Ector County Independent School District

New Tech Odessa High School

2023-2024 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

George H.W. Bush New Tech Odessa (NTO) is an all-academic college prep high school, grades 9th-12th. NTO accepts enrollment from all six middle schools in the Ector County Independent School District (ECISD). Learners also come from private, charter, and home schooling. All sub-populations are represented on our campus since we are a microcosm of the ECISD community. The student population of NTO is **443** students. Due to current economic conditions, exactly **38.48%** of our student population is identified as economically disadvantaged. NTO has a high percentage of Hispanic students, about **79.3%**. NTO's white population comes in second with about **14.6%**. African Americans are low in numbers, approximately **2.8%**. NTO also has **2.2%** Asian population. When it comes to gender population, NTO students are at **41.1%** male and female **58.9%** females. NTO's at-risk population is **42.8%**. NTO's English Learners (ELs) population is at **10.4%**. NTO has a high special population percentage based on total campus enrollment. Approximately **3%** of the student population receive special population services. There are **5%** of students receiving 504/Dyslexia services. NTO's G/T population is at **30%**. NTO's CTE population is at **83.63%**. NTO's migrant population is at **0%**. NTO's homeless population is at **0.87%**. There is **0.65%** of students who are military connected.

Since increasing the enrollment of incoming freshman, NTO has experienced a consistent increased student population. As a district, enrollment at every school has increased drastically within the last 5 years. Students from across the state and country are moving into the Permian Basin even with the previous economic downturn. At NTO, the administration and staff are intentional in creating a strong campus culture that supports academic and behavioral expectations in order to create a positive learning environment. NTO has strong systems and structures in place to support our instructional approach of project-based learning. At this time, we do not have a migrant student population represented.

Because of our emphasis on college and career readiness and student centered instructional approach, dropout rates are low and completions rates are high. At the conclusion of the 2021-22 school year, NTO had a **100%** graduation rate.

The district and campus use state indicators to identify at risk students. NTO uses data and samples of learner work to identify students who are struggling academically or behaviorally. Instructional programs such as the Odyssey Ware Credit Recovery Program and an academic enrichment course are utilized to support these learners academically.

Identified special education students at NTO were identified as needing special education services in either elementary or middle school. We have had few special education referral requests. At NTO, special education learners consistently show progress both socially and academically and typically want to remain at the campus. Project-based learning supports and differentiates the learning needs of young people and assists in addressing learning gaps. This is due to student centered instruction, hands on learning opportunities, and the expectation of collaboration among learners.

Attendance improved at NTO during the 2022-23 school year. The attendance average for NTO ended at **95.3%** (2022-23) which is steadily above the district average of 91.6. This due to the high level of accountability and engagement. We follow the district guidelines and procedures in accounting for absences and tardiness. Project based learning encourages high levels of collaboration with both learners and staff, and results in fewer absences since learners are expected to contribute to their team regularly.

Our teachers use best practices and strategies in the classroom to support ELs. Projects are planned with heavy scaffolding.

Regarding student-to-teacher ratio, the district ratio is set at **30:1**. The student-to-teacher ratio at NTO is approximately **19:1**. The average years of experience of teachers at the campus is **11.8 years**, with most of the teachers having 0-5 years of experience in the teaching field.

Fall Economic Disadvantage Year Comparison Percentages

	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
(068901011) - George H W Bush New Tech Odessa	132	361	36.57%	111	363	30.58%	149	414	35.99%	161	440	36.59%	177	460	38.48%

Student Mobility Rate Report

	2014 - 2015			2015 - 2016			2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
George H W Bush New Tech Odessa	20	336	5.95%	32	317	10.09%	21	300	7.00%	46	346	13.29%	41	370	11.08%	38	382	9.9

Fall Special Education

	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent

Fall Special Education

068901011 - George H W Bush New Tech Odessa	24	361	6.6482	12	363	3.3058	15	414	3.6232	12	440	2.7273	14	460	3.0435

Fall English Learner Year Percentages

	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
068901011 - George H W Bush New Tech Odessa	17	361	4.7091	23	363	6.3361	31	414	7.4879	45	440	10.2273	48	460	10.4348

Student Category	Sub Categories	2021 - 2022		2022 - 2023	
		Count	Percent	Count	Percent
Gender					
	(F) Female	263	59.8	271	58.9
	(M) Male	177	40.2	189	41.1
	Total Enrollment	440	100	460	100
Ethnic Distribution					
	(A) Asian	8	1.8	10	2.2
	(B) Black African American	11	2.5	13	2.8
	(H) Hispanic Latino	348	79.1	365	79.3
	(I) American Indian-Alaska Native	1	0.2	2	0.4
	(P) Native Hawaiian Pacific Islander	0	0.0%	0	0.0%
	(T) Two or More	5	1.1	3	0.7
	(W) White	67	15.2	67	14.6
	Total Enrollment	440	100	460	100
Student by Indicator					

Student Category	Sub Categories	2021 - 2022		2022 - 2023	
	At Risk	187	42.5	197	42.8
	Dyslexia	11	2.5	16	3.5
	Gifted and Talented	136	30.9	138	30
	IEP Continuer	0	0.0%	0	0.0%
	Immigrant	3	0.7	3	0.7
	Intervention Strategy	0	0.0%	0	0.0%
	Migrant	0	0.0%	0	0.0%
	Preschool Program for Children With Disabilities	0	0.0%	0	0.0%
	Section 504	11	2.5	7	1.5
	Special Education	12	2.7	14	3

