Ector County Independent School District

Odessa Collegiate Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Mission Statement

Believing OUR students are THE future, the mission of Ector County ISD is to **inspire** and **challenge**

every student to be **prepared for success** and to be **adaptable** in an ever-changing society.

As the OCA Family, we foster innovative leaders driven to forge the future.

#BlueWolfFamily   #ForgeTheFuture   #teamECISD   #LeadershipMatters

#BiggerBolderBetter

Follow us on our school Facebook or Twitter page @OCAwolves

Vision

OUR students...THE future.

ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College

with the expectation that our students will transfer to a college university and graduate with a bachelor degree if a field / major of their choosing.

Value Statement

We Value and Believe:

•We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.
•We are a **district of leaders** and will be on the forefront of this movement to improve education for children.
•We believe that our **most fragile** students should be **taught by our best educators**.
•We **believe in meeting students where they are** academically and socially/emotionally.
•We believe students deserve a **learning experience that is personalized**.
•We believe in **acceleration** over remediation and the **scaffolding** that supports acceleration.
•We believe that **assessment using multiple measures** drives learning.
•We believe that our **use of resources** to support learning, both fiscal and human, **must be effective and efficient**.
•We believe the **parents/guardians of our students** as well as our **community** are **integral to success**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Odessa Collegiate Academy (OCA) is in its 8th year of existence. The ECISD School Board approved the name change of the school from Falcon ECHS to Odessa Collegiate Academy on June 11, 2019, being that the high school is now located on the Odessa College campus and no longer at the University of Texas of the Permian Basin. The first graduating class of the newly named Odessa Collegiate Academy was on May 22, 2020 with 100% of the Seniors graduating. All 66 of them. 59 of them earned their College Associate Degree from Odessa College. 3 of them earned their Core Completions Certificate of 42 hours. 3 of them earned 30 or more college hours. The Class of 2022 graduated all Seniors with 68. It was the last Falcon class. 58 received Associate Degrees. 5 received Core Completion certificates. 5 Seniors just had college hours.

Based on current district data, OCA's current enrollment is 435 for the 2022-23 school year. According to our current district data, there are currently 189 at-risk students, which is 43.45%, 40 students classified as English Learners (9.2%), 7 students classified as special education (1.61%), and 2 students classified as Homeless (0.49%).

The current enrollment by race/ethnicity is; African American 15 (3.45%), Hispanic 287 (65.98%), White 104 (23.91%), American Indian 1 (.23%), Asian 26 (5.98%), and Multi Race 2 (.46%)

Current Enrollment for 2022-23:

9th - 127 Students

10th - 127 Students

11th - 98 Students

12th - 83 Students

Total - 435 Students for the 2022-2023 school year and counting as of August 22, 2022

Demographics Strengths

OCA has a growing student population that includes students that are Economically Disadvantaged, ELs, McKinney-Vento, 504, Highly Mobile, and Special Education students.

Due to the COVID pandemic, the last time OCA was rated was in 2019 with a "B". OCA & ECISD HAVE RECENTLY ANNOUNCMED THE 2022 CAMPUS RATING WHICH WAS AN "A" FOR OCA.

Overall - 92 out 100 - Letter Grade A for the school for 2022.

Sub scores that generated the 92 as an overall score:

Student Achievement 94

STAAR Performance 91

CCMR 100

Graduation Rate 96.2%

School Progress 93

Academic Growth 83

Relative Performance of Eco Dis 93

Closing the Gaps 86

AVID School Wide for All Students

For the AVID program, 100% of ALL students, grades 9-12, are enrolled in the program. The campus also offers AVID 1, 2, 3, & 4 for grades 9th-12th. The campus implements AVID school-wide.

Every student is enrolled in core Honors classes and a minimum of one dual credit course per term for qualifying students.

The campus goal is to be at capacity with 125 students per grade level, grades 9th-12th, with an enrollment of 450-500 students at complete capacity and 100 students or more graduating each year (as we grow).

