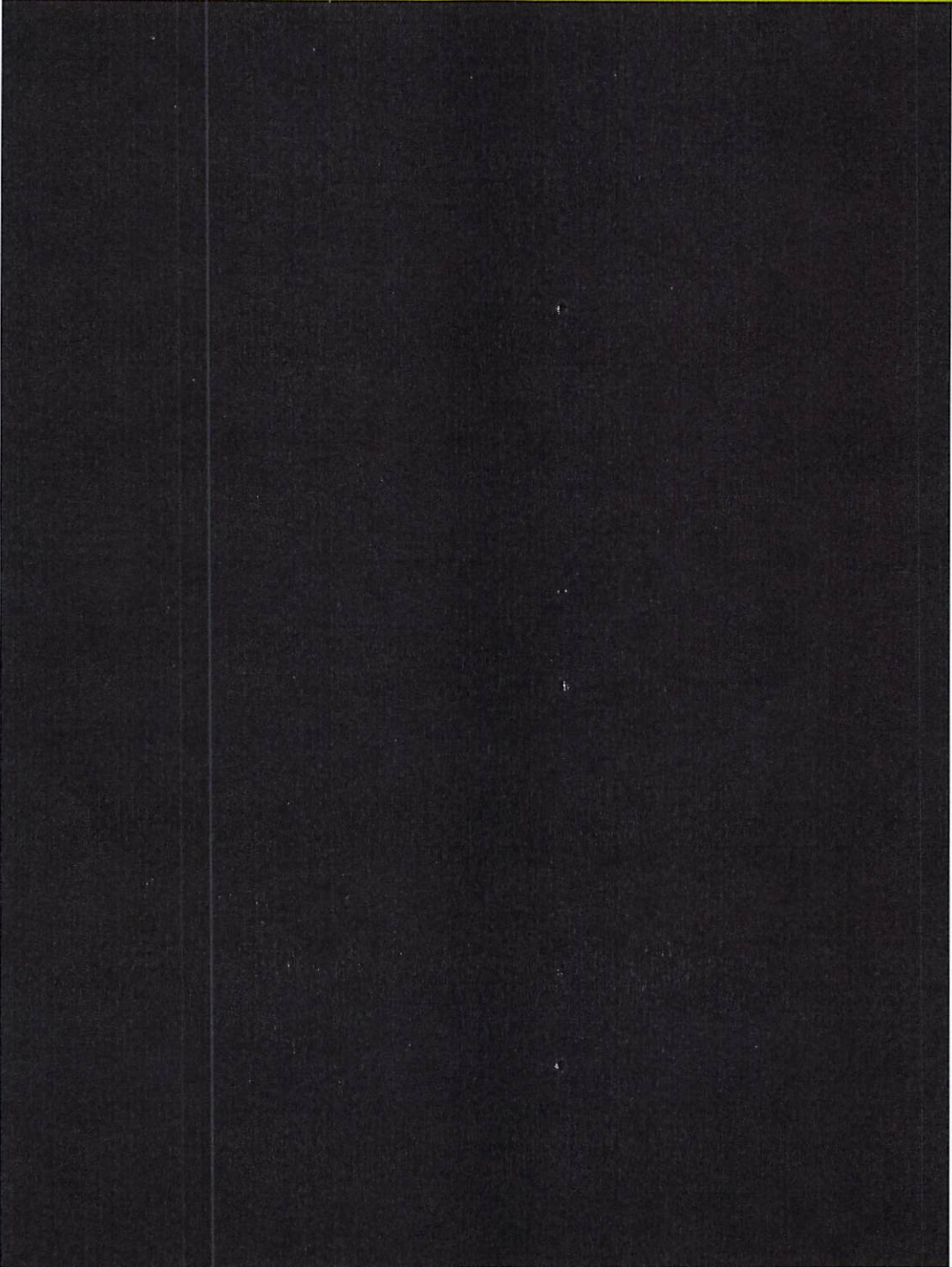


## BE & ESL Progress Measures

- ★ Dual Language Short Cycle Assessments
- ★ Robust Professional Development Calendar
- ★ Seal of Biliteracy
- ★ Reclassification (EXIT) of Emergent Bilingual Students

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# Gracias!

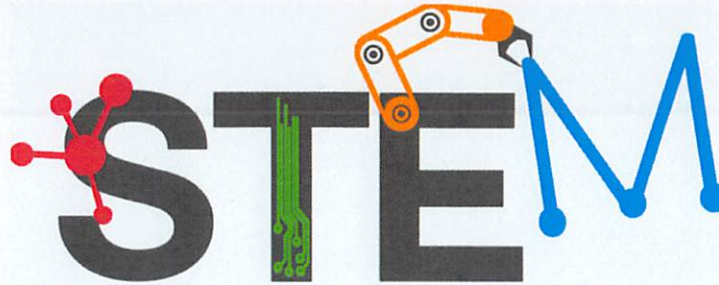




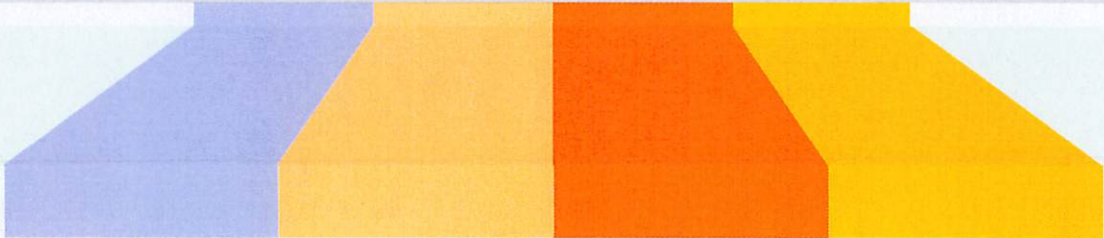
## **PRESENTATION OF CURRICULUM AND INSTRUCTION SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)**

The STEM Team from the Curriculum and Instruction Department will present an update on math instruction for elementary and secondary students. Our science coordinator will define how our new K-12 science standards have transitioned from 2-dimensional learning to 3-dimensional learning.

We will also celebrate a grant, provided by Phillips 66, which provides a digital math platform to be used as supplemental instruction. This platform has been approved by the Texas Education Agency as a resource for accelerated instruction, as called for by HB 1416.



**Curriculum and Instruction  
Board Presentation -  
October 2024**



# Hello, We are your C&I STEM Team!



*Dr. Lilia Nanez*

Associate Superintendent of Curriculum and Instruction



*Melissa Cooper*

Secondary Math Coordinator



*Lisa Mills*

Executive Director of Curriculum and Instruction - STEM



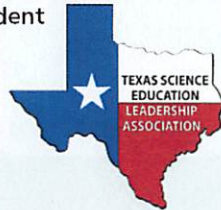
*Brittany Swaim*

Elementary Math Coordinator



*Caitlin Couch*

District Science Coordinator  
TSELA President





# Today we will cover:



Conceptual Flow in Elementary Math



Building a strong foundation with ST Math



Middle School Advanced Math Program



New Course Sequence in High School Math



Making the shift from 2D to 3D Learning in Science





# 01

## **Conceptual Flow in Elementary Math**

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$$\begin{array}{r} \times 13 \\ \hline \end{array}$$

72

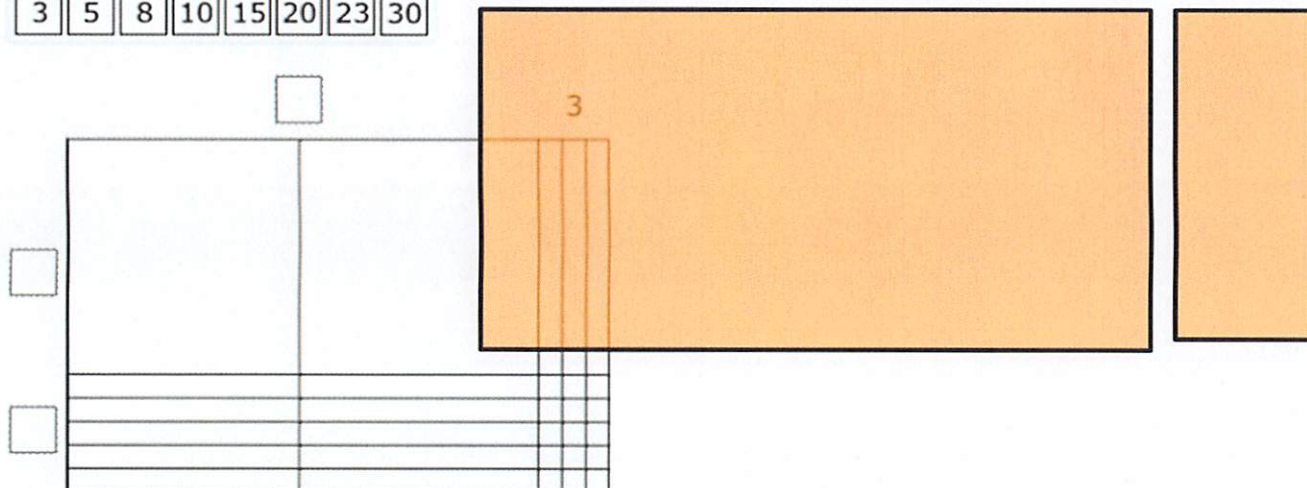
$$\begin{array}{r} + 240 \\ \hline \end{array}$$