Demographics Strengths

NTO has a strong emphasis of college and career readiness. This is done through the continuous support of the New Tech Network (NTN). NTN is a national network of schools who utilize project based learning, college readiness assessments, and other innovative methods of teaching and learning. NTO has a strong cultural foundation of trust, respect, and responsibility. NTO's campus culture intentionally empowers students academically and behaviorally. When it comes to instruction, project-based learning is our primary mode of instruction. Systematically, students are supported with flexible scheduling and a positive environment that welcomes innovation and risk-taking. NTO has a seamless use of technology, there is a 1:1 student laptop (MacbookPro or MacbookAir) assignment. In addition, the learning environment at NTO is set up to support school wide learning outcomes to promote future student success. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): NTO has had an increase in the Hispanic (+17 students) and English Learner student populations(+3 students in 2022-2023). This has created the need for more ELL support. **Root Cause:** Increase of the Hispanic population in the Odessa and the district, in addition to the learners that do not exit from the ESL program.

Student Achievement

Student Achievement Summary

On the 2023 Spring STAAR EOCs, George H.W. Bush New Tech Odessa (NTO) learner groups achieved above **88%** "At Approaches Grade Level or Above" standard. The student groups that scored lower on the STAAR EOCs include special education and ELLs. The difference in achievement between the two groups is due to learning gaps and small sample sizes of the mentioned learner populations.

Special education and ELs have the lower percentages under "At Approaches Grade Level or Above" and "Meets Grade Level." On average for all five EOCs, Special educations learners scored a **84.6%** on "approaches grade level." On average for all five EOCs, ELs scored a **83.71%** on "approaches grade level." These sub-populations also had the lower numbers for closing gaps and meeting growth expectations. These special populations also have the lower performance rates and participation rates.

Trends in the several years have demonstrated improvement in all areas and in all grade levels at NTO. Learners are instructed with focus on five school wide learning outcomes that the New Tech Network (NTN) model believes are building blocks for necessary 21st Century skills. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

Individual student needs are identified by continuous evaluation of student work by teachers. NTO also uses frequent formative and summative assessments as required in 100% of the classrooms (non-negotiable elements of project-based learning). Teachers at NTO utilize the model of Professional Learning Communities (PLCs) to frequently look at appropriate interventions, monitor instruction, and adjust as needed. NTO's special education learners tend to score lower than the rest of the student population but demonstrate growth over time. As is with all learners, special education and other special population learners are enrolled in rigorous and demanding Honors (formerly Pre AP), AP, and/or Dual Credit core classes. The philosophy of the campus is that all learners can learn at higher levels and be successful when encouraged and supported.

NTO accepts learners who may need reinforcements and additional instructional support in academics and socially. When learners are not successful, teachers provide additional tutorials and workshops before and after school to lend their support. Teachers also meet with learners by appointment. Classroom projects include multiple opportunities for heavily scaffolded instruction as well as peer tutoring for learners. NTO has a full time special education case manager who frequently monitors effective and appropriate implementation of learner IEP and ensures learners are receiving all allowable accommodations.

STAAR EOC Summary																			
Approaches or Above																			
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant

STAAR EOC Summary

Subject Area - English I

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	
2023	94%	100%	93%	96%	100%	N/A	100%	100%	90%	97%	57%	100%	N/A	94%	96%	93%	88%	100%	N/A	94%	7
2022	94%	100%	93%	95%	100%	N/A	100%	100%	93%	95%	71%	100%	N/A	94%	91%	96%	89%	100%	N/A	94%	9

Subject Area - English II

2023	96%	100%	96%	95%	100%	N/A	N/A	100%	98%	94%	80%	50%	N/A	96%	95%	96%	91%	100%	N/A	96%	8
2022	95%	100%	94%	95%	N/A	N/A	100%	100%	92%	96%	80%	N/A	N/A	95%	92%	95%	85%	100%	N/A	95%	8

Subject Area - Algebra I

2023	88%	100%	87%	91%	N/A	N/A	100%	N/A	78%	94%	67%	100%	N/A	88%	91%	86%	83%	100%	N/A	88%	5
2022	94%	N/A	95%	92%	100%	N/A	N/A	100%	89%	98%	100%	100%	N/A	94%	88%	93%	92%	100%	N/A	94%	9

Subject Area - Biology

2023	99%	100%	99%	100%	100%	N/A	100%	100%	98%	100%	83%	100%	N/A	99%	100%	99%	98%	100%	N/A	99%	1
2022	98%	100%	97%	100%	100%	N/A	100%	100%	96%	99%	100%	100%	N/A	98%	98%	98%	96%	100%	N/A	98%	1

Subject Area - U.S. History

2023	100%	100%	100%	100%	N/A	N/A	100%	N/A	100%	100%	100%	100%	N/A	100%	100%	100%	100%	100%	N/A	100%	1
2022	99%	100%	99%	100%	N/A	N/A	100%	N/A	97%	100%	100%	N/A	N/A	99%	97%	100%	98%	100%	N/A	99%	1

Meets or Above

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	

Subject Area - English I

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	
2023	83%	100%	78%	93%	100%	N/A	100%	100%	79%	85%	29%	100%	N/A	83%	85%	81%	67%	98%	N/A	83%	6
2022	69%	75%	66%	79%	100%	N/A	100%	100%	67%	71%	43%	67%	N/A	69%	58%	74%	53%	91%	N/A	69%	5

