

**Ector County Independent School District**

**Odessa Collegiate Academy**

**2025-2026 Campus Improvement Plan**



# Mission Statement

Believing OUR students are THE future, the mission of Ector County ISD is to **inspire** and **challenge** every student to be **prepared for success** and to be **adaptable** in an ever-changing society.

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

***#BlueWolfFamily #ForgeTheFuture #teamECISD #Leadership Matters***

***#IMPACT***

*Follow us on our school Facebook or Twitter page @OCAwolves*

## Vision

***OUR students...THE future.***

ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College with the expectation that our students will transfer to a college university and graduate with a bachelor degree in a field / major of their choosing.

## Value Statement

### We Value and Believe:

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

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	9
Curriculum, Instruction, and Assessment .....	10
Family and Community Engagement .....	11
School Organization .....	12
Technology .....	13
Priority Problem Statements .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Board Goals .....	17
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. ....	17
Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. ....	29
Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029. ....	30
Board Goal 4: Classroom Excellence .....	33
Board Goal 5: Culture of Excellence .....	36

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Odessa Collegiate Academy (OCA) is in its 10th year of existence. The ECISD School Board approved the name change of the school from Falcon ECHS to Odessa Collegiate Academy on June 11, 2019, being that the high school is now located on the Odessa College campus and no longer at the University of Texas of the Permian Basin. The first graduating class of the newly named Odessa Collegiate Academy was on May 22, 2020 with 100% of the Seniors graduating. All 66 of them. 59 of them earned their College Associate Degree from Odessa College. 3 of them earned their Core Completions Certificate of 42 hours. 3 of them earned 30 or more college hours. The Class of 2024 graduated ALL Seniors with 98. 88 received Associate Degrees. 8 received Core Completion certificates. 2 Seniors earned 30 or more college hours.

Based on current district data, OCA's current enrollment is 475 students for the 2024-25 school year. According to our current district data, there are currently 205 at-risk students, which is 43.17%, 235 Eco Dis students which is 49.47%, 64 students classified as English Learners (13.47%), 7 students classified as special education (1.47%), and 7 students classified as Homeless (1.47%).

**The current enrollment by race/ethnicity is; African American (2.74%), Hispanic 72.63%, White (18.11%), American Indian (.21%), Asian (4.00%), and Multi-race (1.05%)**

### Current Enrollment for 2024-25:

9th - 124 Students

10th - 123 Students

11th - 115 Students

12th - 113 Students

**Total - 475 Students for the 2024-2025 school year and counting as of August 26, 2024**

### Demographics Strengths

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

**OCA is projected to have a Letter Grade of an "A" from TEA based on our Accountability from the 2023-24 school year.**

**Projected Overall - 97 out 100 - Letter Grade A for the school for 2024 (Projected). An increase of 2 points from the 2022-23 school year.**

### Sub scores that generated the projected 97 as an overall score:

**Domain 1 - Student Achievement 95 (CCMR 100)**

**Graduation Rate - Not Available yet, but expected to be 100%**

**Domain 2 - School Progress 97**

**Domain 3 - Closing the Gaps 98**

### AVID School Wide for ALL Students

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

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

The campus goal is to be at capacity with 125 students per grade level, grades 9th-12th, with an enrollment of 450-500 students at complete capacity and 115 students or more graduating each year (as we grow).

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

2019 Algebra I 72% / 2022 Algebra I 81% / 2023 Algebra I 97% / **2024 Algebra I 100%**

2019 English I 87% / 2022 English I 96% / 2023 English I 98% / **2024 English I 99%**

2019 English II 93% / 2022 English II 94% / 2023 English II 98% / **2024 English II 98%**

2019 Biology 96% / 2022 Biology 93% / 2023 Biology 99% / **2024 Biology 100%**

2019 US History 100% / 2022 US History 100% / 2023 US History 100% / **2024 US History 99%**

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our 2024-25 9th grade At-Risk (46.77%) and Eco Dis (50.0%) student populations do not match or are higher than the District At-Risk (79.5%) and Eco Dis (52.7%) populations

**Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

# Student Achievement

## Student Achievement Summary

OCA is projected to have a Letter Grade of an "A" from TEA based on our Accountability from the 2023-24 school year.