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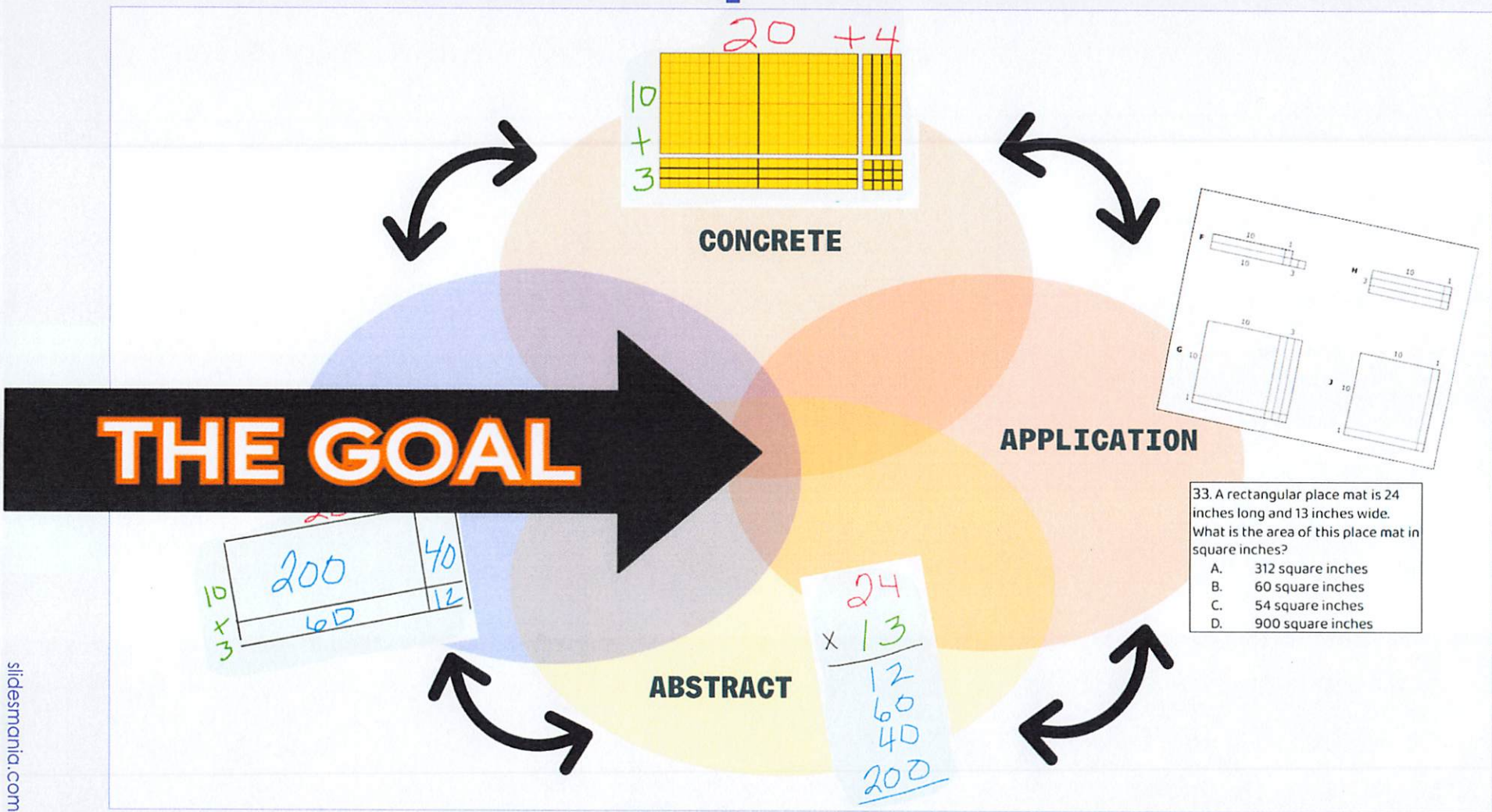
Complete the area model to represent the equation  $23 \times 15 = 345$ .

Move the correct number to each box. Each number may be used more than once. Not all numbers will be used.

- 3
- 5
- 8
- 10
- 15
- 20
- 23
- 30



# Conceptual Flow

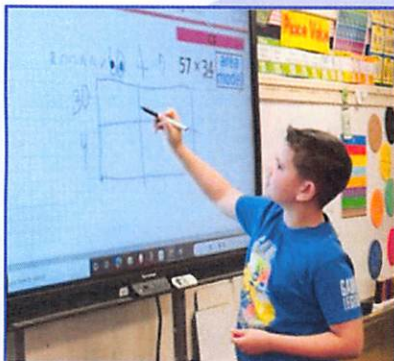
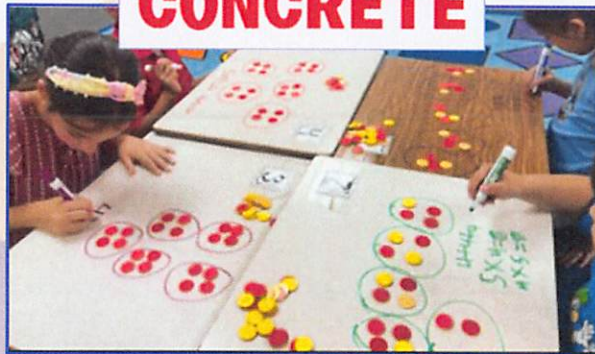


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# Conceptual Flow in Action

**CONCRETE**



**REPRESENTATIONS**




**APPLICATION**



**ABSTRACT**





**02**

**Building a Strong  
Foundation with ST Math**

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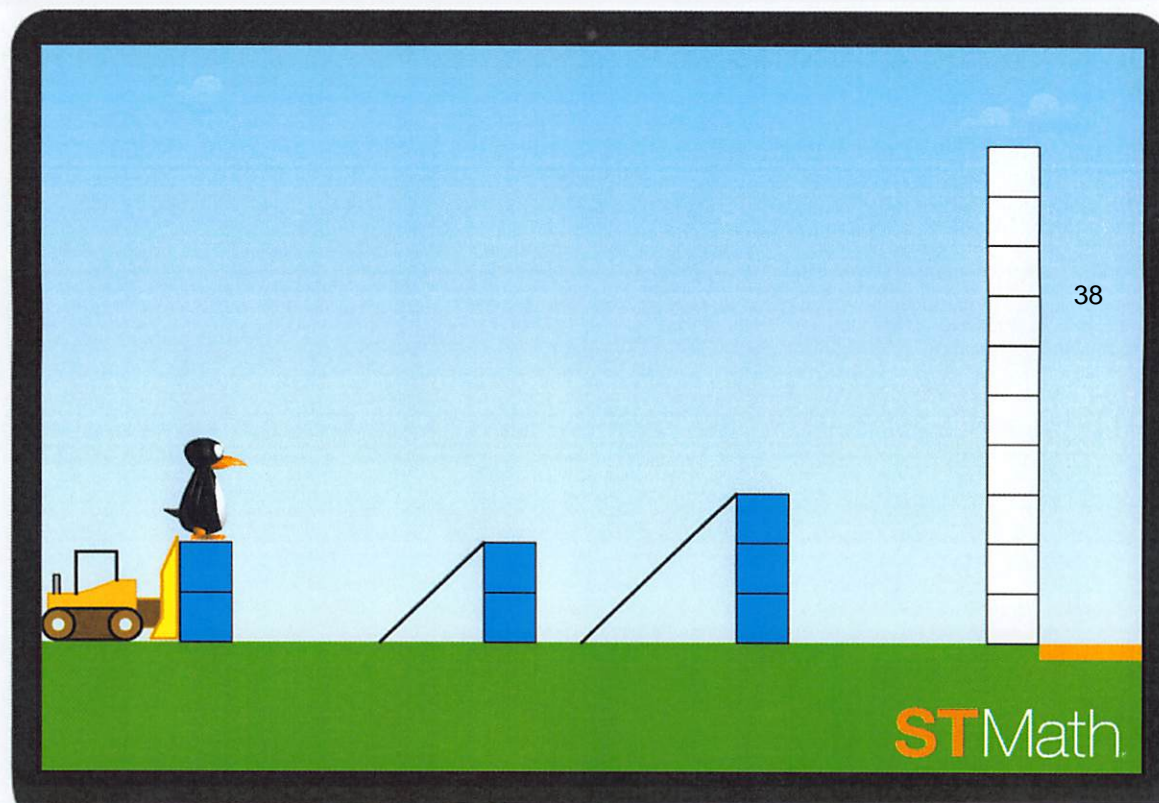
**ST Math**  
Created by MIND Education®




## PreK-5 Visual Instructional Program

### Math the Way the Brain Learns

- Students learn by doing to build deep conceptual understanding.
- Equitable access for all students. No language barriers, ensuring every student can engage and succeed.
- Students tackle unfamiliar math problems with visual learning.
- Foster curiosity and problem-solving through productive struggle





03

**Middle School Advanced  
Mathematics Program**

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# Middle School Advanced Mathematics Program

Senate Bill 2124 requires that all students who score in the **top 40%** on the 5th Grade Math STAAR Test be **automatically** placed in an Honors Math class in 6th grade.

Students who don't have a 5th Grade STAAR score will take a locally developed assessment.

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# Middle School Advanced Mathematics Program

The purpose of the Middle School Advanced Mathematics Program is to “increase the number of students who complete advanced mathematics courses in high school.”

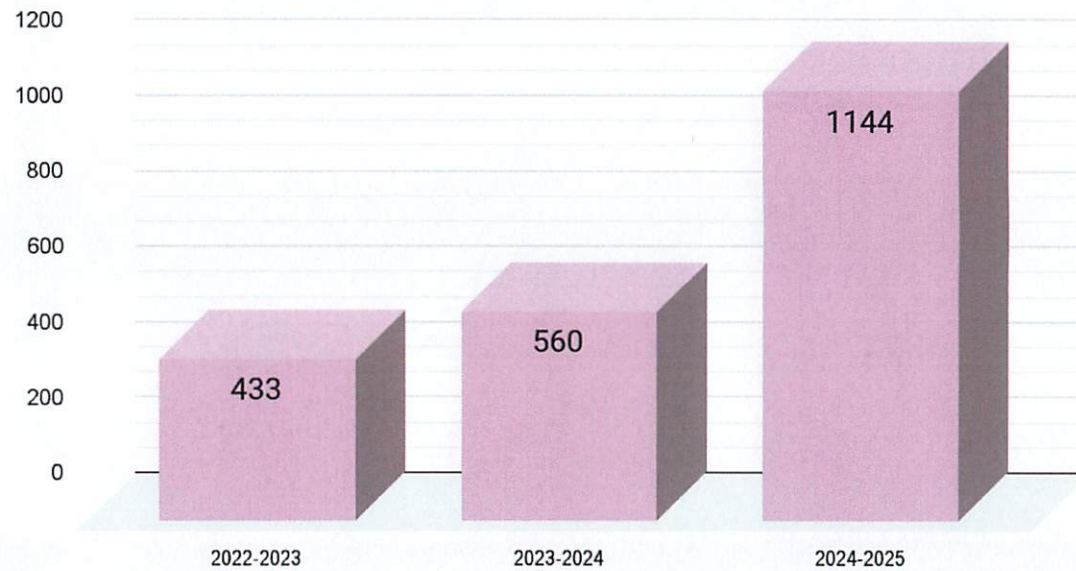


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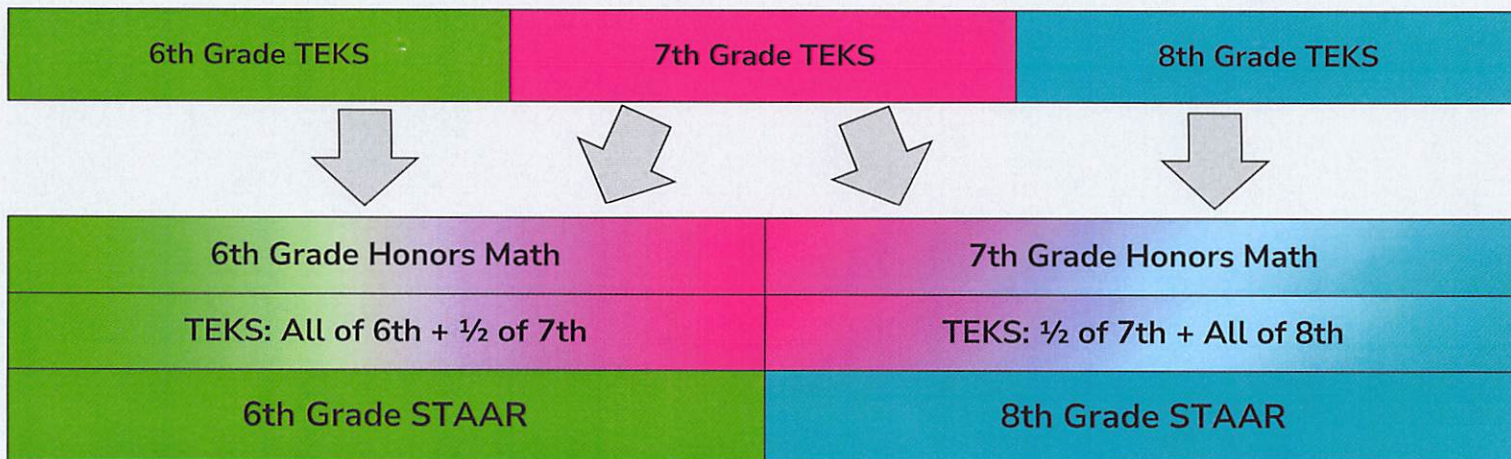
# Middle School Advanced Mathematics Program

## 6th Grade Math Honors Students



42

# Middle School Advanced Mathematics Program



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# 04

## New Course Sequence in High School




**Old Course Sequence:**

**Algebra 1 → Geometry → Algebra 2 → 4th Year Math**

**New Course Sequence:**

**Algebra 1 → Algebra 2 → Geometry → 4th Year Math**

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## Why the change and What does that mean?

- TSIA Readiness
- Keep the momentum of algebraic learning
- In 2024-2025, many more of Algebra 2 classes and very few Geometry classes

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**Algebra 1 → Algebra 2 → Geometry → 4th Math**

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# 05

## **The Shift from 2 Dimensional to 3 Dimensional Learning in Science**

**Transforming Understanding:** Moving from 2D to 3D Learning in Science

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## Where have we been... Where are we now...

TEKS Revision  
Process  
begins  
**Winter 2019**

K-8 and other  
High School  
Course TEKS  
adopted **2021**

Instructional  
Materials  
adopted  
**Fall 2023**

Overlap TEKS  
tested  
**Spring 2025**

Core High  
School  
Science TEKS  
**Fall 2020**

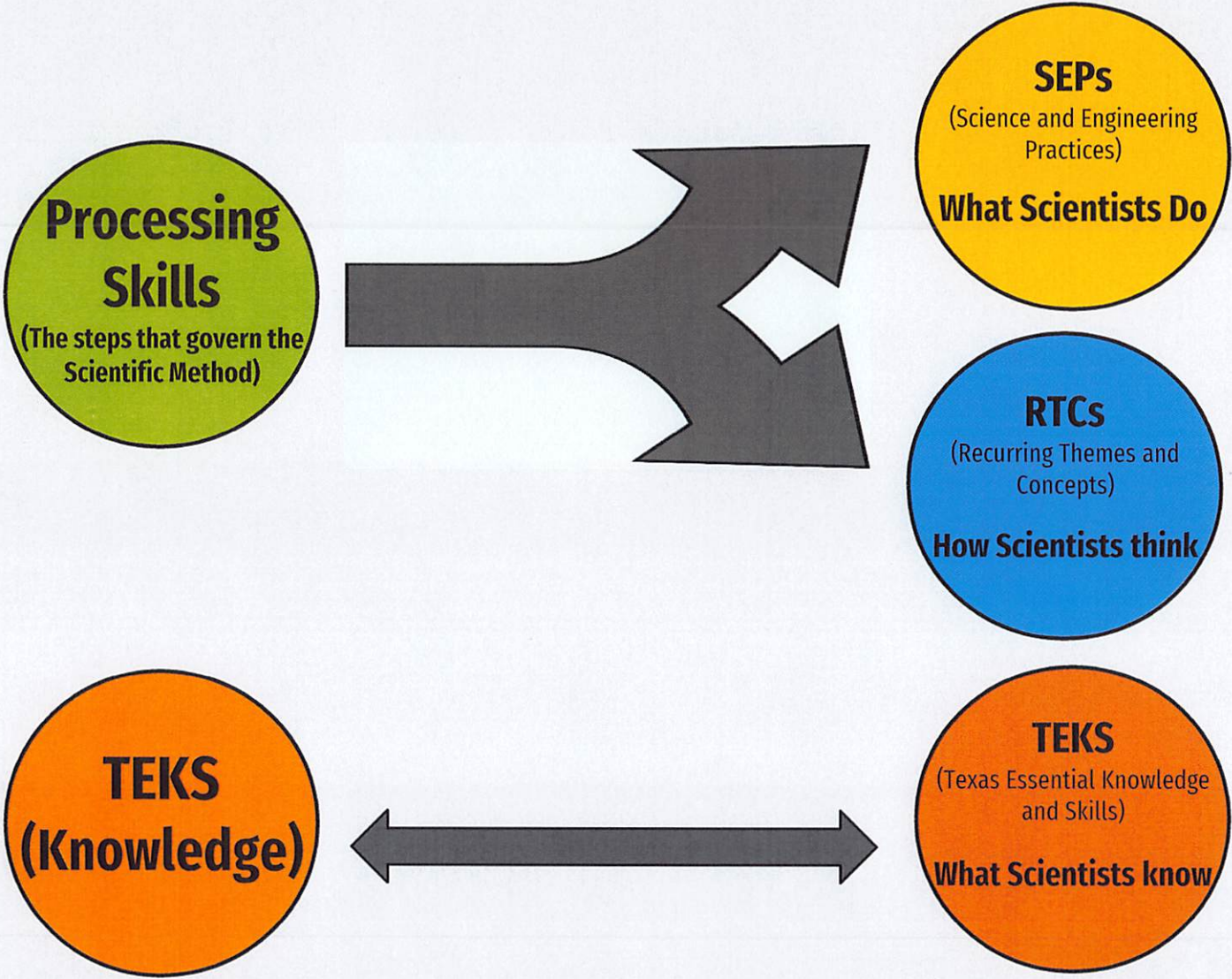
TEA review of  
Instructional  
Materials  
**Summer 2023**