Subject Area - English II

2023	78%	100%	74%	89%	100%	N/A	N/A	100%	78%	78%	20%	50%	N/A	78%	78%	78%	56%	100%	N/A	78%	5
2022	75%	80%	75%	68%	N/A	N/A	100%	100%	75%	76%	40%	N/A	N/A	75%	75%	74%	47%	91%	N/A	75%	5

Subject Area - Algebra I

2023	37%	100%	29%	55%	N/A	N/A	100%	N/A	35%	39%	N/A	100%	N/A	37%	50%	30%	26%	65%	N/A	37%	1
2022	50%	N/A	48%	50%	100%	N/A	N/A	100%	44%	53%	60%	100%	N/A	50%	50%	48%	39%	79%	N/A	50%	6

Subject Area - Biology

2023	79%	100%	74%	89%	100%	N/A	100%	100%	79%	79%	33%	100%	N/A	79%	82%	78%	63%	96%	N/A	79%	5

2022	69%	100%	65%	81%	N/A	N/A	100%	100%	75%	65%	33%	100%	N/A	69%	59%	74%	46%	97%	N/A	69%	4

Subject Area - U.S. History

2023	89%	100%	87%	92%	N/A	N/A	100%	N/A	93%	86%	50%	N/A	N/A	89%	86%	91%	64%	99%	N/A	89%	6
2022	75%	100%	73%	100%	N/A	N/A	67%	N/A	82%	71%	33%	N/A	N/A	75%	76%	75%	58%	93%	N/A	75%	5

Masters or Above

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant
Subject Area - English I																				
2023	24%	N/A	19%	33%	100%	N/A	80%	N/A	28%	21%	N/A	50%	N/A	24%	25%	24%	6%	42%	N/A	24%
2022	11%	25%	11%	5%	N/A	N/A	N/A	N/A	7%	13%	N/A	N/A	N/A	11%	11%	10%	3%	21%	N/A	11%
Subject Area - English II																				
2023	16%	N/A	12%	32%	N/A	N/A	N/A	50%	12%	18%	N/A	N/A	N/A	16%	11%	18%	5%	25%	N/A	16%
2022	10%	N/A	9%	16%	N/A	N/A	N/A	N/A	12%	9%	N/A	N/A	N/A	10%	10%	9%	2%	14%	N/A	10%
Subject Area - Algebra I																				
2023	8%	N/A	4%	18%	N/A	N/A	100%	N/A	9%	8%	N/A	N/A	N/A	8%	5%	11%	2%	24%	N/A	8%
2022	24%	N/A	25%	17%	N/A	N/A	N/A	100%	15%	30%	N/A	N/A	N/A	24%	23%	24%	14%	53%	N/A	24%
Subject Area - Biology																				
2023	25%	N/A	19%	41%	100%	N/A	60%	N/A	29%	22%	N/A	50%	N/A	25%	28%	23%	6%	43%	N/A	25%
2022	21%	75%	18%	24%	N/A	N/A	100%	N/A	18%	23%	N/A	50%	N/A	21%	18%	22%	6%	38%	N/A	21%
Subject Area - U.S. History																				
2023	49%	60%	49%	42%	N/A	N/A	50%	N/A	56%	45%	N/A	N/A	N/A	49%	45%	52%	15%	63%	N/A	49%
2022	31%	100%	28%	63%	N/A	N/A	N/A	N/A	38%	27%	N/A	N/A	N/A	31%	32%	31%	19%	44%	N/A	31%

Student Achievement Strengths

NTO's strengths include the New Tech Network tenets which include project based learning, the seamless use of technology, and a strong school culture that empowers. NTO teachers are trained in offering interventions and additional support for all learners. NTO teachers are also trained on meeting the needs of special populations which includes special education, ELLs, 504, Homeless, gifted and talented, at risk, and economically disadvantaged learners.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Algebra 1 had a decrease in student percentage in approaching (-6%), meets (-13%), and masters (-16%) on STAAR EOC. **Root Cause:** The new format of Algebra 1 STAAR EOC with the STAAR 2.0. There was no review provided to learners prior to assessment.

School Culture and Climate

School Culture and Climate Summary

Learners and staff at George H.W. Bush New Tech Odessa (NTO) commonly describe their school as a safe learning environment. Learners and staff feel included and valued, and they respond well to the engaging approach to teaching and learning. Most teachers at NTO would agree, and they understand the additional work and dedication it requires to implement project based learning as their primary mode of instruction. NTO maintains both high academic and behavioral expectations. NTO's instructional approach of project based learning requires thoughtful planning and heavy scaffolding to assist learners throughout the project based learning process. Evidence of a strong culture is NTO's attendance rates. Attendance rates hold steadily above the district average at **95.3%** (2022-23) due to the high level of accountability and engagement.

