Ector County Independent School District

OCTECHS

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

OCTECHS continues to meet TEA set guidelines for demographic make-up percentages.

Demographics Strengths

OCTECHS continues to maintain high STARR assessment passing rates with TEA testing.

English I – 78% passing,

English II – 92% passing,

Biology – 100% passing,

Algebra 1 – 89% passing, and

US History – 97% passing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: OCTECHS must hit targeted ECODIS numbers for each demographic in order to meet P-TECH obligations.
Root Cause: OCTECHS has continued to use the Lottery system, as directed by the District, for accepting all of its freshmen students. It is critical that this campus be allowed to target and recruit the necessary number of ECODIS students first, and lock them in before opening the remaining seats to a general lottery for incoming Freshmen.

Student Achievement

Student Achievement Summary

Eng. I	78 % Passed	
4 Master	8%	11
3 Meets	48%	62
2 Approaches	20%	26
1 Did Not pass	22%	28
Total Tests:	127	127

Eng. II	92 % Passed	
4 Master	8%	8
3 Meets	•73%	77
2 Approaches	11%	12
1 Did Not pass	8%	9
Total Tests:	106	106

Alg. I	89 % Passed	
4 Master	11%	10
3 Meets	23%	21
2 Approaches	54%	49
1 Did Not pass	12%	11
Total Tests:	91	91

Biology	100% Passed	
4 Master	32%	34
3 Meets	57%	61
2 Approaches	13%	12
1 Did Not pass	0.00%	0
Total Tests:	107	107

US History	97 % Passed	
4 Master	31%	25
3 Meets	50%	39
2 Approaches	16%	13
1 Did Not pass	3%	2
Total Tests:	79	79

Student Achievement Strengths

OCTECHS continues to improve its overall passing rate for STAAR in English II, Biology & in US History. Students access and use after school tutoring each week with our core teachers and they utilize after school tutoring with Odessa College classes as well.

Problem Statements Identifying Student Achievement Needs
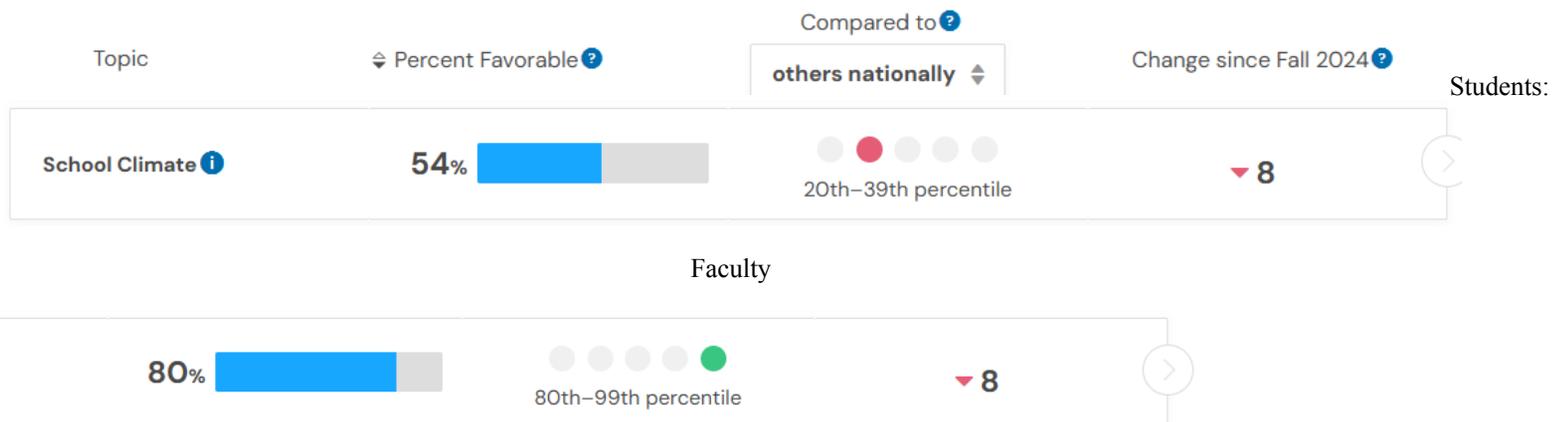
Problem Statement 1: We saw a decline with student growth and performance in English I and Algebra I in 2024 - 25.
Root Cause: We focused on items and areas that did not create the best outcome for the student.

School Culture and Climate

School Culture and Climate Summary

OCTECHS overall School culture has declined when we look at the Fall 2024 Panorama data compared to the Spring 2025 data.