New TEKS and  
Instructional  
Materials  
implementation  
**Fall 2024**

## ... and where are we going?

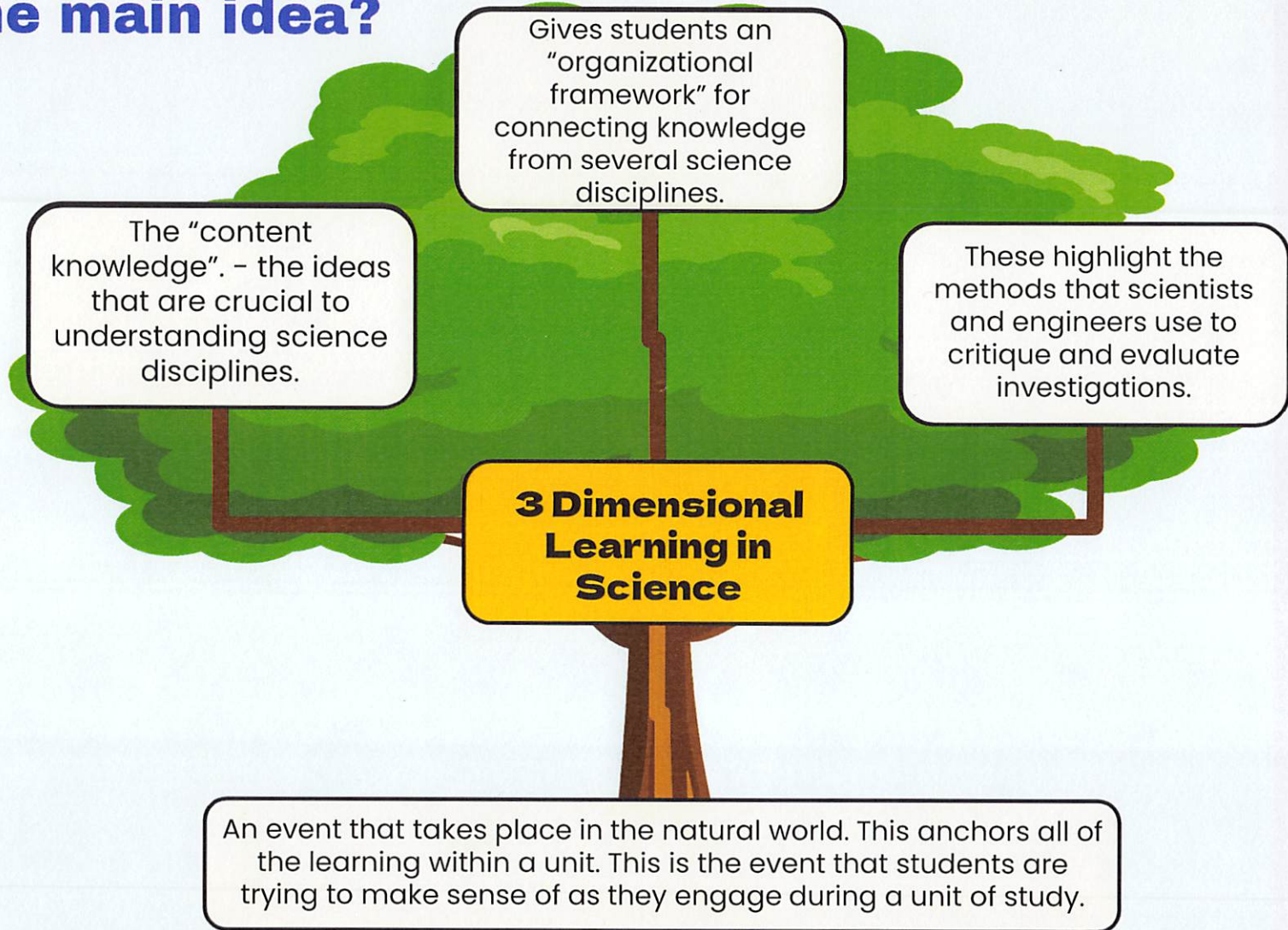
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# 2 Dimensional Learning in Science



# 3 Dimensional Learning in Science

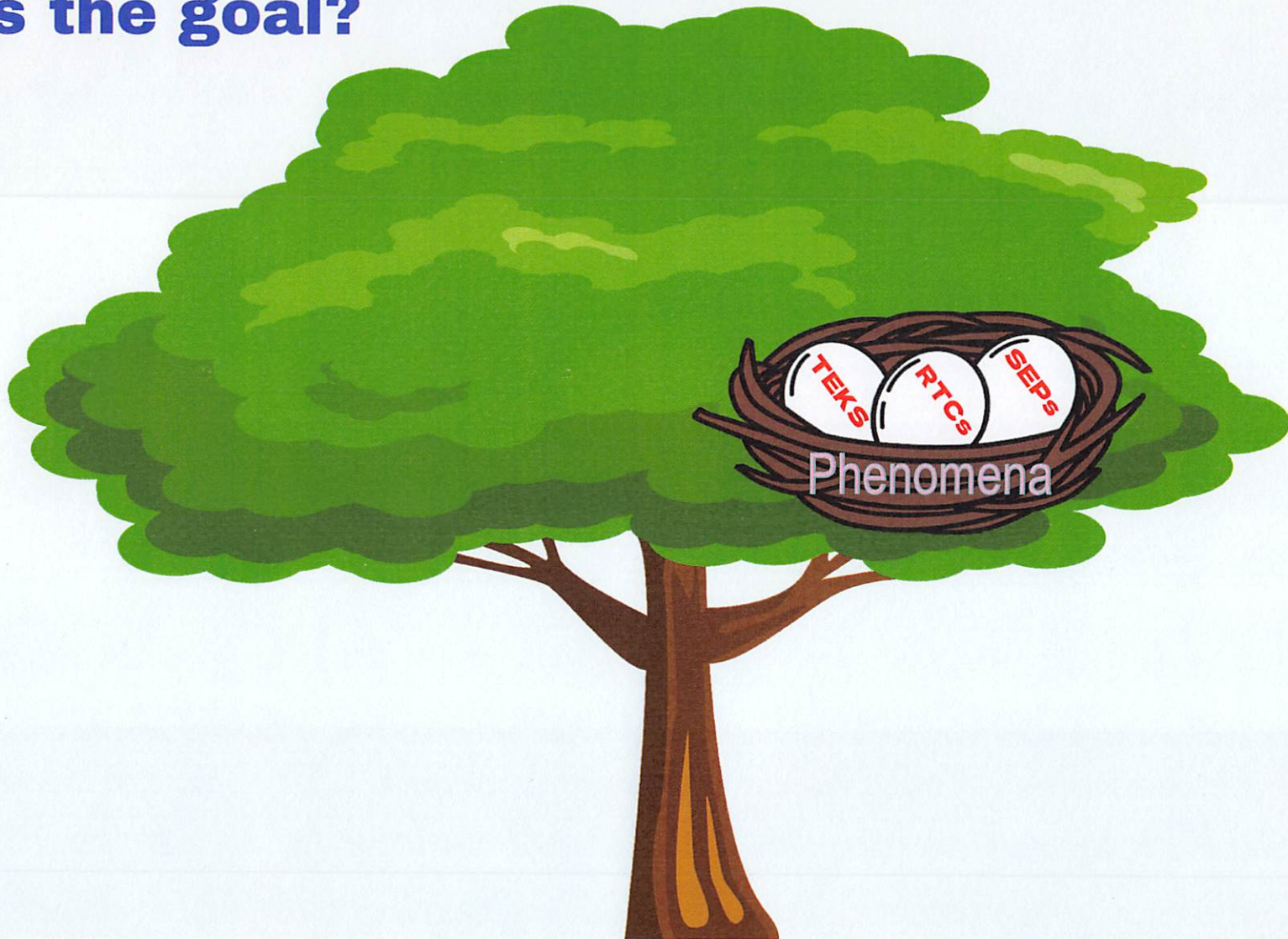
## What's the main idea?