Panorama Students (Spring 2023)

School Connectedness Survey	
Topic	Percent Favorable
School Safety	75%
Rigorous Expectations	64%
School Climate	55%
Connectedness Indicator	48%
Sense of Belonging	42%
Engagement	30%

SEL Survey	
Topic	Percent Favorable
Supportive Relationships	82%
Self-Management	67%
Social Awareness	61%
Self-Efficacy	46%

Teacher Panorama (Spring 2023)

School Climate & Culture Survey	
Topic	Percent Favorable
Belonging	83%
School Climate	72%

School Climate & Culture Survey	
School Leadership	72%
Professional Learning About Equity	67%
Feedback and Coaching	58%
Well-being	54%
Professional Learning	53%
Cultural Awareness and Action	25%
Teacher Survey	
Topic	Percent Favorable
Education All Students	84%
Teaching Efficacy	82%
School Leadership	72%
Belonging	70%
Professional Learning About Equity	69%
School Climate	68%
Professional Learning	66%
Feedback and Coaching	65%
Faculty Growth Mindset	64%
Cultural Awareness and Action (Adult Focus)	56%
Well-being	54%
Professional Learning About SEL	46%

To support learners who are new to the campus, NTO hosts several events throughout the year. Some examples include the Incoming Freshmen Recruitment Meetings, Open House, Culture Days, Theme Fridays, etc. Learners who are new to the environment are introduced to NTO through a first week learner orientation on campus expectations, technology usage, core values, project based learning, and other items that are relevant to both new and returning learners. These cultural events and processes create a sense of belonging not only for learners but for the staff as well.

At NTO, learners are expected to manage both academically and behaviorally. NTO has three main Core Values; Trust, Respect, and Responsibility. NTO's Core Values are an important part of learner and staff member's daily conversations and interactions.

NTO has minimal to few disciplinary referrals each school year (less than **1%**). This is because of our disciplinary approach of being proactive with teachable moments, frequent reminders of school expectations, utilizing conflict resolution strategies, building professional relationships with learners, and strongly established school culture. When major disciplinary actions do occur, NTO administration follows district procedures and processes. The campus administration also makes collaborative decisions as to what is best for the learner and in compliance with district and state policies regarding student discipline. In the previous year, less than **1%** of learners were placed on suspension. Also in the previous year, less than **.5%** of learners were placed in an

alternative education center setting.

To promote safety, administrators have an open door policy and have daily conversations with all learners and staff. NTO believes that when professional relationships are established, there are less distractions and conflicts among learners. Teachers are also trained on detecting student abuse and neglect along with state and national requirements regarding reporting these matters. Learner assemblies also occur frequently to address issues, build unity, celebrate, and remind learners about expectations. These assemblies may include socials, guest speakers, school clubs, fundraisers, etc.

School Culture and Climate Strengths

NTO is frequently commended for the level of learner engagement and for having a strong campus culture where students love to learn and teachers love to work. NTO is founded on the principle that a strong culture empowers. NTO learners and teachers are very intentional about school culture and embed time in the weekly bell schedule and on specified days throughout the year to cultivate a culture of Trust, Respect, and Responsibility. The campus belief is that everyone on campus can build a strong school culture of high expectations and learning.

NTO is place where staff cultivates Trust, Respect, and Responsibility. Learners, parents, administration, and staff are intentional about building that culture. NTO actively practice these traits daily. NTO also plans culture days each semester to reinforce these traits. NTO also has addressed it's retention and enrollment by proactively calling parents, creating learner meetings, and conducting professional development around student centered learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): NTO loses 2% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed the model is not a fit for them and they felt the school required an overwhelming amount of work that they were not accustomed to. Some learners also want the comprehensive high school experience.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

George H.W. Bush New Tech Odessa's (NTO) has a total of **25** classroom teachers. NTO's Highly Qualified status is **100%** for the 2022-23 school year. From the 2021-22 to the 2022-23 school year, NTO had a **84%** teacher retention rate. NTO's three year teacher retention rate is **90%** to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. For example, an English Language Arts vacancy for secondary may go unfilled by a certified candidate due to the lack of applicants.

Like most schools in the Ector County Independent School District (ECISD), NTO in past years has lost previous staff members due to leaving for other educational opportunities or changing professions all together. As per district, new teachers to the district are assigned a teacher mentor. New and returning staff are supported continuously through district, campus, and New Tech Network (NTN) professional learning opportunities. New staff members attend the New Tech Annual Conference hosted by the New Tech Network. NTO is also assigned an Instructional Specialist to support teacher learning and growth. NTO also has the unique opportunity to be assigned a New Tech Network School Development Coach as well as a New Tech Network College Access Coach that meet periodically with staff members.

Regarding student-to-teacher ratio, the district ratio is set at **30:1**. The student-to-teacher ratio at NTO is approximately **19:1**. The average years of experience of teachers at the campus are **11.8 years.**

Modeling and availability of district training and resources are a necessity to build the craft of all our teachers. Also, modeling and support from the New Tech Network (NTN) for project based learning best practices and methods are identified as a continual need. The campus is assigned a Campus Curriculum Facilitator who facilitates the learning of the adults to develop professional skills that will benefit the learning of their students.

District professional development exists in various forms such as face-to-face, campus visits, and online webinars. NTO also uses the regional education center, Region 18, to receive additional services for teachers and administrators. The New Tech Network (NTN) also hosts campus training, state available conferences, and an annual conference to support NTN schools. Professional development is followed up on weekly through a two hour adult learning session to support project development and increase learning capacity. Weekly PLCs are also held to implement school and district initiatives and to allow teachers to plan collaboratively. At times, teachers are assigned adult learning project teams and are asked to lead professional development workshops.

When in need, teachers are supported individually through adult learning, professional learning communities (PLCs), classroom observations, classroom walkthroughs, campus and district professional development, peer support, and obtaining additional resources as needed. Teachers frequently participate in data reviews, state standard mapping, and collaborative project planning.

To recruit highly effective qualified teachers, NTO works with the district Human Capital Department, administrators attend local and state job fairs, administrators leverage social media to promote job opportunities, and administrators with the New Tech Network team to seek possible candidates across the country. The interview consists of administrators, support staff, classroom teachers, and even learners.

Teacher Years of Experience for George H W Bush New Tech Odessa for Multiple Years

County-District Number: 068901 District Name: ECTOR COUNTY ISD

Teacher Years of Experience for George H W Bush New Tech Odessa for Multiple Years

Years of Experience by Subject	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	1.2	4.60%					2.6	5.20%	1.5	4.10%
All Core Subjects	0.2	16.7					1.7	68.4	0.9	63.9
Reading / ELA	0.2	16.7					1.7	68.4	0	0
Mathematics	0	0					0	0	0	0
Science	0	0					0	0	0.9	63.9
Social Studies	0	0					0	0	0	0
1 - 5 Years Experience	15.6	59.8	17.8	51.7	15	41.7	12	24	9.3	25.5
All Core Subjects	10.1	64.8	9.2	51.4	8.6	57.1	3.7	31	3.3	35.6
Reading / ELA	3.5	22.8	3.9	21.8	3.1	20.5	0.8	6.3	2.6	28.3
Mathematics	2.6	16.8	2.4	13.4	2.8	18.4	0.9	7.9	0	0
Science	1.9	12.3	1	5.6	0.9	5.8	1	8	0.7	7.3
Social Studies	2	12.9	1.9	10.6	1.9	12.4	1.1	8.8	0	0
6 - 10 Years Experience	4.2	16.1	6	17.4	7.7	21.4	14	28	13	35.7
All Core Subjects	2.5	59.6	3.4	56.9	2.3	30.2	4.2	30.1	5.7	43.6
Reading / ELA	0.4	10.1	0.4	6.8	0.3	4.1	1.4	10.3	1.5	11.4
Mathematics	1	25	1	16.7	1	13	1.6	11.7	2.4	18.5
Science	0	0	1	16.7	0	0	0.4	2.9	0	0
Social Studies	1	24.5	1	16.7	1	13	0.7	5.3	1.8	13.7
11 - 20 Years Experience	3.3	12.6	5.3	15.4	8	22.2	13.3	26.6	7	19.2
All Core Subjects	2.9	87.3	3	57.1	4.8	60	3.6	27.3	2.4	33.8

Teacher Years of Experience for George H W Bush New Tech Odessa for Multiple Years									
Reading / ELA	1.5	46.4	0.9	16.4	2	25.1	0	0	0	0
Mathematics	0.3	9.7	0.4	7	0	0	0.9	6.4	0.8	11.4
Science	1	31.2	0.9	16.9	1.8	23	1.7	13.1	0.6	8.8
Social Studies	0	0	0.9	16.8	0.9	11.9	1	7.8	1	13.5
Over 20 Years Experience	1.9	7.3	4.9	14.2	5.3	14.7	8.1	16.2	5.6	15.4
All Core Subjects	1	49.5	0.1	2.9	0.4	6.9	1.2	14.9	1.8	32.5
Reading / ELA	0.1	3.6	0.1	2.9	0.4	6.9	0.3	3.3	0.1	2.6
Mathematics	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0.7	13.1
Social Studies	0.9	45.8	0	0	0	0	0.9	11.6	0.9	16.8
Total Teacher FTEs	26.1	100	34.4	100	36	100	50	100	36.4	100

Staff Quality, Recruitment, and Retention Strengths

NTO has strongly established systems and structures to promote continuous professional development and adult learning for teachers. The collaborative culture at NTO allows for all teachers to work together throughout all the disciplines, whether core or elective, to improve student performance. When teachers have a need, they are provided with additional support to ensure success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Although NTO started with zero teacher vacancies, not all teachers were able to get a refresher and update knowledge of project-based learning from NTAC. Only 8 teachers were able to go to NTAC each year. **Root Cause:** Budget for teacher professional development does not allow for all teachers to go.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers followed the TEKS Resource System's (TRS) scope and sequence, year at a glance, and unit assessments to pace project development. Learners were also benchmarked throughout the year. With this benchmark data, the information was reviewed by both teachers and learners. The facilitators use the scope and sequence to build projects and use resources to look at specificity of the student expectations. Teachers utilized district assessments to measure learning on the TEKS that they have covered in the projects. They also use formative assessments and conduct mini-workshops to provide intervention for low SEs.

Rigor and relevance of instruction align with the TEKS, ELPS and CCRS because the teachers are addressing the verbs from the SEs in their instruction. Learners are able to look at content learning and language objectives and make those connections to the real world. Learners are not just given the answers, they collaborate, research, analyze, and create during their course project/problem units.

Through school wide efforts, all subjects look at lowest SEs in the tested content and determine how they can support these content areas by addressing these lower TEKS in their classes. Learners are expected to work and solve complex real-world problems with the project based learning model.

Short-cycle assessments are designed by collaborative content teams that use the scope and sequence to create these assessments. They are multiple choice, griddables, and short answer questions. Textbooks, district provided materials, computer software, web-based programs are aligned with TEKS, SIOP, AVID strategies, web-based programs and writing protocols are used for all learners.

Data from EOC results, short-cycle assessments, and teacher created tests are used to plan instruction individually and by grade level teams. During curriculum pre-planning, focus SEs are targeted in each six weeks and strategies are offered to help address these SEs. Campus initiatives target the focus writing SEs that are addressed in all content areas.

Because of being a project based learning campus, technology, questioning strategies, manipulatives, learning scaffolds, and differentiation are embedded in the PBL model. During professional development and Professional Learning Communities (PLCs), teachers are provided with an opportunity to be trained on strategies. They practice these strategies in the classroom.

Teachers are provided the readiness, supporting, and process standards in a format from Lead4ward. To address these TEKS, they are intentionally and systematically grouped together in projects and problems. PLCs are organized by content area teams. Interventions in the classroom, tutoring, and specialized intervention classes are implemented to provide individual assistance.

Content and language objectives are posted daily and verbally addressed to the learners. Agendas are also posted daily and made visible to all learners. Teachers use two different forms to plan each project. These planning forms are called the Project Planning Toolkit Form and the Problem Based Planning Form. Teachers also create a project calendar to map out the daily structure of each project day-by-day.

SIOP strategies are addressed in district professional development, and monitored by observations. Teachers are given opportunities to be trained in instructional and linguistic accommodations.

Curriculum, Instruction, and Assessment Strengths

NTO has a primary method of instruction, project-based learning. Project-based learning promotes critical thinking, collaboration, integration of technology, and differentiated approaches to teaching and learning that are grounded in innovative design. Assessments are grounded in five school wide learning outcomes adopted by the New Tech Network that include Knowledge & Thinking, Written Communication, Agency, Collaboration, and Oral Communication.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year.

Problem Statement 2 (Prioritized): NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

Parent and Community Engagement

Parent and Community Engagement Summary

As a project-based learning (PBL) high school, George H.W. Bush New Tech Odessa's (NTO) blended learning environment and school culture encourage the motivation and engagement of all learners. The involvement of parents and community is a fundamental aspect to fulfill this objective. That is the reason why NTO makes parents and community members feel welcome, expects them to get involved in meaningful ways that support learning, and shares with them its school effectiveness in strong campus culture.

On the one hand, NTO focuses on a home and school connection to educate and engage parents in understanding how to support their children by:

Giving parents full access to Echo, NTO's learning management system (LMS). Echo allows parents to follow, on a daily basis, their child's learning process (agendas, assignments, projects, school wide learning outcomes, grades, etc.), and also to communicate with our staff when needed (parents who do not speak English have access to translated communications and to bilingual staff). About **50%** of parents have an Echo Parent Account.

Organizing social and informative events such as: Device Meetings, Open House, Culture Day, school day and after school socials, and other parent meetings. These events have a 5**0%** participation rate.

On the other hand, NTO focuses on community involvement (guest speakers, etc.) and partnerships (Complex Community Federal Credit Union, Odessa College, UTPB, several local companies and businesses, etc.) to share and show the type of work that learners are engaged in. Projects that NTO learners study and develop have a real-world connection. This project component builds strong ties with the community. Having learners sharing their final products with the community becomes an important part of the learners' learning process.

NTO has a solid internship program that offers seniors the opportunity to work for local companies. This fact helps them decide their future careers in a more realistic way and allows them to share their experiences in a final capstone project presented to parents and community members before graduation. NTO currently has **0** VIPS members.

Parent and Community Engagement Strengths

The campus is inviting and is always open for learner led tours. Project-based learning also lends well to involving parents and community members in learner's projects. They can serve as panel members, they can assist in teaching learners, or serve in other capacities. Members of the community, especially the business, medical, and educational sectors have also served as mentors to our senior class.

Now that NTO has been around for 12 years, there is a familial tie with the campus since alumni serve as advocates for the campus. Community members have also shown high commitment and support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): An NTO VIPS group no longer exists to help support strong parental and volunteer involvement. **Root Cause:** There is not a lead staff

member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 2 (Prioritized): 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level.
  Root Cause: There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

School Context and Organization

School Context and Organization Summary

Using the state assessment indicators of achievements, George H.W. Bush New Tech Odessa (NTO) will strive to target areas needing growth and improvement. As a campus and collaborative team, reviewing assessment data (i.e., Short Cycle Assessments, Benchmarks, TAPR, Federal Report Card, School Report Card, STAAR EOC Score Reports, etc.), and analyzing student work samples will guide the areas in need of focus called safeguards. Per the required growth measures, growth from English I to English II and 8th Grade Math to Algebra I, are essential. To monitor progress throughout the school year, staff will use classroom data based on informal assessment, formal assessments, short cycle assessments (district), benchmarks (district), project benchmarks, and final products.

Through adult learning and professional learning opportunities, teachers receive guidance and support in outlining project objectives heavily grounded in state standards, the student expectations (SEs) or TEKS. As a project based learning school and with the support of the New Tech Network, the campus goals are also outlined with school wide learning outcomes (i.e., knowledge and thinking, agency, collaboration, written communication, and oral communication). These strategies provide the framework for assessing student work, growth, and school wide focus. As a campus, benchmarks, scaffolding, and workshops are an expectation for each project.

The campus continuously identified the needs of the campus based on recruitment, enrollment at registration, budget availability, assessment data, first day count, club interest, special indicators, staffing, student work samples, and various others.

An essential goal of NTO is to become a learning organization that continuously seeks improvement. As a learning organization, there are parallel expectations for all participants. Since there is extensive and rigorous professional development at the beginning and throughout the school year, it is crucial and required that teachers feel a part of a team/family and contribute to the campus goals and vision. Weekly adult learning gatherings serve a purpose in reconnecting staff to main focus areas of improvement. NTO is continually seeking improvement and uses data to drive the instruction.

As a district, there is a calendar framework to assess student learning throughout the school year, these are called Short Cycle Assessments (SCAs). These assessments serve as a checkpoint to measure achievement of student expectations. As a project based learning campus, project checkpoints and benchmarks are also required to check for student understanding on a continual basis.

NTO will develop additional learning and collaborative learning opportunities through frequent adult learning and professional learning communities (PLCs). For PLCs, teachers meet weekly with their content area to focus on increasing professional practice to enhance student learning using data-driven decision making. All teachers are expected to play an active role in all adult learning opportunities. Distributive leadership is the leadership approach of our campus. As leaders, it is our responsibility to serve as instructional leaders and parallel the experience of the staff with that of the learners. It is everyone's job to achieve campus goals and vision.

As a faculty, norms are established to guide decision-making and other school practices. Decisions are made by allowing input from staff and stakeholders when relevant. Norms are collaboratively established and revisited throughout the school year. NTO also has a CCIS representative who serves as a voice between the campus and district. The campus also elects a DCIT representative to serve on the district improvement team. Administration also has an open door policy when it comes to questions, concerns, or support. Also, the distributive leadership model at NTO lends to teachers having ownership of their school. Teachers are expected to contribute to the campus in various aspects for the benefit of student learning. For example, professional learning is often led by campus teachers, teachers offer after school extra-curricular clubs and organizations, etc.

The master schedule reflects the fact that NTO uses innovative methods of learning. The master schedule allows for cross-curricular lesson plan delivery, common planning, and allows for shuttling for learners to participate in classes at the local community college as well as UIL and unique course offerings at the comprehensive high schools and CTE sites. Since NTO is a small learning environment, there is a short transition from class to class. The campus is closed during lunch to allow for additional learning time. Staff and administrators are very thoughtful about instructional interruptions that occur and reduce them to the minimum extent possible. Unique and innovative courses unlike any others in the district and state are offered such as Project Based Research Design where learners complete an internship experience followed by a self-driven community project, Neuroscience, and Rocketry. The campus physical layout also promotes a collaborative learning environment with 1:1 laptop capabilities as well as offering learning spaces that are conducive to project-based learning practices (i.e., common areas, chairs on casters, tables on casters, classroom windows, etc.).

Campus funds are allocated based on departmental needs and necessities (data-based). The instructional leadership team involves the Principal, Dean of Students, Instructional Specialist, and teacher leaders. Classroom teachers are required to host before and after school workshops weekly to ensure additional support to all learners is offered. Campus administration works closely with the counselor and classroom teachers to best support students who are in need of credit recovery using the Edgenuity program. The campus also runs a Writing Center with student tutors to reinforce our focus on literacy.

School Context and Organization Strengths

Strengths include that NTO has systems and structures in place to ensure that the instructional support of project based learning is supported. In adult learning and professional learning communities (PLCs), teachers learn about the state accountability system and measures. Adult learning and PLCs help promote instructional best practices, there is a focus of continual growth, and teachers are trained on project based learning pedagogy. The focus of every conversation should be centered around student learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Exactly 25% of teachers teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Technology

Technology Summary

Since George H.W. Bush New Tech Odessa (NTO) is a 21st Century learning environment, there is high emphasis of seamless use of technology in all classes. There is **1:1** laptop assignment (MacbookAir). In addition, our learning environment is set up to support school wide learning outcomes to promote future student success, which includes technology. Various innovative products and additional software programs are made available to learners to promote the quality of their work. As a campus we promote ongoing technology support for teachers and learners. In collaboration with the New Tech Network, NTO also has a primary learning management system called Echo that is utilized by all classroom teachers. Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course. Some classroom have been outfitted with Promethean Boards.

On staff, NTO also has a technology administrator to assist in managing learner and staff technology. NTO has access to internet and WIFI with updated protective filters for safe practice. The campus is assigned a Technology Specialist who is able to come to the campus to support our technology needs on Tuesdays and Thursdays.

Technology Strengths

At NTO, technology is readily available and is an integral part of curriculum and instruction on campus. Students are taught to manage technology as a resource and tool rather than a social media entertainment center. It is their pen and paper. This technology is also updated with relevant technology to prepare students with 21st Century skills.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): NTO use of Macbooks create an issue when it comes to online testing. **Root Cause:** MacBooks do not have the kiosk mode that Chromebooks or Windows based laptops can be used to take online assessments.

Problem Statement 2 (Prioritized): Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 1% of students experience owing fees for laptop violations and damages. **Root Cause:** NTO hosts required parent and student trainings regarding the Technology Handbook but not 100% of the parents actively engage. Also, there is a lack of consistent monitoring of proper laptop usage from students and adults (at-home).

Priority Problem Statements

Problem Statement 1: NTO loses 2% of learners every year to the comprehensive high schools and other high school options.

Root Cause 1: Learners who left have expressed the model is not a fit for them and they felt the school required an overwhelming amount of work that they were not accustomed to. Some learners also want the comprehensive high school experience.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: The delivery and implementation of project-based learning sometimes varies from classroom to classroom.

Root Cause 2: Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners.

Root Cause 3: Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: An NTO VIPS group no longer exists to help support strong parental and volunteer involvement.

Root Cause 4: There is not a lead staff member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: NTO has had an increase in the Hispanic (+17 students) and English Learner student populations(+3 students in 2022-2023). This has created the need for more ELL support.