Students:

Topic	Percent Favorable	Compared to others nationally	Change since Fall 2024
School Climate ⓘ	54%	● ● ● ● ● 20th–39th percentile	▼ 8

Faculty

Topic	Percent Favorable	Compared to	Change
School Climate ⓘ	80%	● ● ● ● ● 80th–99th percentile	▼ 8

School Culture and Climate Strengths

Our OCTECHS Faculty perception of School Climate is still at 80%, even though it dropped 8 points from the beginning of the year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Climate dropped by 8 points from Fall 2024 to Spring 2025 for both Faculty and Student body.
Root Cause:
We make up only 60% of the student's time during a school day here at OCTECHS, the rest of their day is spent taking classes at the college. Students do not see hands-on instruction as engagement, they see it as practicing what they have learned or are learning how to do.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OCTECHS has maintained a full staff with only 2 Teachers retiring this past year.

98% Retention.

95% TEA Certificated Staff.

5% Pending TEA Certification. *(Spanish)*

Staff Quality, Recruitment, and Retention Strengths

Teachers and staff enjoy working at OCTECHS. We have a Team mentality and we remain flexible as we work with the college on a daily basis. Our students want to be here and they follow the school rules or they get dismissed.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We are a veteran staff and plan on 1 or 2 teachers retiring at the end of any given school year.
Root Cause: Veteran teachers are seeking and reaching retirement age.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our Summary of OCTECHS shows that we have dropped in Algebra 1 and English 1 scores for the first time in 3 years.

Algebra 1 Data...

Standards Report: Algebra I
For Ector County ISD OCTECHS on 7/16/2025

Readiness Standards				Supporting Standards				Process Standards			
SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3	SE	Checkpoint 1	Checkpoint 2	Checkpoint 3
A1.2(A)	41	58	33	A1.2(B)	NT	NT	65	A1.1(A)	NT	NT	NT
A1.2(C)	75	75	63	A1.2(D)	NT	30	NT	A1.1(B)	NT	NT	NT
A1.2(I)	45	51	49	A1.2(E)	79	30	53	A1.1(C)	NT	NT	NT
A1.3(B)	90	57	52	A1.2(F)	NT	NT	NT	A1.1(D)	NT	NT	NT
A1.3(C)	84	54	67	A1.2(G)	79	NT	NT	A1.1(E)	NT	NT	NT
A1.3(D)	42	40	23	A1.2(H)	63	NT	57	A1.1(F)	NT	NT	NT
A1.5(A)	42	67	51	A1.3(A)	83	NT	56	A1.1(G)	NT	NT	NT
A1.5(C)	59	46	27	A1.3(E)	57	65	NT				
A1.6(A)	49	33	42	A1.3(F)	NT	49	40				
A1.7(A)	75	72	62	A1.3(G)	22	63	NT				
A1.7(C)	47	28	27	A1.3(H)	NT	NT	54				
A1.8(A)	26	58	57	A1.4(A)	53	17	49				
A1.9(C)	37	44	56	A1.4(B)	NT	67	NT				
A1.9(D)	46	67	53	A1.4(C)	84	NT	43				
A1.10(E)	58	69	60	A1.5(B)	NT	NT	NT				
A1.11(B)	29	46	30	A1.6(B)	46	76	56				
				A1.6(C)	84	91	NT				
				A1.7(B)	79	33	66				
				A1.8(B)	46	NT	NT				
				A1.9(A)	33	52	NT				
				A1.9(B)	53	55	44				
				A1.9(E)	NT	NT	61				
				A1.10(A)	NT	40	NT				

Non-Tested Standards

SE	Checkpoint 1	Checkpoint 2	Checkpoint 3

A1.10(B)	70	NT	27
A1.10(C)	61	NT	NT
A1.10(D)	71	NT	54
A1.10(F)	NT	55	NT
A1.11(A)	83	98	90
A1.12(A)	NT	65	NT
A1.12(B)	66	63	45
A1.12(C)	42	NT	20
A1.12(D)	NT	26	NT
A1.12(E)	39	NT	32

English I

Standards Report: English I

For Ector County ISD OCTECHS on 7/16/2025

Word Study

2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Vocabulary			
E1.2(B)	Data in "Tools to Know: Reading Process"		
E1.2(A)	92	NT	63
E1.2(C)	NT	NT	NT

applied to Reading and Writing

2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Ways to Show: Response Skills			
E1.5(B)	Data included in "Extended Constructed Response"		
E1.5(C)	63	NT	63
E1.5(D)	59	81	39
E1.5(A)	NT	NT	NT
E1.5(E)	NT	NT	NT
E1.5(F)	NT	NT	NT
E1.5(G)	NT	NT	NT
E1.5(H)	NT	NT	NT
E1.5(I)	NT	NT	NT
E1.5(J)	NT	NT	NT