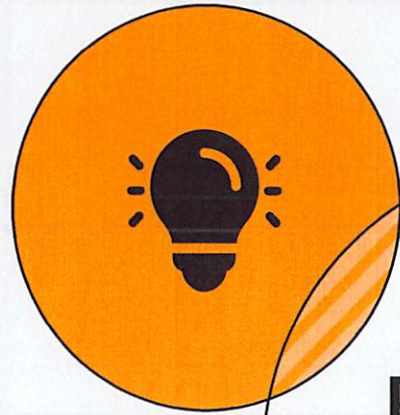


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# What's the goal?

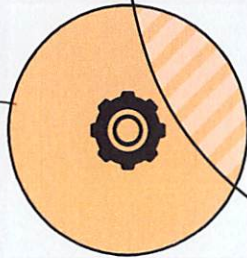
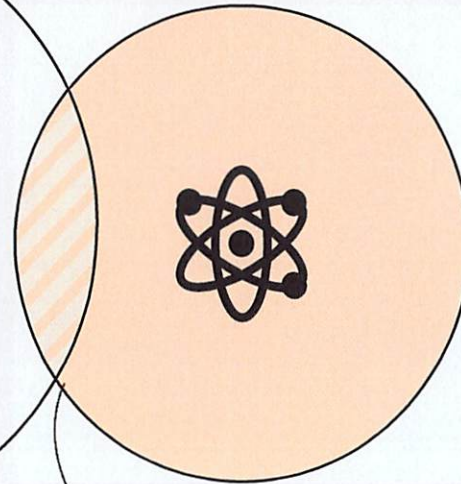




## Intentionality

By being intentional, science teachers link general knowledge with real-world contexts.

**Phenomena**  
What's the Big Deal?



## Explaining

The art of explaining phenomena allows students to relate to the compelling world around them and develop an appreciation of the relevance of science.

## Anchoring

Using phenomena as the anchor to the learning builds student efficacy and allows for students to take their short term memory and convert into long term<sub>24</sub> memory.

# Just how many changes were made?





# Key Takeaways

**#1**

Conceptual Flow gives students a multi-modal experience of math concepts.

**#2**

ST math allows all students an opportunity to build a strong math foundation.

**#3**

We have almost triple the students taking honors math in middle school this year.

**#4**

The new high school course sequence for Math prepares students to be College, Career and Military Ready sooner.

**#5**

The shift to 3D learning in science is more real-world applicable.

**Thank you!**

Do you have any questions?





## **PRESENTATION AND DISCUSSION OF 2023-24 SENATE BILL 1882 PARTNERSHIP PERFORMANCE OUTCOMES**

Presentation and discussion of 2023-24 end-of-year academic and financial performance data for Senate Bill 1882 partners - Odessa Family YMCA and STEM Academy. This annual review by the Board of Trustees of the agreed-upon goal progress measures is required by Policy ELA(LOCAL) as well as the contracts between ECISD and each partner. The Student and School Support Division will lead the discussion and be joined by representatives from each partner to share their end of year outcomes and plans for 2024-25.



## Senate Bill 1882 Partnerships Annual Review

Alicia Syverson – Associate Superintendent Student and School Support

# Agenda



Senate Bill  
1882



ECISD  
Partnership  
Schools



Review  
Process



Performance  
Assessment



Partner  
Presentations



Senate Bill 1882, signed in 2017, provides benefits for districts to contract with education partners to promote innovation and improve student outcomes.

- District authorizes an independent in-district school through a careful authorizing process.
- Partner manages the school and is responsible for outcomes.
- Partner has autonomy over personnel, curriculum, calendar, assessments, and budget.
- District holds partner accountable through a performance contract.



## The STEM Academy at UTPB

- Grades K-12
- Authorized  
March 29, 2022
- Began operation in  
Fall 2022

Performance Review  
Fall 2023



## Odessa Family YMCA Learning Center

- Grade PK3
- Authorized  
March 23, 2021
- Began operation in  
Fall 2021

Performance Reviews  
Fall 2022 & 2023



## Performance Review Cycle per ELA(LOCAL):

1. Approve rigorous performance contracts for all in-district charter schools
2. Annually monitor and publish school results at public meeting of Board
3. In final year of contract term, review performance agreements at public meeting of Board to determine renewal or non-renewal

| Domains                       | Metrics  |
|-------------------------------|--|
| <b>1. Academic Excellence</b> | <ul style="list-style-type: none"><li>• STAAR Overall Rating</li><li>• STAAR Progress and Closing the Gaps Scores</li><li>• MAP Achievement and Growth Scores</li><li>• CIRCLE Progress Monitoring (PK3)</li></ul> |
| <b>2. Financial Health</b>    | <ul style="list-style-type: none"><li>• Annual Financial Audit</li><li>• Fiscal Management</li></ul>   |



**STEM Academy  
at UTPB**

Shannon Davidson  
Executive Director



**Odessa Family YMCA  
Learning Center**

Crissy Medina  
CEO/President

Sandy Canava  
Principal

# UTPB – STEM Academy



# Assessing Performance – STEM Academy



|   |                            | 2023-24 Goal | 2023-24              | Goal Met |
|---|----------------------------|--------------|----------------------|----------|
| <b>TEA State<br/>Accountability<br/>Ratings</b> | Performance Measure #1:    |              |                      |          |
|   | Overall Scaled Score       | ≥83          | Meet or Exceed<br>92 | Yes      |
|   | Performance Measure #2:    |              |                      |          |
|   | Student Achievement Domain | ≥84          | Meet or Exceed<br>91 | Yes      |
|   | Performance Measure #3:    |              |                      |          |
|   | Closing the Gaps Domain    | ≥82%         | Meet or Exceed<br>93 | Yes      |
| Source: OnData Suite 09/24                      |                            |              |                      |          |

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# Assessing Performance – STEM Academy



|  |  | 2023-24 Goal | 2023-24 Actual | Goal Met |
|--|--|--------------|----------------|----------|
| <b>K-1st<br/>NWEA<br/>Achievement<br/>Data</b> | Performance Measure #4: Percent of students at or above national EOY RIT |              |                |          |
|  | Reading RIT score  | ≥43%         | 58%            | Yes      |
|  | Performance Measure #5: Percent of students at or above national EOY RIT |              |                |          |
|  | Math RIT score   | ≥43%         | 68%            | Yes      |

Source: NWEA MAP RIT Report 09/24

# Assessing Performance – STEM Academy



|                          |  | 2023-24 Goal | 2023-24 Actual              | Met Goal |
|--------------------------|--|--------------|-----------------------------|----------|
| <b>STAAR Achievement</b> | Performance Measure #6: % of students at meets standard or above |              |                             |          |
|                          | ELA/Reading  | ≥54%         | 87% Approaches<br>62% Meets | Yes      |
|                          | Performance Measure #7: % of students at meets standard or above |              |                             |          |
|                          | Math   | ≥43%         | 74% Approaches<br>47% Meets | Yes      |

Source: OnData Suite 09/24

# Assessing Performance – STEM Academy



|                                      |  | 2023-24 Goal | 2023-24 Results | Met Goal |
|--------------------------------------|--|--------------|-----------------|----------|
| 2nd - 8th Grade NWEA Growth (Actual) | Performance Measure #8: % of students meeting projected growth |              |                 |          |
|                                      | Reading Growth   | ≥60%         | 41%             | no       |
|                                      | Performance Measure #9: % of students meeting projected growth |              |                 |          |
|                                      | Math Growth  | ≥60%         | 45%             | no       |
| CCMR Ready Graduates (Preliminary)   | Performance Measure #10:                                       |              |                 |          |
|                                      | CCMR Scaled Score  | ≥83%         | 98%             | yes      |

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Source: NWEA MAP Student Growth Summary Report Spring 23 - Spring 2024, OnData Suite & Economic Mobility System Dashboard as of 09/24

# Assessing Performance – STEM Academy



|                        |  |           |
|------------------------|--|-----------|
| Performance Measure #1 | <b>2022-23 Unqualified Audit</b>                   | Completed |
| Performance Measure #2 | <b>Unrestricted Days Cash</b>                      |           |
|                        | Days cash $\geq$ 60                                |           |
| Performance Measure #3 | <b>Cash Flow</b>                                   |           |
|                        | Year 2 Total Cash minus Year 1 Total Cash $\geq$ 0 |           |
| Performance Measure #4 | <b>Current Financial Statements</b>                |           |
|                        | All statements reflect positive net asset amount   |           |



## Bright Spots from 2023-24:

- Academic Achievement:
  - All 5 STAAR EOC at or above 90% passing
  - Grades 6-8 ELAR STAAR 15% increase
- Dual Credit Success-
  - 96% passing rate
  - 579 courses
- New Student Application over 1300
- Gifted and Talented Services



## Key Opportunities for Growth:

- Strengthen math instruction in grades 3-8
- Graduate 10 Seniors with an Associates Degree or 60+ credit hours in 2025
- 30% of students meet TSIA score criteria in ELA/Reading by the end of 9th Grade
- 30% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade
- 80% of students will earn an ELA or MATH college credit by the end of 12th grade

## 2024-25 Priorities and Goals



### 1. Strengthen Project-Based Learning Across All Grade Levels:

Ensure that project-based learning (PBL) is integrated into the curriculum at every grade level, providing students with hands-on, inquiry-based experiences that foster critical thinking, problem-solving, and collaboration.

### 2. Field Based Learning Experiences/Opportunities for Students:

Collaborate with local industry partners, community organizations, and UTPB to provide students with hands-on experiences, mentorship, and internships in STEM fields. These partnerships will offer real-world applications of STEM concepts, preparing students for both college and career readiness in STEM fields with meaningful and relevant learning experiences.

### 3. Ensure College Readiness through Dual Credit Achievement:

Increase college readiness by ensuring that at least 80% of students will achieve College, Career, and Military Readiness (CCMR) through successful completion of dual credit ELAR or Math courses. This will be accomplished by providing targeted academic support and resources to help students excel in these dual credit opportunities.

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# Odessa Family YMCA Learning Center



# Assessing Performance – YMCA

|  |                                  | 2023-24 Goal | 2023-24 Actual | Goal Met |
|--|----------------------------------|--------------|----------------|----------|
| <b>Academic<br/>Performance<br/>Measures</b> | Performance Measure #1:          |              |                |          |
|  | CLI<br>Phonological<br>Awareness | ≥54%         | 87%            | yes      |
|  | Performance Measure #2:          |              |                |          |
|  | CLI Mathematics                  | ≥54%         | 87%            | yes      |

# Assessing Performance – YMCA

|                        |  |   |
|------------------------|--|---|
| Performance Measure #1 | <b>Unqualified Audit</b>                           |  |
| Performance Measure #2 | <b>Current Ratio</b>                               | 24.88   |
|                        | Assets divided by Liabilities $\geq 1.0$           |  |
| Performance Measure #3 | <b>Unrestricted Days Cash</b>                      | 62.81   |
|                        | Days cash $\geq 60$                                |  |
| Performance Measure #4 | <b>Cash Flow</b>                                   | \$37,129  |
|                        | Year 2 Total Cash minus Year 1 Total Cash $\geq 0$ |  |
| Performance Measure #5 | <b>Current Financial Statements</b>                | 74  |
|                        | All statements reflect positive net asset amount   |   |



## Bright Spots from 2023-24:

- Doubled bilingual classrooms
- CLI Score increase of 18% v. previous year
- Social/Emotional growth through conscious discipline training from BOY/EOY



## Key Opportunities for Growth:

- Promote partnership successes throughout communities/state
- Create more family involvement/family connectedness opportunities
- Provide support for special needs children collaboratively



| 2024-25 Priorities and Goals  |
|---|
| 1. Expansion of program through new build / capital campaign                                    |
| 2. Increase after/before school care services for families                                      |
| 3. Focus on staff retention/growth/training opportunities                                       |
| 4. Combine efforts to align regulations through state agencies (TEA, Childcare licensing, etc.) |



**THANK YOU!**





## **NEW PHS JROTC FIRING RANGE AND PHS AUDITORIUM RENOVATION DESIGN UPDATE**

Parkhill Architects will present to the Superintendent and Board of Trustees an update on the designs for the new PHS JROTC Firing Range and PHS Auditorium renovations. Items to be discussed include the project scope/schedule, site plan, floor plans, exterior design concept, interior design concept, next steps, and questions from the Trustees.

2024.10.02

# AUDITORIUM RENOVATION

SCHEMATIC DESIGN PRESENTATION

ECTOR COUNTY ISD PERMIAN HS



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**"MUST HAVE"**

- ADDITION: 2-STORY SCENE SHOP
- PIANO STORAGE
- RENOVATED BACK-OF-STAGE; 2-STORY
- STAGE MODIFICATIONS:
- REPLACE MEZZANINE CATWALK
- ADD STAGE APRON / ORCHETRA PIT
- DRESSING ROOM FINISH UPGRADES
- CORRIDOR FINISH UPGRADES
- AUDITORIUM & DRAMA THEATER UPDATES
- RENOVATED OFFICES
- ADDED "LIGHT LOCK" VESTIBULES

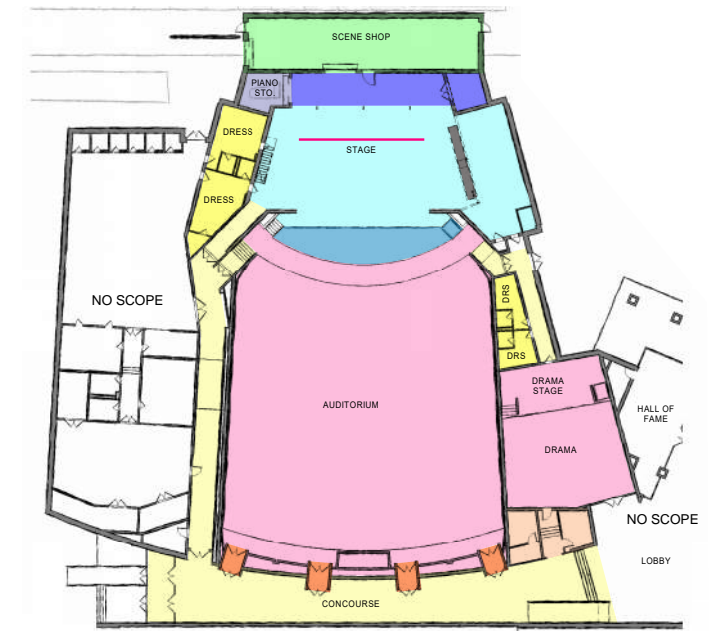
|                          |             |
|--------------------------|-------------|
| <hr/>                    |             |
| TOTAL HARD COST ESTIMATE | \$9,206,040 |
| BUDGET                   | \$9,300,000 |
| DELTA                    | \$93,960    |

**"WANT TO HAVE"**

- ORCHESTRA SHELL
- FLY-LOFT / RIGGING SYSTEM
- RECESSED ORCHESTRA PIT
- REPLACE HVAC SYSTEM
- BLACK BOX THEATER
- LED BACK-DROP