STAAR Scores - 2019 compared to 2022. Note - 2019 was the last time the school was rated by TEA (pre-pandemic). New Rating was announced in August of 2022. OCA was rated an an A campus for 2022.

OCA has seen overall improvement once students were required to return to school (from COVID instruction) for face-to-face instruction

2019 Algebra I 72% / 2022 Algebra I 81%

2019 English I 87% / 2022 English I 96%

2019 English II 93% / 2022 English II 94%

2019 Biology 96% / 2022 Biology 93%

2019 US History 100% / 2022 US History 100%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though enrollment has increased, the campus currently is not at full capacity for student enrollment. **Root Cause:** 11th and 12th grade were recruited as smaller classes. The current 9th and 10th grade classes have 125 students each. OCA expects to be at full capacity after recruiting 2 more classes of 125 members each. A barrier each year is that we do lose a few students each school year from poor grades, poor attendance, or a severe discipline issue.

Problem Statement 2: Though increased each year, the number of At-Risk and Economic Disadvantaged Student populations at the campus level do not match or are higher than those populations on the District Level. **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged students

(overall) to apply for enrollment. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of at-risk and economically disadvantage students for OCA. For 2022-23 we are at our highest at 43.45% At-Risk students.

Student Achievement

Student Achievement Summary

Due to the COVID pandemic, the last time OCA was rated was in 2019 with a "B". OCA & ECISD HAVE RECENTLY ANNOUNCED THE 2022 CAMPUS RATING WHICH WAS AN "A" FOR OCA.

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STAAR Scores - 2019 compared to 2022. Note - 2019 was the last time the school was rated by TEA (pre-pandemic). New Rating was announced in August of 2022. OCA was rated an an A campus for 2022.

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2019 English I 87% / 2022 English I 96%

2019 English II 93% / 2022 English II 94%

2019 Biology 96% / 2022 Biology 93%

2019 US History 100% / 2022 US History 100%

Student Achievement Strengths

STAAR Scores - 2019 compared to 2022

OCA saw very little decline in scores due to the COVID Pandemic. Algebra I scores were 9 points higher in 2022 as compared to 2019.

2019 Algebra I 72% / 2022 Algebra I 81%

2019 English I 87% / 2022 English I 96%

2019 English II 93% / 2022 English II 94%

2019 Biology 96% / 2022 Biology 93%

2019 US History 100% / 2022 US History 100%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although 94% of students passed their EOC's (Approaches), only 78% scored at the Meets Level, and 27% scored at Masters Level for 2022. **Root Cause:** Lack of carry over from Approaches to Meets, and from Meets to Masters. Scores in Algebra I were the most dramatic at 81% Approaches to only 41% Meets, and 24% Masters for 2022.

Problem Statement 2: The school had zero Distinctions from TEA in 2022. **Root Cause:** Students are not scoring high enough on EOC STAAR Exams and not in the Top 25% of schools similar to OCA in Texas.

Problem Statement 3: Students should be passing the Algebra I EOC at a much higher rate than 81% (Approaches) and should be passing at a much higher rate in ALL EOC tests concerning the Meets and Masters categories. **Root Cause:** Many students come to us with weak math skills from 8th grade. There also needs to be a more intense form of targeted tutoring in all EOC tested subjects to prepare our OCA students to be successful at a much higher level of Meets and Masters.

School Culture and Climate

School Culture and Climate Summary

OCA is in the early stages of adoption of the ECHS model. With only 19 teachers and 435 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded learning environment. All students qualify for college readiness in that all students who graduate have many more college hours than the 9 hour minimum. Almost all students graduate with over 60 college hours. Instructors at both Odessa College and ECISD, are professional and model master-teacher qualities and work cooperatively to prepare our students for a college university experience including being accepted into at least 3 universities.

OCA is working diligently to close the performance gaps of our student body. We want to ensure best practices throughout campus which include pursuing an aligned curriculum throughout the district, updating classroom technology, training teachers in best practice solutions for struggling learners, best classroom management practices, improved communications, providing early interventions, and supporting professional learning communities and recruiting a quality teacher workforce.