Core Reading

2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Tools to Know: Reading Process			
E1.2(B)	74	84	80
E1.4(C)	NT	NT	75
E1.4(A)	NT	NT	NT
E1.4(B)	NT	NT	NT
E1.4(D)	NT	NT	NT
E1.4(I)	NT	NT	NT
Tools to Know: Comprehension			
E1.4(F)	67	79	73
E1.4(G)	62	70	52
E1.4(H)	77	61	47
E1.4(E)	NT	62	NT
Ways to Show: Thinking about the Meaning			
E1.6(B)	NT	52	NT
E1.6(C)	63	66	NT
E1.7(D)(i)	66	NT	62
E1.7(E)(i)	NT	54	47
E1.8(A)	75	78	55
E1.6(A)	64	82	43
E1.6(D)	NT	82	38
E1.7(A)	NT	NT	NT
E1.7(B)	72	NT	NT
E1.7(C)	NT	NT	NT
E1.7(D)(ii)	62	77	NT
E1.7(E)(ii)	NT	38	46
E1.7(E)(iii)	NT	61	63
E1.7(F)	NT	NT	NT
Author's Craft: Thinking about the Writing			
E1.8(D)	75	71	72
E1.8(F)	59	67	NT
E1.8(B)	75	34	58
E1.8(C)	85	NT	NT
E1.8(E)	NT	58	58
E1.8(G)	NT	50	71

Writing

2017 TEKS	Checkpoint 1	Checkpoint 2	Checkpoint 3
Tools to Know: Writing Process (Revision)			
E1.9(B)(i)	66	67	64
E1.9(B)(ii)	64	81	59
E1.9(C)	69	67	57
E1.9(A)	NT	NT	NT
Tools to Know: Writing Process (Editing)			
E1.9(D)(i)	68	69	64
E1.9(D)(ii)	84	79	59
E1.9(D)(iii)	80	78	NT
E1.9(D)(iv)	80	88	29
E1.9(D)(v)	71	67	74
E1.9(D)(vi)	92	88	86
E1.9(E)	NT	NT	NT
Ways to Show: Extended Constructed Response*			
E1.5(B)	NT	62	NT
E1.10(B)	72	NT	48
E1.10(C)	NT	NT	NT
E1.10(D)	NT	NT	NT
E1.10(A)	NT	NT	NT

* applicable to STAAR data only

Curriculum, Instruction, and Assessment Strengths

Our Strengths are our scores in Biology, US History and English II STAAR Scores that all maintained or increased in passing percentages.

OCTECHS has been able to maintain the retention of all highly qualified instructors in all core subject areas and they continue to perform at high levels with our students.

All Core Teachers, offer afterschool tutoring as well as targeted tutoring for each grade level and students attend those sessions.

Biology	100% Passed	
4 Master	32%	34
3 Meets	57%	61
2 Approaches	13%	12
1 Did Not pass	0.00%	0
Total Tests:	107	107

US History	97 % Passed	
4 Master	31%	25
3 Meets	50%	39
2 Approaches	16%	13
1 Did Not pass	3%	2
Total Tests:	79	79

Eng. II	92 % Passed	
4 Master	8%	8
3 Meets	* 73%	77
2 Approaches	11%	12
1 Did Not pass	8%	9
Total Tests:	106	106

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: As we work with Odessa College to schedule students for Home Room and After School Tutoring we continue to face conflicts of time for some identified students needing assistance.
Root Cause: We have identified those students who need extra help and we must find a way to get them that help within our existing daily/weekly schedule.

Family and Community Engagement

Family and Community Engagement Summary

OCTECHS holds parent information nights in the Fall and at the beginning of second Semester in January where we engage approximately 65 - 70% of our parents face to face. We also hold mandatory parent/student/Teacher/admin meetings each Fall to sign tutoring contracts with those students who have been identified as needing extra help to be successful in English I and Algebra 1.. OCTECHS also sends out a monthly newsletter to all registered students and, by the calculations of School Status, over 90% of our parents & students receive and open this information.

OCTECHS administration meets with all Odessa College Pathway programs and their community Advisory committees each Fall and Spring which allows us to connect with business and industry needs being presented in the Permian Basin.

Family and Community Engagement Strengths

OCTECHS has an active Parent Spirit Club that coordinates and provides student engagement activities outside the regular school day, such as dances, social events, Trunk-or-Treat, Parade of Lights, Senior Breakfast & Dinner, Recruitment support, Class Fund Raising activities & Project Graduation each Spring.

OCTECHS students also participate with the Texas Scholars program and students volunteer hundreds of hours serving community outreach needs.

OCTECHS student leadership program participates in "Coats for Kids," "Thanksgiving Food Drive," "Elder Christmas card creations & delivery," as well as Veterans Day and Memorial Day community activities.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: OCTECHS would like to maintain and increase our community engagement.
Root Cause: School Administration is limited to 1 administrator and it is difficult to schedule and attend additional community meetings each month (Lions Club, Chamber of Commerce, Black Cultural Council, etc.)

School Organization

School Organization Summary

OCTECHS is a stand-alone P-TECH located on the campus of Odessa College and we offer 11 pathways of study for our students.

Automotive Technology   Diesel Technology

Business   Child Development

Construction Management   Criminal Justice

Culinary Arts   Energy Technology/Automation

OSET   Paralegal

Welding

All students are also pursuing their **Associates in Applied Sciences** degree along with their **HS diploma** and **Industry Certifications** (if offered in their program of study) within a 4 year time period.

School Organization Strengths

Every student who attends OCTECHS is required to maintain a 70% passing rate in all subjects at all times in order to stay in good standing. Over 80%+ of our students maintain this percentage throughout their high school careers which allows them to earn their AA degree and industry certifications upon graduation at no-cost to the parents or students. This allows OCTECHS graduates to move directly into the world of work as a trained and competent employee in their field of study.

Problem Statements Identifying School Organization Needs

Problem Statement 1: OCTECHS continues to lose about 5 to 10 students each year from each grade level due to major discipline infractions, lack of interest or too many failing grades.
Root Cause: Students change their minds over time and may lose interest in the career path they chose as 8th graders.

Technology

Technology Summary

OCTECHS is a 1 to 1 technology campus with every student being provided either a Microsoft laptop or a Google Chromebook for use in all OC classes and HS classes. All instruction & instructors have access to post lessons online and interact with student assignments online.

Odessa College uses Blackboard for their classes and OCTECHS uses Schoology for our teacher/student platform.

Students attend and are trained on how to use Blackboard the first quarter of college instruction and they are constantly using Schoology for all ECISD courses of study.

Technology Strengths

All students have access to the internet while on campus at Odessa College/OCTECHS. All student devices are able to be used for Blackboard & Schoology instruction. OC and OCTECHS offer all students access to quality after school tutoring for both HS and College assignments from 4 to 5 PM, Monday - Thursday as well as from 10 AM to 2 PM on Saturdays and from 6 PM to 11 PM on Sunday evenings at the LRC.

Problem Statements Identifying Technology Needs

Problem Statement 1: From time to time OCTECHS devices have had difficulty opening the OC assignments online due to ECISD filters installed on their computers.
Root Cause: ECISD has many sites and program tools locked in order to restrict student access to internet items.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

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 scoring Meets or Masters on the Algebra 1 STAAR will increase from 36% to 40%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: EOCs, SCA, MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR EOCs. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, 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 2: The percentage of students scoring meets or exceeds standard on English I EOC will increase from 56% to 60% as measured by 2026 STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, 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 3: The percentage of students scoring meets or exceeds standard on English II EOC will increase from 81% to 83% as measured by 2026 STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details				Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				Some Progress			

Strategy 2 Details				Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, 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: The percentage of students scoring meets or exceeds standard on Biology EOC will increase from 87% to 89% as measured by 2026 STAAR

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOCs, District checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, 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: The percentage of students scoring meets or exceeds standard on History EOC will increase from 81% to 83% as measured by 2026 STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP, EOC, District checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Campus Administrator will conduct ten walkthrough observations per week and provide coaching/feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress			

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Targeted tutoring will be implemented using district checkpoints and MAP assessment data to identify students & create individual instruction tutoring sessions to increase student growth. (Home Room &/or After School Tutoring 2X per week)	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, 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 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 50 % to 53 %.

High Priority

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: School Principal will conduct a minimum of ten walkthrough observations per week and provide coaching/ feedback to teachers in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal & Instructional Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate 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 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 45% to 52%.

High Priority

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: MAP, EOCs, Checkpoints

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use district checkpoints and MAP assessments to assess students' achievement level and track growth as they work towards meeting the performance objective. Teachers will use PLCs to disaggregate data to further assess students' learning levels and adjust lessons accordingly.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Campus Principal will conduct a minimum of ten walkthrough observations per week and provide coaching/ feedback to teachers in a timely manner.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Instructional Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Moderate 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: OCTECHS will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 50% by 2026.

High Priority

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details		Reviews		
Strategy 1: Collaborate with our partnering institutions, Odessa College, to increase dual credit enrollment. The Campus CCMR Coordinator, School Counselors, and College Liaison will actively promote and enroll students in dual credit courses, focusing on every grade level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase the percentage of students enrolling in and passing dual credit courses on our campus by 10% compared to the previous year. **Staff Responsible for Monitoring:** Teachers, Counselor, College Liaison, Instructional Coach, 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		
Strategy 2: Through our partnership with Odessa College, we will offer students and parents from grades 8-12 valuable information on our 11 career pathways and academic opportunities as they transition into high school. This will ensure that incoming freshmen have a clear understanding of all available academic options. Additionally, juniors and seniors will receive support with college planning, admissions, financial aid, and scholarship opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase the percentage of graduating seniors who will move into a post-secondary education and/or enter industry pathways by 10% compared to the previous year. **Staff Responsible for Monitoring:** Principal, AVID Instructor, College Liaison, Counselor **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 2: OCTECHS's four-year campus graduation rate will increase from 95% to 96% for the Class of 2026 and overall attendance will increase to 96.5%.

High Priority

Indicators of Success:
4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS's average daily attendance will increase to 96.5%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: As daily attendance increases, more students will be on track to graduate.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Teachers, Attendance Clerk, College Liaison, Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Individualized supports will be provided for students who have fallen off track and a plan will be created that leads to graduation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, College Liaison **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Additional systems will be implemented in the 2025-26 school year to improve attendance and reduce tardies.

High Priority

Evaluation Data Sources: PIEMS

Strategy 1 Details	Reviews			
Strategy 1: All teachers will greet students at the doorway to their classrooms and check student IDs for attendance. Attendance will be taken and submitted within the first 15 minutes of class starting.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Attendance will improve, as students will be in class and have less opportunity to skip classes, leave campus, and roam the hallways. **Staff Responsible for Monitoring:** Principal, Teachers, Attendance Clerk **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will continue to work with and encourage Odessa College to take and submit daily classroom attendance to reduce student tardiness and absenteeism.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Attendance will improve, as students will be in their assigned college classes and have less opportunity to skip classes, leave campus, and roam the hallways. **Staff Responsible for Monitoring:** Principal, College Teachers, College Liaison, Attendance Clerk **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Tier 1 instruction will improve, resulting in an increase in student growth and achievement.

High Priority

Evaluation Data Sources: District checkpoints, MAP, EOCs

Strategy 1 Details	Reviews			
Strategy 1: Weekly walkthroughs will include "look fors" that will be posted each week in the Week At a Glance (WAG) to support teachers with real-time coaching and feedback.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will hold quarterly data tours for teachers in EOC-tested subjects to disaggregate data to assess students' learning level and adjust instruction accordingly.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student growth and achievement will increase. **Staff Responsible for Monitoring:** Principal, Teachers, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: OCTECHS will raise the School Connectedness indicator of the Panorama survey from 47% to 55% by May 2026.

    High Priority

    Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will continue to provide weekly SEL curriculum through iLead during Home Room.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' social and emotional well-being will improve by 8% as measured through Panorama surveys.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will seek input from our Student Leadership group to address areas of the Panorama survey needing improvement, specifically school connectedness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: There will be an increase of 8% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress			

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: OCTECHS will proactively build relationships and improve communication with students and families.

High Priority

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will utilize Focus, OCTECHS website and social media platforms to proactively communicate with students and parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers, College Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will provide additional opportunities for parents and the community to visit the campus with recruitment meetings, parent information nights and student/parent activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: There will be an increase of 5% in student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Counselor, College Liaison, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Site Based Decision Making Committee

Committee Role	Name	Position
Member	Tonia Chance	Teacher
Member	Magdaline Cook	Teacher
Member	Pamela Lopez	Teacher
Member/AVID Coor.	Sophia Olivarez	Teacher
Member/Stu.Ldrshp	Bridgette Britton	Teacher
Member/Web Master	Holly Powell	Teacher
Member	Norma Rojo	Attendance Clerk
Member	Linda Granados	College Liaison
Member	Cynthia Lane	Counselor
Chair	Karl Miller	Principal