Ector County Independent School District

New Tech Odessa High School

2025-2026 Campus Improvement Plan

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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 446 students.

Demographics

Hispanic	**76.01%**
White	16.59%
African American	3.59%
Asian	2.24%
Two or More Races	1.12%
American Indian	.45%
EL	8.3%
SpED	2.46%
504	4.26%

Economic Disadvantage Percentage

	2025	**2024**	**2023**	**2022**
Percentage	50%	45.98%	38.48%	36.59%

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/problem-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. 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. We have increased the amount of learners that come from the six middle schools with 71% of the incoming Freshmen class being accepted in NTO.

Problem Statements Identifying Demographics Needs

Problem Statement 1: NTO accepts 140 learners from lottery system, however 10% chose not come to NTO.
Root Cause: Learners want the comprehensive high school experience.

Student Achievement

Student Achievement Summary

On the 2025 Spring STAAR EOCS, George H.W. Bush New Tech Odessa learner groups achieved:

STAAR EOCs

	2025			**2024**			**2023**		
EOC	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
US History	99%	89%	47%	99%	77%	29%	100%	89%	49%
Biology	100%	85%	15%	96%	63%	13%	99%	79%	25%
English II	90%	79%	10%	95%	92%	10%	96%	78%	16%
English I	98%	81%	19%	83%	75%	25%	94%	83%	24%
Algebra I	97%	50%	25%	87%	40%	13%	88%	37%	8%

	Spring 2025 STAAR EOC, English I			**Spring 2025 STAAR EOC, English II**			**Spring 2025 STAAR EOC, Algebra I**			**Spring 2025 STAAR EOC, Biology**			**Spring 2025 STAAR EOC, US History**		
	Approaches	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
American Indian/ Alaskan Native	-	-	-	-	-	-	100%	0%	0%	-	-	-	100%	100%	100%
Asian	100%	100%	100%	-	-	-	100%	100%	66.67%	100%	100%	33.33%	100%	100%	100%
Black/ African American	100%	100%	0%	100%	100%	33.33%	100%	83.33%	66.67%	100%	100%	0%	100%	100%	50%
Hispanic	96.39%	78.31%	14.46%	89.61%	79.22%	6.49%	97.83%	69.57%	47.83%	100%	86.25%	15%	98.44%	85.94%	37.50%

	Spring 2025 STAAR EOC, English I			Spring 2025 STAAR EOC, English II			Spring 2025 STAAR EOC, Algebra I			Spring 2025 STAAR EOC, Biology			Spring 2025 STAAR EOC, US History		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
White	100%	100%	21.43%	92.31%	76.92%	23.08%	100%	89.47%	68.42%	100%	93.33%	20%	100%	100%	77.78%

Student Achievement Strengths

George H.W. Bush New Tech Odessa has a high passing rate in the Approaches level in all subjects. NTO also has a high rate in the Meets level in English I, English II, Biology, and U.S. History.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR EOC Masters scores in 4 out of 5 test are not at 30%.
Root Cause: Instruction and rigor is at the meets level.

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/problem-based learning requires thoughtful planning and heavy scaffolding to assist learners throughout the learning process. Evidence of a strong culture is NTO's attendance rates. Attendance rates hold steadily above the district average at 95.8% due to the high level of accountability and engagement.

Panorama Survey

Students

Topic	Percent Favorable
School Safety (ECISD)	86
School Safety	76
Rigorous Expectations	61
School Climate	61
Connectedness Indicator	49
Sense of Belonging	49
Engagement	27
Supportive Relationships	82
Self-Management	65
Social Awareness	56
Self-Efficacy	43%

Staff

Topic	Percent Favorable
School Leadership	96
School Climate	91
Professional Learning about Equity	87
Well-being	81
Professional Learning	78

Topic	Percent Favorable
Belonging	68
Feedback and Coaching	68
Cultural Awareness and Action	25

Teachers

Topic	Percent Favorable
Educating All Students	77
Teaching Efficacy	76
Faculty Growth Mindset	64
School Climate	59
Belonging	57
Feedback and Coaching	54
Well-being	51
Cultural Awareness and Action	47
Professional Learning about Equity	47
School Leadership	46
Professional Learning	44
Professional Learning about SEL	40

School Culture and Climate Strengths

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 two day 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.

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: Learners have report the same Connectedness Indicator of 49% the past two years.
Root Cause: There are a variety of offerings at NTO that are at different campuses, such as CTE, athletics, fine arts, and Dual Credit that learners are not fully invested in the NTO 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 21 classroom teachers. From the 2024-2025 to the 2025-2026 school year, NTO has a 86% teacher retention rate. 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 101 training hosted by the New Tech Network. NTO has the unique opportunity to be assigned a New Tech Network School Development Coach. Regarding student-to-teacher ratio, the district ratio is set at 25:1. The student-to-teacher ratio at NTO is approximately 25:1. 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. District professional development exists in various forms such as face-to-face, campus visits, and online webinars. 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 one hour adult learning sessions during the week 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, and administrators leverage social media to promote job opportunities

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. NTO recruits both established and first time teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: While NTO began the year with no teacher vacancies, not all staff received refresher training or updated knowledge in project-based learning (PBL) or problem-based learning (PrBL) from the New Tech Network, potentially impacting instructional consistency and effectiveness.
Root Cause: New Tech Network professional development offerings have scheduling conflicts with NMSI and AP training's.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers follow the Texas Essentials of Knowledge and Skills (TEKS) in core courses, as well as AP standards in AP courses. 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 learning standards. Rigor and relevance of instruction align with the TEKS, ELPS and CCRS because the teachers are addressing the verbs from the student expectations (SEs) in their instruction. Learners are able to look at learning targets 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. 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 nine 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. 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. Learning Targets 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.