**Projected Overall - 97 out 100 - Letter Grade A for the school for 2024. An increase of 2 points from the 2022-23 school year (95).**

**Sub scores that generated the 97 as an overall score:**

**Domain 1 - Student Achievement 95 (CCMR 100)**

**Graduation Rate - Not Available yet**

**Domain 2 - School Progress 97**

**Domain 3 - Closing the Gaps 98**

**AVID School Wide for ALL Students**

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

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

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

**STAAR Scores - 2019 compared to 2024. Note - 2019 was the last time the school was rated by TEA (pre-pandemic). Next Rating was announced in August of 2022. OCA was rated an an A campus for 2022. OCA is projected to be an A campus for 2024 Final ratings for 2024 will be announced later by TEA.**

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

2019 Algebra I 72% / 2022 Algebra I 81% / 2023 Algebra I 97% / **2024 Alg I 100%**

2019 English I 87% / 2022 English I 96% / 2023 English I 98% / **2024 English I 99%**

2019 English II 93% / 2022 English II 94% / 2023 English II 98% / **2024 English II 98%**

2019 Biology 96% / 2022 Biology 93% / 2023 Biology 99% / **2024 Biology 100%**

2019 US History 100% / 2022 US History 100% / 2023 US History 100% / **2024 US History 99%**

## Student Achievement Strengths

## STAAR Scores - 2019 compared to 2024

OCA saw significant improvement since the COVID pandemic.

**2019 Algebra I 72%** / 2022 Algebra I 81% / 2023 Algebra I 97% / **2024 Algebra I 100%**

**2019 English I 87%** / 2022 English I 96% / 2023 English I 98% / **2024 English I 99%**

**2019 English II 93%** / 2022 English II 94% / 2023 English II 98% / **2024 English II 98%**

**2019 Biology 96%** / 2022 Biology 93% / 2023 Biology 99% / **2024 Biology 100%**

**2019 US History 100%** / 2022 US History 100% / 2023 US History 100% / **2024 US History 99%**

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Although 98% of students passed their EOC's (Approaches), and 87% scored at the Meets Level, only 31% scored at Masters Level for 2024.

**Root Cause:** Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English II were the most dramatic at 98% Approaches to 96% Meets, but only 10% Masters for 2024.

# School Culture and Climate

## School Culture and Climate Summary

OCA is in the early stages of adoption of the ECHS model. With only 19 teachers and 475 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded learning environment. All students qualify for college readiness (CCMR) in that all students who graduate have many more college hours than the 9 hour minimum. Almost all students graduate with over 60 college hours. Instructors at both Odessa College and ECISD, are professional and model master-teacher qualities and work cooperatively to prepare our students for a college university experience including being accepted into at least 3 universities during their Senior year.

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

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

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

## School Culture and Climate Strengths

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

Strengths include a supportive School Board, Superintendent, District Leadership Team, supportive College President and college administration at Odessa College, and campus administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working towards best instructional practices to close performance gaps through Laying the Foundation training.

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

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Based on our Panorama Survey in May 2024, school connectedness is only 54%

**Root Cause:** We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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

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

**OCA 17 of the 19 teachers are certified for the beginning of the 2024-25 school year. Biology is a new teacher finishing her teacher certification (has a college degree). Chemistry has a long term substitute (with a college degree).**

## Staff Quality, Recruitment, and Retention Strengths

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

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

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher candidates for vacant positions are limited and difficult to fill.

**Root Cause:** Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County and the City of Odessa, Texas. Certified Math and Science teachers are especially hard to find. Note - 2 late summer resignations led to our difficulty in hiring for Biology and Chemistry.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

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

All sophomores and juniors will be administered the PSAT/NMSQT. All seniors will take the SAT test and ASVAB career assessment. Also, all incoming freshman are required to take the TSI Reading & Writing assessment in order to qualify for dual credit courses.