Root Cause 5: Increase of the Hispanic population in the Odessa and the district, in addition to the learners that do not exit from the ESL program.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Although NTO started with zero teacher vacancies, not all teachers were able to get a refresher and update knowledge of project-based learning from NTAC. Only 8 teachers were able to go to NTAC each year.

Root Cause 6: Budget for teacher professional development does not allow for all teachers to go.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Teachers do not commonly observe other teachers in the classroom to share best practices with one another.

Root Cause 7: Exactly 25% of teachers teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: NTO use of Macbooks create an issue when it comes to online testing.

Root Cause 8: MacBooks do not have the kiosk mode that Chromebooks or Windows based laptops can be used to take online assessments.

Problem Statement 8 Areas: Technology

Problem Statement 9: Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 1% of students experience owing fees for laptop violations and damages.

Root Cause 9: NTO hosts required parent and student trainings regarding the Technology Handbook but not 100% of the parents actively engage. Also, there is a lack of consistent monitoring of proper laptop usage from students and adults (at-home).

Problem Statement 9 Areas: Technology

Problem Statement 10: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level.

Root Cause 10: There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Problem Statement 10 Areas: Parent and Community Engagement

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May of 2024, 60% of students will perform at the Meets level in Algebra 1 STAAR EOC.

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, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase student performance on Algebra 1 STAAR EOC **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

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

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May of 2024, 88% of English 1 students and 80% of English 2 students will perform at the Meets level in English 1 and English 2 STAAR EOC.

    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, NWEA MAP, Short Cycle Assessments

Strategy 1 Details		Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance on English 1 and English 2 STAAR EOC **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**May**
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of students meeting or exceeding the growth target will increase 79% to 84% as measured by 2024 STAAR.

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

Strategy 1 Details			Reviews			
Strategy 1: Campus instructional leaders will review and disaggregate data to track and monitor the progress of all students and provide feedback.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve Tier 1 instruction and increase in percentage of students who meet or exceed STAAR progress measure.			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction						

Strategy 2 Details			Reviews			
Strategy 2: Implement PLC schedule for teachers to facilitate recurring data meetings.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Support and build effectiveness of teachers in disaggregating student data.			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction						

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

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: The percentage of English 1 and English 2 students achieving or exceeding their READING RIT goal will increase from 48% to 53%.

> **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:** NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP Reading RIT **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Reading scores to show improvement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in MAP Reading RTI in each MAP administration **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments		**Oct**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Board Goal 1: 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: The percentage of Algebra 1 students achieving or exceeding their MATH RIT goal will increase from 47% to 53%.

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: NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP MATH RIT		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administration					
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture					
Strategy 2 Details		**Reviews**			
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in MAP Math RTI scores in each MAP administration		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administration					
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments					
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue					

Board Goal 2: 2) The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Student daily attendance will increase from 95% to 97%.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Track and analyze attendance data consistently to address individual student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase campus attendance percentage through individual students. **Staff Responsible for Monitoring:** Attendance clerk, Principal, Dean of Students, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Attendance clerk will contact with family/parent when students reach 5 absences, and administration will create a plan for students with 8 absences to increase attendance.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerk, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 48% to 55%.

High Priority

HB3 Board Goal

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%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: NTO will proactively build relationships and enhance communication with students and families through multiple forms, such as device meetings, open house, SchoolStatus, NTO's website, social media, and parent meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase of 7% in student connectedness as measured in the Panorama surveys. **Staff Responsible for Monitoring:** Principal, Dean of Students, Facilitators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implementation of SEL curriculum using 7 Mindsets school wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student emotional and academic well being. **Staff Responsible for Monitoring:** Counselor, Administration, Teachers **TEA Priorities:** Improve low-performing schools	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Meet with student advisory group at least once a month to actively listen to students to allow for student voice and be part of the campus decision making.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase student voice and student engagement in campus events **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: The percentage of students who meet at least one CCMR accountability indicator will go from 85% to 90%.

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: On Data Suite, TSIA, Dual Credit, Advance Placement, SAT

Strategy 1 Details	Reviews			
Strategy 1: Counselor and Administration will disaggregate data to identify students who have not met CCMR accountability.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the campus CCMR accountability.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor, Principal **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 will meet with students to create a plan to ensure students are in correct courses or registered for SAT/TSIA assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase campus CCMR accountability	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor, Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 3: 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: NTO will maintain a 100% graduation rate for the class of 2024.

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: Graduation Rate Data, State Accountability

Strategy 1 Details				Reviews			
Strategy 1: Campus leaders will track and monitor students in order to intervene when students show early signs of attendance, behavioral concerns, and academic concerns.				**Formative**			**Summative**
				Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Maintain graduation rate by identifying students that are struggling and assisting with concerns **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor, Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture							
Strategy 2 Details				Reviews			
Strategy 2: Provide individual support for students who have fallen off track and a creation of a plan will be created that leads to graduation.				**Formative**			**Summative**
				Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Maintain graduation rate **Staff Responsible for Monitoring:** Teachers, Attendance Clerks, Counselor, Administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

State Compensatory

Budget for New Tech Odessa High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for New Tech Odessa High School

Name	Position	FTE
AVID Teacher	AVID Teacher	1
Instructional Specialist	Instructional Specialist	1
Special Education Teacher	Special Education Teacher	1