Curriculum, Instruction, and Assessment Strengths

NTO has a primary method of instruction, project-based learning/problem-based learning. Project-based learning and Problem-based learning promote 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: The delivery and implementation of project-based learning/problem-based learning varies from classroom to classroom
Root Cause: Project-based learning/problem-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.

Family and Community Engagement

Family 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 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 90% 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. 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.

Family and Community Engagement Strengths

The campus is inviting and the community is welcomed and encouraged to visit. Families consistently contact NTO about enrolling their child. Learners are encouraged to go into the community to internship and report about their experiences to the campus and community at Senior Symposium. Senior parents have started Project Graduation at NTO.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: NTO lacks parental support and community involvement as an academic driven campus.
Root Cause: Parents and the community view NTO as a smaller comprehensive high school.

School Organization

School Organization Summary

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/problem-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.

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. This year NTO will utilize four Facilitator leaders to assist with PBL/PrBL best practices.

School 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/problem-based learning pedagogy. The focus of every conversation is centered around student learning.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Teachers do not commonly observe other teachers in the classroom to share best practices with one another.
Root Cause: 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 Chromebook assignment. 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. Teachers and learners use Schoology. Classrooms have the basic set up of a teacher computer, a Promethean board, and other products depending on the course. 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.

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: Half of the learners do not have new Chromebooks.
Root Cause: Macbooks were not able to function properly on the district network and the newer Chromebooks were costly to provide one to every learner at the switch.

Priority Problem Statements

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 58% to 61%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. **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 **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Reading scores to show improvement. **Strategy's Expected Result/Impact:** Increase in MAP Reading RIT in each MAP administration **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 53% to 58%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. **Strategy's Expected Result/Impact:** Increase in percentage of students meeting or exceeding individual growth on EOY MAP MATH RIT. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement. **Strategy's Expected Result/Impact:** Increase in MAP Math RTI scores in each MAP administration **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2026, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 50% to 60%.

High Priority

HB3 Board Goal

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC, Interim STAAR

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Increase student performance on Algebra 1 STAAR EOC **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May of 2026, the percentage of students performing at the MEETS level on English 1 EOC will increase from 81% to 85%.

High Priority

HB3 Board Goal

Indicators of Success:
English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC, Interim STAAR

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Increase student performance on English 1 EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May of 2026, the percentage of students performing at the MEETS level on English 2 EOC will increase from 79% to 82%.

High Priority

Evaluation Data Sources: STAAR EOC, Interim STAAR

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Increase student performance on English 2 EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May of 2026, the percentage of students performing at the MEETS level on Biology EOC will increase from 85% to 88%.

High Priority

Evaluation Data Sources: STAAR EOC, Interim STAAR

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Increase student performance on Biology EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May of 2026, the percentage of students performing at the MEETS level on US History EOC will increase from 89% to 92%.

High Priority

Evaluation Data Sources: STAAR EOC, Benchmark

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Increase student performance on US History EOC. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: By May of 2026, the percentage of student daily attendance will increase from 95.8% to 97%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: District Attendance Dashboard, Weekly Attendance Reports

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance clerk will contact parent/guardian when student is absent without a reason. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerk, Administration **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: By May of 2026, the percentage of Seniors meeting CCMR will be maintained at 100%.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: District Reports, On Data Suite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselor and Administration will disaggregate data to identify students who have not met CCMR accountability. **Strategy's Expected Result/Impact:** Increase the campus CCMR accountability. **Staff Responsible for Monitoring:** Counselor, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselor will meet with students to create a plan to ensure students are in correct courses or registered for SAT/TSIA assessments. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability **Staff Responsible for Monitoring:** Counselor, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: By May of 2026, NTO will maintain low student discipline infractions / discipline referrals (10 or less) for the school year.

Evaluation Data Sources: PEIMS Discipline Report, Focus Discipline Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will set clear expectations and reinforce campus expectations through culture days. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will set clear expectations and reinforce expectations in classrooms. **Strategy's Expected Result/Impact:** Decrease in the number of referrals. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2026, 90% of NTO Facilitators will conduct one campus learning walk per month.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO Administration will create a learning walk tracker. **Strategy's Expected Result/Impact:** Increase teaching and student learning. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO Facilitators will utilize the District Look-Fors and provide a glow and a grow. **Strategy's Expected Result/Impact:** Increase in teaching best practices. **Staff Responsible for Monitoring:** Facilitators **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2026, 100% of NTO Facilitators will have completed at least one project-based learning project or three problem-based learning problems.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administration will create a progress tracker for facilitators. **Strategy's Expected Result/Impact:** Ensure facilitators meet the campus requirements. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Facilitators and administrators will provided targeted PBL/PrBL training. **Strategy's Expected Result/Impact:** Increase in project planning and quality. **Staff Responsible for Monitoring:** Facilitators, Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2026, the percentage of student school connectedness will increase from 49% to 52%.

High Priority

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration will meet with Student Council once a month to facilitate and gather input for school events and culture **Strategy's Expected Result/Impact:** An increase of 3% in student connectedness as measured in the Panorama surveys. **Staff Responsible for Monitoring:** Principal, Dean of Students, Facilitators **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2026, the percentage of student sense of belonging will increase from 49% to 52%.

High Priority

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement and facilitate iLead in classrooms. **Strategy's Expected Result/Impact:** Increase mental health and well being **Staff Responsible for Monitoring:** Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO administration will meet once a month with facilitators to provide input about student experience on campus. **Strategy's Expected Result/Impact:** Increase sense of belonging and school pride **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

No Progress Accomplished Continue/Modify Discontinue