Culture and climate is positive and supportive at OCA. The campus has high expectations of all stakeholders involved. TSI study opportunities are available through Odessa College with remediation and are also by OCA Math and Reading teachers. Expectations are set so that our students will leave us with the knowledge and skills necessary to pursue post-secondary education and careers. The campus is staffed one full-time teacher aimed at dual-credit facilitation to help strengthen and guide students as they matriculate through their college coursework.

OCA also uses the Panorama Survey annually for our students to survey their social and emotional needs while a student at our school.

School Culture and Climate Strengths

OCA works to provide best practice solutions to ensure all students learn and progress toward accomplishing our mission of making our student body world class leaders and life long learners. These include working toward an aligned curriculum, improved use of data to target early interventions for students, teacher support in job-embedded professional development, building the academic vocabulary of our student body, strategies to improve all student's higher-order thinking skills, instructional support programs for struggling students, and identification and support for the psycho-social needs of our students. Our faculty and staff work in unison toward the ultimate success of our students.

Strengths include a supportive School Board, Superintendent, Leadership Team, supportive College President and college administration at Odessa College, and campus administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps though Laying the Foundation training.

Keeping expectations high where college readiness is the focus and students have the opportunity to be enrolled, participate, and be successful as a college student.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus culture and climate is sensitive to change and is in need for stability, strong systems and structures, transparent communication, and an opportunity to build campus culture and create campus traditions. **Root Cause:** The campus transitions from one college partner to another. The transition from a four year university (UTPB) to a community college (Odessa College) has different variables. including a lack of identity for the school. Though we are in our 4th year as Odessa Collegiate, we sometimes feel as a new program.

Problem Statement 2: Based on our Panorama Survey in March 2022, school connectedness is only at 61% **Root Cause:** Post COVID-19 pandemic concerns as all our students are in face to face instruction and students not being engaged enough at school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OCA benefits from a variety of recruiting strategies to grow staff; including, increased recruiting participation by bilingual/ESL staff, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups which includes supplemental support staff that provides job embedded training and resources for teachers on our campuses. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. The district uses staff recognition programs in conjunction with other retention strategies. There are quarterly checkpoints to ensure all staff members have updates certification in compliance with the state.

All secondary Honors/GT staff are Honors/GT trained/certified and all teachers are Highly Qualified in all subject areas. About half of our teachers have been to an AVID Summer Institute to be AVID trained. Most of our teachers have multiple preps within their certification to best support student scheduling needs.

Due to 1 late resignation, OCA has an Instructional Facilitator for Algebra II. We hope to hire a certified math teacher later in the school year.

Staff Quality, Recruitment, and Retention Strengths

Professional development is offered to all teachers and is ongoing throughout the school year through different learning modalities. These include best practice methodologies such as professional developers to model instruction on campus targeting reading, writing and math, data systems and depth and complexity of data, classroom management, AVID strategies, professional learning communities, language acquisition and closing the achievement gap for under-performing populations. Reimbursement of ESL supplemental testing fees and fees to attach supplemental to certificate is offered to increase number of ESL-certified teachers in the district. For a small campus, OCA has a veteran staff.

OCA faculty members are recruited from ECISD job fairs and the HR department. Odessa College provides dual credit professors that are more than willing to help students with being successful as ECHS students and first year college students. All OCA teachers are supportive of the leadership team, each other, and students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher candidates for vacant positions are limited and difficult to fill. **Root Cause:** Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County and the City of Odessa, Texas. Certified Math and Science teachers are especially hard to find.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use (student issued chrome books) contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional Coaches, ESL certified teachers, tutor support, and intervention services allow for the opportunity to close the achievement gap. STAAR, SBAs, DBAs, unit assessments, TELPAS assessments, and TSI scores allow for early identification of need and potential targets for intervention.

OCA is an AVID school. All our students are AVID as an elective each school year. The campus has two full time AVID teachers on staff. The campus highly utilizes and promotes WICOR strategies. The AVID program incorporates WICOR as the basis for instruction across the curriculum to improve learning and access for all students (W - Writing to learn, I - Inquiry, C - Collaboration, O - Organization, R - Reading to learn).

All sophomores and juniors will be administered the PSAT/NMSQT. All seniors will take the ASVAB. Also, all incoming freshman are required to take the TSI in order to qualify students for dual credit courses.

Curriculum, Instruction, and Assessment Strengths

The Curriculum and Instruction Department has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students while protecting the integrity of an aligned curriculum. In collaboration with Odessa College, students have been offered TSI support and tutorial opportunities.

MAP training and testing will be included for the 2022-23 school year for Algebra I, English I, English II, and Biology.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All of our students have gaps in their learning. **Root Cause:** All our students come to our school with gaps in their learning. It is our responsibility to close the gaps that are apparent on STAAR testing.

Parent and Community Engagement

Parent and Community Engagement Summary

OCA promotes family and community involvement through the Community Outreach Center, press releases, district and school websites, two OCA social media sites, school newsletters, parent conferences, VIPS, and a new communication tool called School Status for all parent communications. Family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, OCA Parent Nights, Orientation meetings, and PTA to name a few. Parents are also an integral part of helping to establish and form and continue school traditions.

The campus administration will visit frequently with parents and students to discuss campus needs, expectations, and any updates. OCA has very active Facebook and Twitter pages. Most of the parents follow the Facebook page as we put relevant information on it very often.

Parent and Community Engagement Strengths

Increased participation of family and community involvement through Volunteers in Public Schools and parent committee involvement at the campus and district level. Stakeholder surveys, OCA highlights, Parent/Community meetings for OCA programs provide opportunities for more involvement.

OCA provides opportunities for parents and students to learn of the educational benefits of our campus through multiple School Status announcements, a much improved web page and an active school Facebook page and Twitter page, recruitment at each of the middle schools, Parent Nights at Odessa College, and Informational Nights at OCA.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low family and community participation. **Root Cause:** Lack of past communication between the campus and stakeholders.

Problem Statement 2: OCA currently does not have an active VIPS group. **Root Cause:** The transition has caused many parents to leave the PTA and to have parent involvement to assist with student social activities. The PTA was started back up in the Spring of 2020 with the hopes of being much more active for the 2021-22 school year, despite the struggles we face to meet due to the COVID pandemic.

School Context and Organization

School Context and Organization Summary

OCA is a stand alone early college high school on the OC campus. There are 435 students enrolled in grades 9th-12th, and we project another 125 students for the Freshmen class of the 2022-2023 school year. Our goal is to have 125 students per grade level and graduate 100 students per school year.

School Context and Organization Strengths

OCA is an all academic high school in which students have the opportunity to earn up to 60 college credit hours, a college associates degree that is tuition free, by the time they graduate high school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students struggle to pass the TSIA2 assessment in Reading, Writing & Math to qualify them for dual credit opportunities. **Root Cause:** There is a lack of intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative. This is OCA's weakest area and in the need of the greatest growth for the 2022-23 school year.

Technology

Technology Summary

OCA has interactive flat panels (smart boards) in each classroom. Teachers have laptops and two monitors to enhance student achievement and supplement instruction. OCA students are issued a Chrome book laptop and our school is a one to one campus. The incoming 9th and 10th graders have been issued Lenovo laptops with a touchscreen, memory, and Windows 10 Pro. Through the next 2 years, chrome books will be phased out and replaced with regular laptops so that students can work on their high school and college assignments on Blackboard.

OCA students have access to other forms of technology at the college. All students have access to the LRC (Learning Resource Center) with access to computers, printers, tutors, and other resources. Students also have access to the Fab Lab. The campus also has a Testing Center for the convenience of remediation, testing support, and TSI testing.

Technology Strengths

OCA continues to move forward with technological changes. Odessa College and ECISD have provided the necessary technology for each classroom. This includes interactive projectors, laptop, WiFi access, document cameras, etc.

ECISD instructional technologists provide training and support for best instructional practices. OCA is piloting Blackboard for a 2nd year for ALL classes as our Learning Management System for the 22-23 school year.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS. **Root Cause:** There is little training for students and especially parents in these technology areas.

Priority Problem Statements

Problem Statement 1: Although 94% of students passed their EOC's (Approaches), only 78% scored at the Meets Level, and 27% scored at Masters Level for 2022.

Root Cause 1: Lack of carry over from Approaches to Meets, and from Meets to Masters. Scores in Algebra I were the most dramatic at 81% Approaches to only 41% Meets, and 24% Masters for 2022.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: OCA students who will meet or exceed the STAAR progress measure will increase from 83% to 85% or higher for May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR EOC, SCA, DBA results

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leaders and tested teachers will review disaggregated data to track and monitor the progress of all testing students.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improvement in Tier 1 Instruction **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement PLC meetings to facilitate and plan frequent data meetings with teachers, especially after any type of campus or district assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support tested teachers and disaggregate student data within the same week of assessments. **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: OCA teachers implement and plan a reteach process and reteach assessment for those concepts not understood or missed frequently by students on campus or district assessments,.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Closing the learning gaps and improve the learning of challenging concepts for our at-risk students **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	**Oct**	**Jan**	**Mar**	**May**

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although 94% of students passed their EOC's (Approaches), only 78% scored at the Meets Level, and 27% scored at Masters Level for 2022. **Root Cause**: Lack of carry over from Approaches to Meets, and from Meets to Masters. Scores in Algebra I were the most dramatic at 81% Approaches to only 41% Meets, and 24% Masters for 2022.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: OCA will increase the percent of students end of year RIT score (Growth in MAP Reading and Alg. I) met or exceeded individual growth projections based on MAP from 63% to 68%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Beginning, Middle, and End of Year Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data and monitor the progress of all MAP tested students and provide feedback to students and teachers.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve Student Achievement, Improve Student MAP growth and scores, **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too)				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
Strategy 3: Increased tutoring (FEV tutoring and after school tutoring with ELA teacher) will be implemented use MAP data for specific students to create individual plans for growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved individual student growth on MAP assessments **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although 94% of students passed their EOC's (Approaches), only 78% scored at the Meets Level, and 27% scored at Masters Level for 2022. **Root Cause**: Lack of carry over from Approaches to Meets, and from Meets to Masters. Scores in Algebra I were the most dramatic at 81% Approaches to only 41% Meets, and 24% Masters for 2022.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of English I and Algebra I testers achieving Meets or Exceeds Standards on STAAR EOC will go from 83% to 88% in English I and 41% to 55% in Algebra I.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student performance on STAA EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, and develop plans to reteach and re-asses.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			

Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting.
      Strategy's Expected Result/Impact: Increase student performance on STAAR EOC
      Staff Responsible for Monitoring: Teachers, Instructional Leadership, Instructional Coach
 	
      TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Although 94% of students passed their EOC's (Approaches), only 78% scored at the Meets Level, and 27% scored at Masters Level for 2022. **Root Cause**: Lack of carry over from Approaches to Meets, and from Meets to Masters. Scores in Algebra I were the most dramatic at 81% Approaches to only 41% Meets, and 24% Masters for 2022.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: Performance of OCA subgroups compared to their peers across the State of Texas will increase from 85% to 90% (28 out of 33 subgroups to 30 out of 33).

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: All testing teachers use a tracking system to identify all the students in their subgroups and monitor individual student progress.	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Close the gaps and increase the passing rate of subgroups on STAAR EOC tests.
    Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Instructional Leadership
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Identify student weaknesses and struggling students and develop timely reassessments for them throughout the school year.	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Close the gaps and increase the passing rate of subgroups on STAAR EOC tests.
    Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Instructional Leadership
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1				

Strategy 3 Details	Reviews			
Strategy 3: Campus leadership and teachers keep families informed and involved in the process of their student's assessment scores, struggles, and interventions on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close the gaps and increase the passing rates of subgroups on STAAR EOC tests. **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	**Oct**	**Jan**	**Mar**	**May**

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

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Although 94% of students passed their EOC's (Approaches), only 78% scored at the Meets Level, and 27% scored at Masters Level for 2022. **Root Cause**: Lack of carry over from Approaches to Meets, and from Meets to Masters. Scores in Algebra I were the most dramatic at 81% Approaches to only 41% Meets, and 24% Masters for 2022.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: The percentage of OCA student attendance will increase from 95.7 to 96.0 by the end of May 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student attendance	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly and for some at-risk students, track it daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student attendance rate	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Campus will provide layers of documented interventions - Attendance clerk 3 unexcused absences student contract, 5 unexcused absences teacher contract, 7 unexcused absences counselor contract in Eduphoria, 10 unexcused absences a Truancy Prevention Measures contract with the Principal. All contract meetings involve the student and parent.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase attendance rate for students with poor attendance. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers, Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% for the District by May 2024.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 1: OCA will maintain a 100% CCMR rate for 2023.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
Strategy 1: OCA students will earn 9 college hours by the end of their 9th grade year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Most 9th graders will earn their CCMR point by the end of the school year by passing their 3 Freshmen college classes (1 in the Fall, 2 in the Spring)	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain a 100% rate for CCMR	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
Strategy 3: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math tests. **Strategy's Expected Result/Impact:** All OCA students will be TSI compliant. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 2: OCA will have a 100% graduation rate for 2023.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Campus Data, 4 year longitudinal report

Strategy 1 Details	Reviews			
Strategy 1: OCA Principal and Counselor will monitor and track Senior students to ensure they are earning the correct credits every 9 week grading period and will intervene when Seniors show signs of poor attendance and/or poor grades.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All Seniors of the Class of 2023 will graduate in May of 2023. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Senior AVID Teacher **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Have multiple Senior parent & student meetings to facilitate family support, supply them resources as needed, and promote an atmosphere of connectedness to ensure they feel supported by the school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All Seniors of the Class of 2023 will graduate in May 2023 and if struggling, feel supported by the school. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, AVID Senior Teacher **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Develop individual graduation plans for Seniors who struggle with credits which will allow them to receive support to graduate on time in May of 2023. **Strategy's Expected Result/Impact:** All Seniors will graduate on time in May of 2023. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, AVID Senior Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 3: OCA will increase School Connectedness from 60% to 65% by May 2023.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			
Strategy 1: Embed SEL strategies from the 7 Mindsets curriculum within ALL AVID classes, grades 9-12.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: AVID Teachers - grades 9-12, Counselor **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Disaggregate the student data from the Panorama Fall and Spring surveys and pay close attention to comments made by students on the survey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Understanding and addressing the needs and concerns of our students	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Counselor, all Teachers **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Implement a proactive and responsive student support system for students to improve a positive learning environment.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Counselor, all Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 4: OCA will increase its students earning an Associate Degree rate from 85% to 90% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Odessa College Graduation lists for Associate Degrees

Strategy 1 Details	Reviews			
Strategy 1: Meet weekly with Odessa College Leadership (standing weekly meeting) to discuss college academic concerns and needs of our students.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Address students' college academic concerns in a timely manner **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA), and the OC Vice President of Student Support **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Meet quarterly (every 9 weeks) to review all student college grades.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor all students' grades in college classes and intervene early to avoid academic probation or academic suspension from the college.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA) **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
Strategy 3: Communicate often with college professors and maintain an alert system that college professors can utilize when they have concerns about OCA students. **Strategy's Expected Result/Impact:** Address academic concerns in all college classes in a timely manner **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase for the District from 56% to 65% by May 2024.

Performance Objective 5: Through AVID, ALL OCA students will learn the necessary skills to be college and career ready.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
Strategy 1: OCA will maintain its Shoolwide Site of Distinction certification from AVID as it pursues the top accreditation of an AVID Demonstration School.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase the level of AVID strategies used in the instruction of all classes and in the culture of the school. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university and/or career environment	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Campus instructional leaders and tested teachers will review disaggregated data to track and monitor the progress of all testing students.