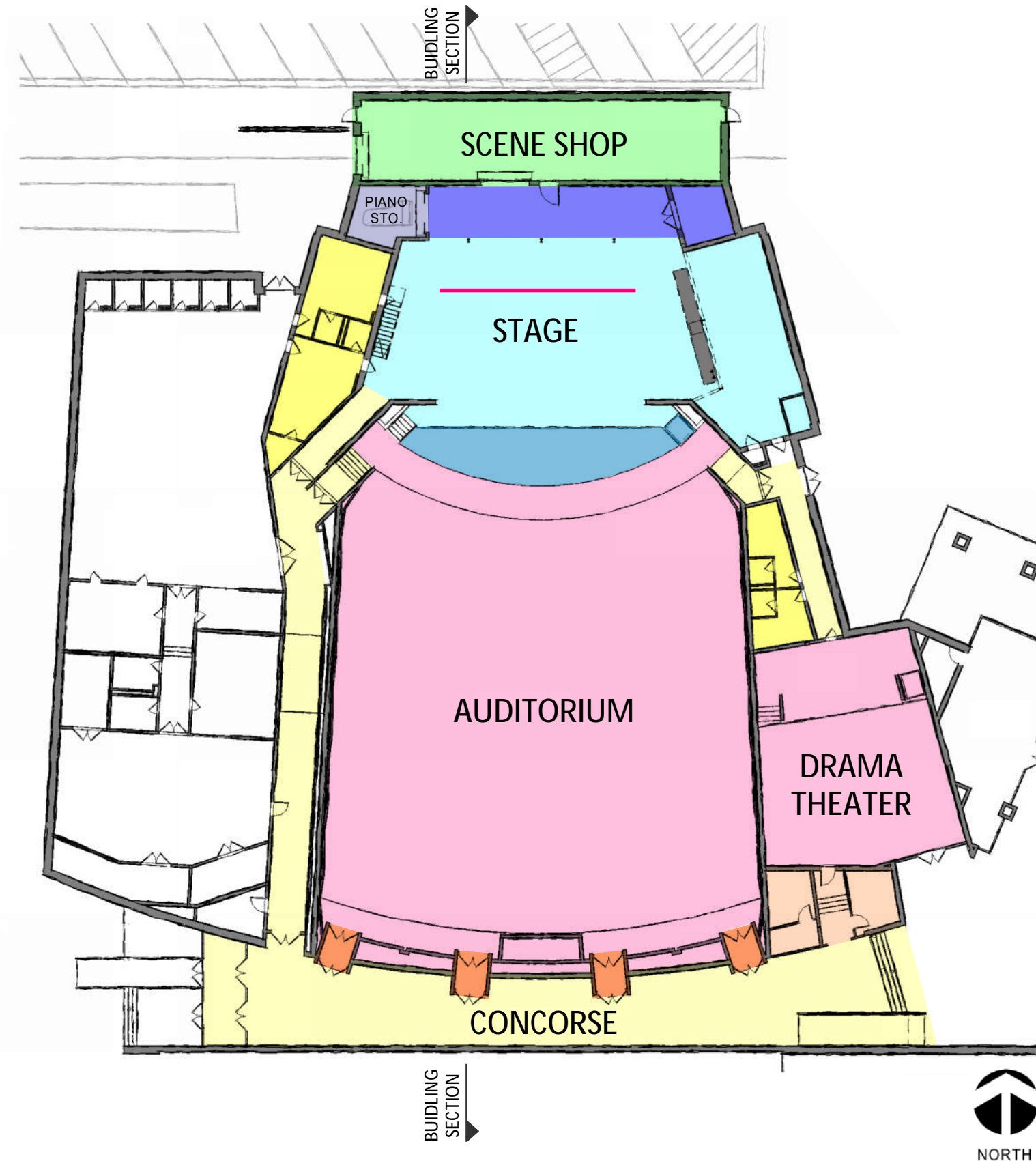
|                     |              |
|---------------------|--------------|
| SUB-TOTAL:          | \$21,082,660 |
| + "MUST HAVE" ITEMS | \$9,206,040  |

|                          |                |
|--------------------------|----------------|
| <hr/>                    |                |
| TOTAL HARD COST ESTIMATE | \$36,346,440   |
| BUDGET                   | \$9,300,000    |
| DELTA                    | (\$27,046,440) |

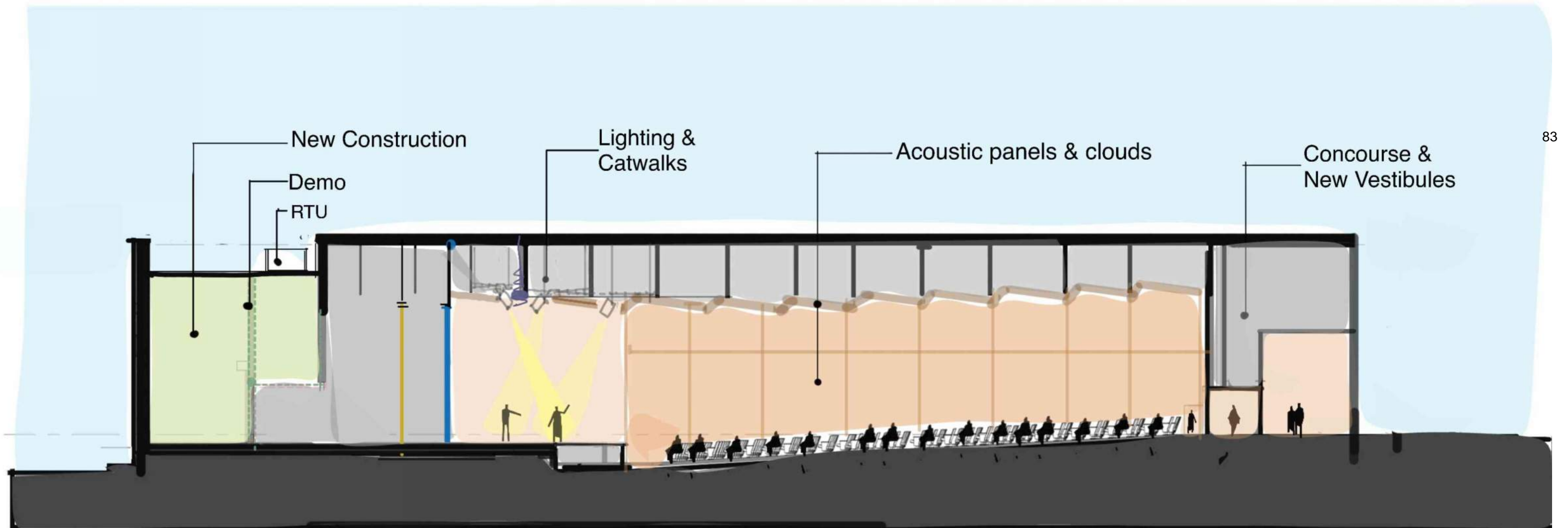


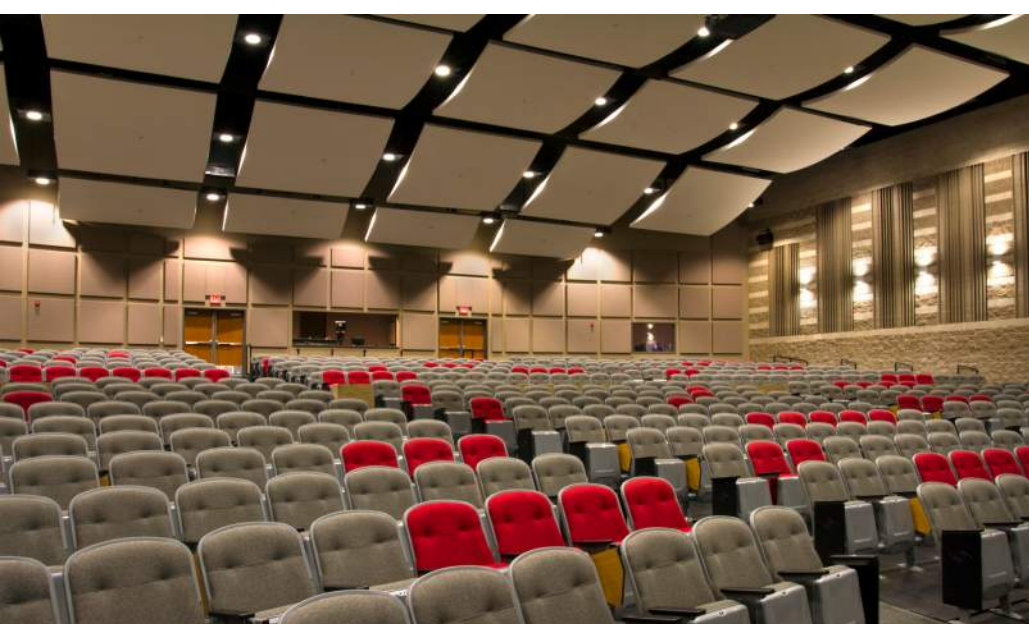
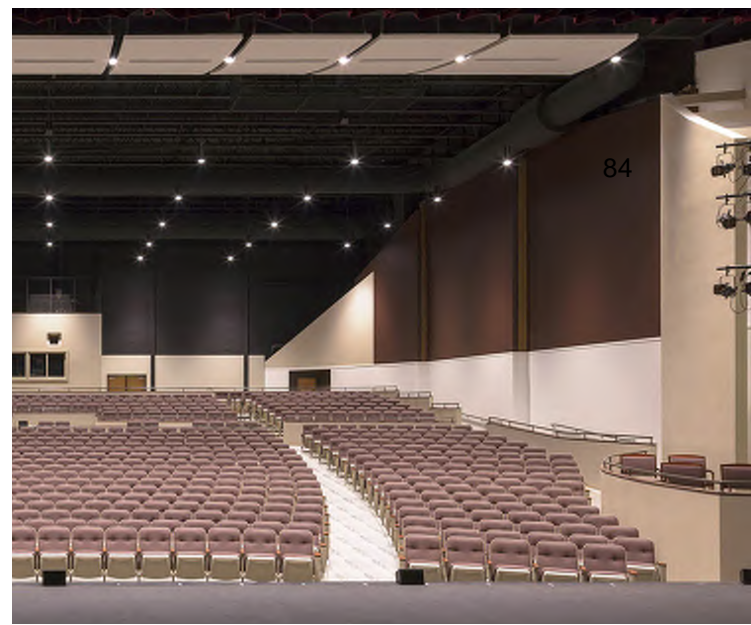
**KEY PLAN**





- ADDITION: 2-STORY SCENE SHOP
- PIANO STORAGE
- RENOVATED BACK-OF-STAGE; 2-STORY
- STAGE MODIFICATIONS:  
REPLACE FLOORING, CURTAINS, LIGHTING AND AV
- REPLACE MEZZANINE CATWALK
- ADD STAGE APRON WITH REMOVABLE FLOOR TO ORCHETRA PIT
- DRESSING ROOM FINISH UPGRADES
- CORRIDOR FINISH UPGRADES
- AUDITORIUM & DRAMA THEATER UPDATES:  
- NEW SEATING, FLOORING, CEILING AND PAINT  
- ACOUSTICAL UPGRADES  
- ENCLOSED SOUND BOOTH  
- NEW LIGHTING THROUGHOUT
- RENOVATED OFFICES
- ADDED "LIGHT LOCK" VESTIBULES FROM CONCORSE TO AUDITORIUM
- LED BACK-DROP:  
ADD-ALTERNATE









plaster accent  
ptd. height/sound  
visibility

new ceiling cgl.  
strip lighting  
light soffit

seating

cut in contracting  
for a zone of flooring

gyp. bc. over existing brick walls

trophy + memorabilia cases





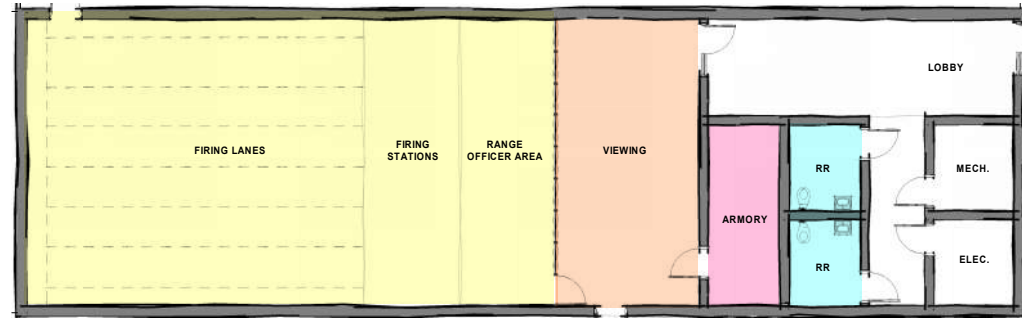
EXTERIOR SKETCH - MOJO

2024.10.02

**JROTC FIRING RANGE**  
SCHEMATIC DESIGN PRESENTATION  
ECTOR COUNTY ISD PERMIAN HS



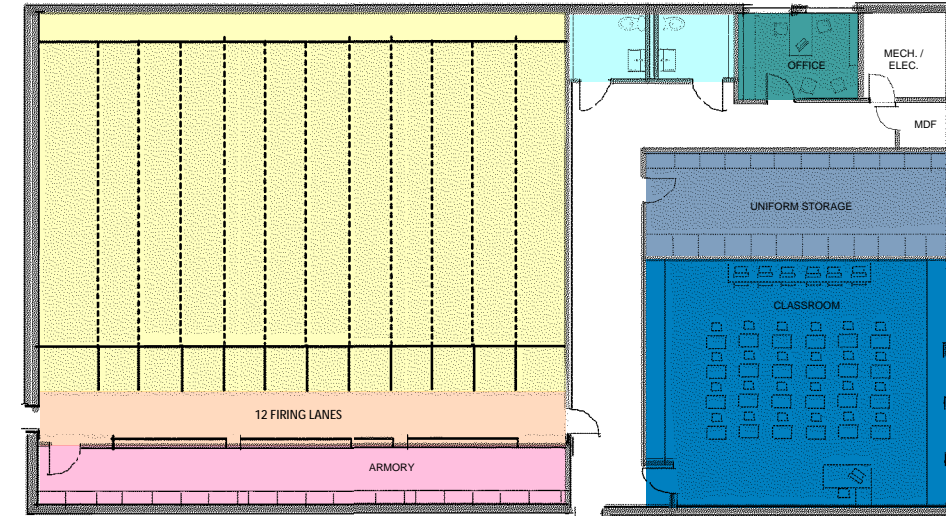
"MUST HAVE"



- 6 FIRING LANES
- SHOOTING ZONE
- VEIWING GALLERY
- ARMORY
- RESTROOMS

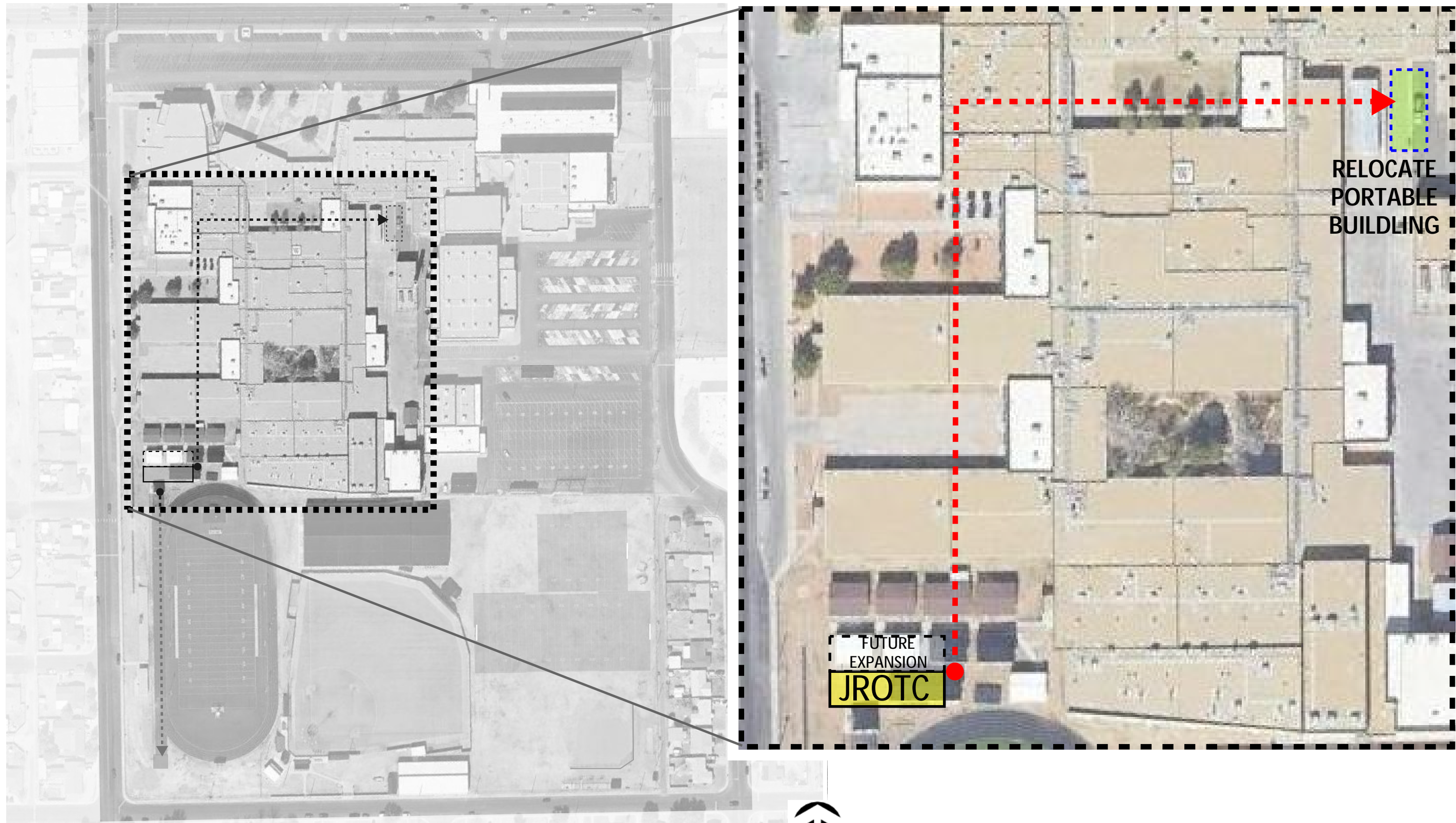
|                    |             |
|--------------------|-------------|
| HARD COST ESTIMATE | \$1,050,198 |
| BUDGET             | \$1,125,000 |
| DELTA              | \$74,802    |

"WANT TO HAVE"



- 12 FIRING LANES
- SHOOTING ZONE
- VEIWING GALLERY
- ARMORY
- RESTROOMS
- OFFICE
- UNIFORM STO.
- CLASSROOM

|                    |               |
|--------------------|---------------|
| HARD COST ESTIMATE | \$3,614,816   |
| BUDGET             | \$1,125,000   |
| DELTA              | (\$2,489,816) |



- 12 FIRING LANES
- VEIWING GALLERY
- ARMORY
- RESTROOMS