## Curriculum, Instruction, and Assessment Strengths

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

MAP training and testing will be included for the 2024-25 school year for Algebra I, English I, English II, Algebra II, and Biology. OCA core tested teachers also attend Lead4Ward trainings to help understand STAAR 2.0.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Although 98% of students passed their EOC's (Approaches), and 87% scored at the Meets Level, only 31% scored at Masters Level for 2024.

**Root Cause:** Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English II were the most dramatic at 98% Approaches to 96% Meets, but only 10% Masters for 2024.

# Family and Community Engagement

## Family and Community Engagement Summary

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

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

## Family and Community Engagement Strengths

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

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

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** There is low family and community participation.

**Root Cause:** Lack of past communication between the campus and stakeholders.

# School Organization

## School Organization Summary

OCA is a stand alone early college high school on the OC campus. There are 475 students enrolled in grades 9th-12th, and we project another 125 students for the Freshmen class of the 2023-2024 school year. Our goal is to have 125 students per grade level and graduate at least 115 students per school year.

## School Organization Strengths

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

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** Students struggle to pass the TSI assessment in Math to qualify them for dual credit opportunities.

**Root Cause:** There is a lack of intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative. This is OCA's weakest area and in the need of the greatest growth for the 2024-25 school year.

# Technology

## Technology Summary

OCA has interactive flat panels (BRAND NEW Promethean boards - July 2024 installment) in each classroom. Teachers have laptops and two monitors to enhance student achievement and supplement instruction. OCA students are issued a Chromebook laptop and our school is a one to one campus. The student laptop has a touchscreen, and memory. Students work in Blackboard for BOTH their high school classes and college classes.

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

## Technology Strengths

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

ECISD instructional technologists provide training and support for best instructional practices. OCA is piloting Blackboard for a 4th year for ALL classes as our Learning Management System for the 2024-25 school year.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS.

**Root Cause:** There is little training for students and especially parents in these technology areas.

# Priority Problem Statements

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## 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
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

# 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:** OCA will increase the percent of students end of year Reading RIT score (Growth in MAP scores of met or exceeded individual growth projections) based on end of year MAP testing from 65% to 70%.

**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:** MAP Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Student Achievement, Improve Student MAP growth and scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership, Teachers, Students (students track their own data, too)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student MAP achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, and Campus Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** OCA will increase the percent of students end of year Math RIT score (Growth in MAP scores of met or exceeded individual growth) based on end of year MAP testing from 60% to 65%.

**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:** MAP Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Student Achievement, Improve Student MAP growth and scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership, Teachers, Students (students track their own data, too)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student MAP achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, and Campus Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 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 English I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 36% to 40%.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, 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 May 2026 Results

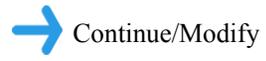
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			



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 English II EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 16% to 20%.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

**Evaluation Data Sources:** STAAR EOC May 2026 Results

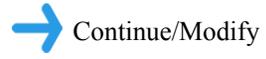
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 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 Algebra I EOC testers achieving Meets will increase from 74% to 80% and for Masters from 38% to 40%.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

**Evaluation Data Sources:** STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 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:** The percentage of Biology EOC testers achieving Meets will increase from 88% to 90% and will improve for Masters from 25% to 30%.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

**Evaluation Data Sources:** STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** The percentage of U.S. History EOC testers achieving Meets at 90% or higher and will improve for Masters from 44% to 50%.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

**Evaluation Data Sources:** STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Being that U.S. History is taught by various Odessa College Professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Lunch Advisories and during AVID classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership, Social Studies Teachers</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** OCA will maintain a 100% CCMR rate for 2026.

**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:** CCMR reports from the district

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade).</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain a 100% rate for CCMR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, OC Liaison</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> All OCA students will be TSI compliant</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, OC Liaison</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** The percentage of OCA student attendance will increase from 96.6% (May 2025) to 96.8% by the end of May 2026.

**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** Weekly attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain multi-tiered systems of reports and supports to track and monitor student attendance.  <b>Strategy's Expected Result/Impact:</b> Increase Student Attendance  <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Principal, Teachers</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, track it daily.  <b>Strategy's Expected Result/Impact:</b> Increase Student Attendance Rate  <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Principal, Teachers</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2025-26 school year.

**Indicators of Success:**

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

**Evaluation Data Sources:** Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive School Learning Environment with very few discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the SAS Counselor on campus to assist with student conflict-resolution situations as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive School Culture that promotes a way to resolve student conflict-resolution situations in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, SAS</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 4: Classroom Excellence**

**Performance Objective 1:** OCA's 9th grade At-Risk student Percentage Rate will be within 25 points of the District's At-Risk Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

**High Priority**

**Evaluation Data Sources:** PEIMS Data, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as At Risk for the next 9th grade class</p> <p><b>Strategy's Expected Result/Impact:</b> Be in compliance for the TEA CCRSM OMB Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EDL, Choice School Office, Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify, Recruit, and Accept ESL 8th Grade Students and Identify, Recruit and Accept 8th Grade Students under the Community Outreach Center umbrella</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of At-Risk Students into the next 9th Grade class</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EDL, Choice School Office, Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Board Goal 4: Classroom Excellence**

**Performance Objective 2:** OCA's Economically Disadvantage Percentage Rate as a campus will be within 10 points of the District's Economically Disadvantage Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

**High Priority**

**Evaluation Data Sources:** PEIMS Reports, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Economically Disadvantaged for the next 9th grade class</p> <p><b>Strategy's Expected Result/Impact:</b> Be in compliance for the TEA CCRSM OMB Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EDL, Choice School Office, Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure ALL OCA Students / Families complete the Income Survey during the Online Registration process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of Economic Disadvantaged Students at OCA.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EDL, Choice Schools Office, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Board Goal 4: Classroom Excellence**

**Performance Objective 3:** OCA's Emergent Bilingual Students/English Learners (Grades 9-12) will be within 10 points of the District's Emergent Bilingual Students/English Learners (Grades 9-12) Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.

**High Priority**

**Evaluation Data Sources:** PEIMS Reports, Reports from Information Systems

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Emergent Bilingual for the next 9th grade class</p> <p><b>Strategy's Expected Result/Impact:</b> Be in compliance for the TEA CCRSM OMB Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EDL, Choice School Office</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop all reading / recruiting materials in Spanish. Have all parent meetings / recruiting meetings in Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of Emergent Bilingual Students at OCA</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EDL, Choice School Office</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Board Goal 5:** Culture of Excellence

**Performance Objective 1:** OCA will increase School Connectedness from 56% (Spring 2025) to 60% (Spring 2026).

**High Priority**

**Evaluation Data Sources:** Panorama Survey Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed SEL strategies from the iLead curriculum, and AVID strategies &amp; activities, grades 9-12.  <b>Strategy's Expected Result/Impact:</b> Improved students' social, emotional, and academic needs  <b>Staff Responsible for Monitoring:</b> ALL OCA Teachers, AVID teachers, Counselor</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> With the addition of a SAS Crisis Counselor on campus on Fridays, Implement a proactive and responsive student support system for students to improve a positive learning environment.  <b>Strategy's Expected Result/Impact:</b> All students feel comfortable to reach out to an adult on campus with their concerns and/or needs.  <b>Staff Responsible for Monitoring:</b> Principal, Academic Counselor, SAS Counselor, all Teachers, Campus Nurse, OC Liaison</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 No Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Board Goal 5: Culture of Excellence**

**Performance Objective 2:** OCA will increase School Climate from 61% (Spring 2025) to 65% (Spring 2026).

**Evaluation Data Sources:** Panorama Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed SEL strategies from the iLead curriculum, and AVID strategies &amp; activities, grades 9-12.  <b>Strategy's Expected Result/Impact:</b> Improved students' social, emotional, and academic needs  <b>Staff Responsible for Monitoring:</b> All teachers - grades 9-12, AVID teachers, Counselor</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Work with teachers to ensure all lessons are engaging so that all students contribute in every class.  <b>Strategy's Expected Result/Impact:</b> Students feel comfortable participating and engaged in their classroom lessons.  <b>Staff Responsible for Monitoring:</b> Principal, Counselor, All Teachers</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Board Goal 5: Culture of Excellence**

**Performance Objective 3:** 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. Also, through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university, career environment, and as a global citizen.</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. Also, give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue