

# Ector County Independent School District

## Odessa High School

### 2025-2026 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Odessa High School is located in Odessa Texas that serves 3837 students in grades 9th through 12th grade. The student body consists of 88.45% Hispanic students, 2.43% African American students, 7.56% Caucasian students, and .43% Asian students. Of

these students, 82.60% are At Risk. Odessa High consists of 69% economically disadvantaged students, 25% English language learners, 8.38% special education students, and 7.46% gifted and talented students. Our campus administrative team collaborates with our Instructional Coaches and Department leads to plan staff development that will enhance teaching and learning. At Odessa High we provide job embedded professional learning opportunities in order to enhance professional growth and promote leadership development. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers receive support through their Professional Learning Community and Instructional Coaches, as they plan and create student assessments. Odessa High School has a low attendance rates (86.6%), systems are in place to address any students with significant attendance concerns. The campus develops attendance intervention plans for individual students with attendance concerns.

### Special Education:

	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
Odessa H S	295	3,850	7.66%	313	3,904	8.02%	343	3,949	8.69%	328	3,914	8.38%	358	3,874	9.24%

### Economically Disadvantaged:

	2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
Odessa H S	1,683	3,850	43.71%	2,064	3,904	52.87%	2,018	3,949	51.10%	2,560	3,914	65.41%	2,651	3,874	68.43%

### Discipline Referrals:

Odessa HS	All Students						Hispanic Latino						American Indian-Alaskan Native						Black African American						White							
	Male			Female			Male			Female			Male			Female			Male			Female			Male			Female				
	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA
Total	139	411	409	91	277	277	122	354	352	78	237	237	0	0	0	1	5	5	10	25	25	4	8	8	7	32	32	8	27	27		
Special Education	24	57	57	7	23	23	19	41	41	5	15	15	0	0	0	1	5	5	3	9	9	1	3	3	2	7	7	0	0	0		
Emergent Bilingual	47	128	128	17	44	44	46	125	125	17	44	44	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3	0	0	0		
CTE Attendance	112	325	323	66	197	197	98	278	276	55	159	159	0	0	0	1	5	5	8	21	21	3	7	7	6	26	26	7	26	26		
Eco Dis	115	351	349	67	202	202	100	300	298	57	169	169	0	0	0	1	5	5	9	22	22	3	5	5	6	29	29	6	23	23		
GT	3	6	6	8	20	20	2	3	3	8	20	20	0	0	0	0	0	0	1	3	3	0	0	0	0	0	0	0	0	0		
Section 504	5	15	14	0	0	0	4	12	11	0	0	0	0	0	0	0	0	0	1	3	3	0	0	0	0	0	0	0	0	0		

**Mobility Rate:**

	2019 - 2020			2020 - 2021 (Covid-19 Remote)			2021 - 2022 (Covid-19 Remote)			2022 - 2023		
Summary	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
District	4,705	31,200	15.08%	4,687	30,141	15.55%	5,116	29,932	17.09%	5,524	31,151	17.73%
Odessa HS	879	4,252	20.67%	731	4,178	17.50%	922	4,223	21.83%	1,018	4,176	24.38%

**Student retention rates:**

Odessa H S	9	191	1237	15.44%	160	1215	13.17%	71	1088	6.53%	71	1101	6.45%	130	1123	11.58%
Odessa H S	10	97	1016	9.55%	81	999	8.11%	45	1092	4.12%	77	999	7.71%	94	1000	9.40%
Odessa H S	11	55	825	6.67%	52	900	5.78%	39	928	4.20%	54	978	5.52%	90	906	9.93%
Odessa H S	12	28	772	3.63%	80	790	10.13%	59	841	7.02%	58	836	6.94%	68	845	8.05%
Odessa H S	All	371	3850	9.64%	373	3904	9.55%	214	3949	5.42%	260	3914	6.64%	382	3874	9.86%


### Demographics Strengths

Odessa High this past year has had a higher retention rate this past year in regards to teachers and staff. This has helped with building a campus foundation of expectations. Odessa High is the only school in our region that offers the International Baccalaureate Diploma Program. Odessa High offers both Advanced Placement and Honors courses. Odessa High also has a strong foundation in all contents including our Special Education, Emergent Bilingual. EB services are provided for the ESL population. The campus provides sheltered English classes during the day to facilitate language acquisition for students. Our Special Education program is specific to the needs of our students and provides support across the campus.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The student population at OHS has decreased over the last two years., there have been increases in at-risk student populations. Special Education 21/22 (8.38%) increased to (9.24%) 22/23. Emergent Bilingual (EB) 21/22 (24.63%) increased to (27.96%) 22/23. Economically Disadvantaged students increased from (65.41%) in 21/22 to (68.43%) in 22/23

**Root Cause:** Decrease of population is due to families moving out of attendance boundaries. New students coming to OHS have multiple at-risk indicators.

# Student Achievement

## Student Achievement Summary

OHS student achievement 2 year comparison:

Each EOC tested areas showed gains in Approaches from previous year. English 1 showed gains from previous year in approaches/meets/masters

Algebra 1 STAAR/ END of Course (EOC)			
School year	Approaches	Meets	Masters
2022-2023	57%	18%	3%
2021-2022	59%	28.18%	15.96%
English 1 STAAR/ END of Course (EOC)			
School year	Approaches	Meets	Masters
2022-2023	49%	29%	3%
2021-2022	38.96%	22.96%	2.37%
English 2 STAAR/ END of Course (EOC)			
School year	Approaches	Meets	Masters
2022-2023	46%	25%	1%
2021-2022	45%	29.24%	1.63%
Biology STAAR/ END of Course (EOC)			
School year	Approaches	Meets	Masters
2022-2023	77%	31%	6%
2021-2022	66.38%	30.42%	6.90%
US History STAAR/ END of Course (EOC)			
School year	Approaches	Meets	Masters
2022-2023	83%	39%	11%
2021-2022	77.02%	47.50%	19.26%

## **Student Achievement Strengths**

The campus curriculum allow students various coursework options for graduation requirements at each level to ensure a career path for excelling. CCMR, TSI, SAT, ACT, AP, IB, and DUAL programs have been continuing to progress with all cohorts. Target student populations (LEP, SPED) are identified in the master schedule through separate class sections. ELL strategies and best practices is needed for teachers to support English Language learners. Address the needs of EL learners by embedding language strategies into classroom lessons to provide all students the opportunity to read, write, speak and listen. Additionally, EOC tutoring is given for students who have not passed the EOC. Response to Intervention is given through identifying specific student achievement groups and supporting their needs with tutoring. Any student who failed any EOC STAAR Exam will be supported instructionally with 30 hours of direct instruction for each failed exam. Edgenuity is built into the master schedule to better support those students falling behind.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Emergent Bilingual students are not achieving with their peers

**Root Cause:** Few teachers are ESL certified. Needed Additional student preparation, support in and out of the school day, and use of appropriate instructional strategies.

**Problem Statement 2 (Prioritized):** Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing.

**Root Cause:** Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

# School Culture and Climate

## School Culture and Climate Summary

The campus continues to be physically and instructionally reorganized. Each counselor and administrator have been assigned to a specific student alphabet. This organization structure is an attempt to align support and resources to maximize student success. Knowing our students and keeping them on cohort is critical for student graduation. Parent contact and involvement, specifically, phone contact and invitations to create a SEL community behind struggling students. Core teachers will also have a PLC, period for instruction. It is critical that the contents are aligned to the TEKS through the Standards Based Curriculum and developed in teacher planning through TRS (TEKS Resource System). Student performance data is disseminated by each content team during PLC's where teachers review data, discuss best practices, and incorporate interventions to address student achievement. Integrating technology into active/engaged learning environments is a campus focus. Each student has been provided a chromebook.

## School Culture and Climate Strengths

The campus has been physically and instructionally organized around departments and mentors. Students are assigned alphabetically to administrators and counselors. School Spirit is growing through the efforts of our Student Council, Broncho Polo, National Honor Society, Global Leadership and sport activity groups. She promotes school spirit and student engagement on campus and within our community. All staff and students are taught, practice, and reinforce behavior expectations. Positive relationships between students and teachers. Regular School Climate surveys assess and measure progress on student and staff experiences. Students are provided with support services that meet their needs, such as counselors, communities in school. Multiple communication strategies are implemented into teacher roles and responsibilities, School Status.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Students behavior issues carry over into the school setting (referrals).

**Root Cause:** Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

**Problem Statement 2 (Prioritized):** Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%.

**Root Cause:** Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

OHS 2 year comparison staff retention:

087 Retention Rates	2021 - 2022	2022 - 2023
Ector County ISD	78.53%	76.04%
Odessa H S	75.88%	72.37%

## Staff Quality, Recruitment, and Retention Strengths

- Teacher placements are strategic based on student need and teacher strengths.
- Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.
- Preferred substitutes are recruited and retained.
- Grade-level and content-area teams have strong, supported teacher leaders

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

**Problem Statement 1 (Prioritized):** Non-highly qualified teachers and instructional facilitators are teaching in all areas.

**Root Cause:** Lack of highly qualified pool of teachers applying to the district.

**Problem Statement 2 (Prioritized):** High need for coaching in curriculum and instruction.

**Root Cause:** Non-highly qualified teachers without training.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Odessa High uses district framework and lesson planning, TEKS scope and sequence and district approved resources. OHS follows a testing calendars which is aligned with district testing windows.

## Curriculum, Instruction, and Assessment Strengths

- Two instructional coaches for teachers, Math/Science and English/Social Studies

- MCL leaders in all EOC tested areas

- Master scheduling that provides common planning and daily PLC for tested areas

- Aligning PD to meet campus needs (Relay Training, Region 18, Lead4ward)

- PLC in tested areas to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

- Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught.

- Implementing new Sheltered Instruction training sessions for teachers working with ESL/EB learners

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

**Problem Statement 1:** Teachers struggle with Tier 1 instruction because they have to address learning gaps.

**Root Cause:** Many students have significant learning gaps when arriving at Odessa High School.

# Family and Community Engagement

## Family and Community Engagement Summary

OHS continues to reach parents in through various modes of communication trying to access the help of parents to improve the educational experience and success of students.

## Family and Community Engagement Strengths

Odessa High creates an inclusive and welcoming environment that engages all families in critical aspects of student learning and celebrations.

- Calendar events for parents such as Parent Portal Night, ESL Parent Night, Parent Meetings
- Open House in the Fall
- Booster Bash
- Prime Time/Cinco de Mayo Celebration in the spring

Systems are in place to engage families on a regular basis about their child's performance such as phone calls, emails, School Status.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Parental involvement and family connections are lacking consistency across the campus.

**Root Cause:** Administrators and staff struggle with communicating and involving parents in all aspects of the school community.

# School Organization

## School Organization Summary

All students, including at-risk, are provided opportunities to meet State Academic standards through solid tutoring opportunities before school, and after school Teachers are required to offer tutoring 2 times a week. Additional tutoring that teachers provide specific to STAAR EOC is paid through State and Federal Programs. OHS offers EOC courses for students who were not successful on their first attempt of an EOC exam. These hours satisfy students 30 hours of Accelerated Instruction mandated by HB 4545 Statute as of June 2021

## School Organization Strengths

Most of our teachers have received the PLC Process training that has strengthened student learning outcomes.

Our teachers are supported by Multi-Classroom Leaders (MCLs) in all core content areas and an MCL who supports our Emergent Bilingual program.

We have partnered with multiple postsecondary readiness programs to increase the number of T-2-4 graduates.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** Our instructional processes have not yielded consistent increases in student performance.

**Root Cause:** There are no explicit, well-communicated instructional expectations in place that support the PLC Process, lesson planning, and instructional strategies

# Technology

## Technology Summary

With assistance from the district technology initiative, each student at Odessa High has been provided a chrome book. Classrooms have a Promethean Board, In-focus, and Elmo Document Camera. Teachers are provided with the infrastructure to integrate technology to deliver their instructional lessons. The campus is able to access the Internet in most classrooms to allow students and teachers to use WiFi. Teachers are provided with laptops and are trained on how to use them to enhance instruction.

OHS received 1,200 Nspire calculators for the Math Department.

The district has purchased an SEL program and provided professional learning opportunities to implement the new program.

OHS will utilize Naviance to assist students with post-secondary plans and better support the staff to monitor and provide feedback to students. Naviance will be the campus's primary platform to help both student and parents track educational goals and planning.

## Technology Strengths

The strengths of technology is the opportunity it gives students to recover courses through Edgenuity and to deliver high quality instruction with certified teachers. Students are fully engaged in digital learning spaces. Less paper is used as a result of higher technology use. Instructional Technologist on campus that is helpful and knowledgeable

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** While teachers are making strides in using technology embedded lessons in learning environments, teachers depend on technology to deliver instruction.

**Root Cause:** A need for technology infused blended learning environments are not as successful as teacher driven instruction. This realization will require teachers to go back to building successful lessons and use technology as a support.

# Priority Problem Statements

**Problem Statement 1:** Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%.

**Root Cause 1:** Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

**Problem Statement 1 Areas:** School Culture and Climate

**Problem Statement 2:** Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing.

**Root Cause 2:** Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students behavior issues carry over into the school setting (referrals).

**Root Cause 3:** Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** High need for coaching in curriculum and instruction.

**Root Cause 4:** Non-highly qualified teachers without training.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Non-highly qualified teachers and instructional facilitators are teaching in all areas.

**Root Cause 5:** Lack of highly qualified pool of teachers applying to the district.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

# 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## 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
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

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

# Board Goals

Revised/Approved: June 10, 2025


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







**Performance Objective 1:** By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 64% to 70%.

**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%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive highly engaging instructional support with a focus on tier one learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

## Student Achievement

**Problem Statement 2:** Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause:** Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.


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


**Performance Objective 2:** By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 48% 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%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive highly engaging instructional support with a focus on tier one learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 &amp; 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 &amp; 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.</p>


**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:** 5. By May of 2026, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 10% to 30%.


**High Priority**

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p> <p><b>Funding Sources:</b> - Title One School- Improvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 &amp; 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 &amp; 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.</p>


**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:** 5. By May of 2026, the % of students performing at the MEETS level on English 1 EOC will increase from 25% to 40%.


**High Priority**

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 &amp; 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 &amp; 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.</p>


**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:** 5. By May of 2026, the % of students performing at the MEETS level on English 2 EOC will increase from 25% to 40%.


**High Priority**





**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%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 &amp; 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 &amp; 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.</p>


**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:** 5. By May of 2026, the % of students performing at the MEETS level on the Biology EOC will increase from 44% to 60%.





**High Priority**

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2 - School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 6 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 &amp; 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 &amp; 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.</p>
School Culture and Climate
<p><b>Problem Statement 1:</b> Students behavior issues carry over into the school setting (referrals). <b>Root Cause:</b> Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.</p>


**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:** 5. By May of 2026, the % of students performing at the MEETS level on the US History EOC will increase from 36% to 50%.

**High Priority**

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 7 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 &amp; 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 &amp; 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.</p>


**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 91% by May 2029.





**Performance Objective 1:** Odessa HS will achieve a Spring '26 CCMR % of 92% of graduates considered College, Career & Military Ready.

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. By Spring of 2026 at least 75% of all students at Odessa HS will be considered AP/CTE/DC/IB/AVID.</p> <p><b>Strategy's Expected Result/Impact:</b> Through Odessa HS's "Aspiration to Expectation" initiative, students will increase school connectedness through inclusion in programs and future preparation. This will result in a side-effect of increased student achievement of CCMR requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors, AP Coordinator, IB Coordinator, AVID Coordinator.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 2</p> <p><b>Funding Sources:</b> Tutorials, additional school-wide instructional support - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. The Odessa HS CCMR Task Force will meet monthly to mitigate, prepare and respond to student needs in achieving the targeted College, Career &amp; Military achievement rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining awareness of changing standards, planning for future strategic road mapping and implementing actions to address current needs will provide Odessa HS with current and future success in CCMR expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.</p>



**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

**Performance Objective 2:** The Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.

**High Priority**

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increased parent notifications and education on attendance laws and policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 2</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**School Culture and Climate**

**Problem Statement 2:** Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause:** Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.


**Performance Objective 3:** The Odessa HS Discipline Rate for students classified as Special Education will decrease from 20% in 2024-2025 to 15% by May 2026.


**High Priority**





**Indicators of Success:**

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

**Evaluation Data Sources:** FOCUS (127/620 receiving at least one referral)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disciplinary consequences for any student receiving special education services will require prior approval before a change of placement can take place.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving Special Education services will receive appropriate and intervention-focused services when behavior is a concern.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, MTSS Team</p> <p><b>Title I:</b> 2.51, 2.53</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Disciplinary consequences for students receiving special education services will benefit from additional "case-by-case" strategies, interventions and placements before ISS, OSS or DAEP are approached as options.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional staff and student connectedness- students will benefit from mentor-type relationships throughout the Odessa HS staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, SpEd Staff</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> Students behavior issues carry over into the school setting (referrals). <b>Root Cause:</b> Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.</p>



**Board Goal 4: Classroom Excellence**

**Performance Objective 1:** The Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.


**High Priority**


**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increased parent notifications and education on attendance laws and policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 2</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**School Culture and Climate**



**Problem Statement 2:** Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause:** Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

**Board Goal 4: Classroom Excellence**

**Performance Objective 2:** Odessa HS will see the 2025-2026 student tardy rate decrease by 20% compared to the 2024-2025 school year.


**High Priority**

**Evaluation Data Sources:** PEIMS, FOCUS Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Creation of a tardy coordinator position at Odessa HS to monitor and address campus-wide tardy trends.  <b>Strategy's Expected Result/Impact:</b> Increased awareness and vigilance in tardy trends across campus.  <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration</p> <p><b>Title I:</b>                      2.51, 2.53                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> School Culture and Climate 1, 2</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> Weekly reporting, assignment and monitoring of student tardy trends and consequences assigned weekly. Utilization of the Student Handbook guidelines in parent contacts and tardy consequence escalation.  <b>Strategy's Expected Result/Impact:</b> decrease in tardy prevalence across campus.  <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration</p> <p><b>Title I:</b>                      2.51, 2.53                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> School Culture and Climate 1, 2</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

## Performance Objective 2 Problem Statements:

### School Culture and Climate

**Problem Statement 1:** Students behavior issues carry over into the school setting (referrals). **Root Cause:** Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.



**Problem Statement 2:** Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause:** Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

**Board Goal 4: Classroom Excellence**

**Performance Objective 3:** By May 2026, 50% of all students at Odessa HS will be classified AP/AVID/CTE/DUALCREDIT/IB.


**High Priority**

**Evaluation Data Sources:** PEIMS, College Board,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who are identified as needing additional supports via HB1416 will receive AVID school-wide pullouts and intervention services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success rate and performance in retesting, connectedness through AVID inclusion.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, AVID Coordinator, AVID Staff</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase student CTE/AVID/AP/IB/DC enrollment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CCMR success rate, classroom culture of excellence.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Considerable</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**







**Staff Quality, Recruitment, and Retention**

**Problem Statement 2:** High need for coaching in curriculum and instruction. **Root Cause:** Non-highly qualified teachers without training.

**Board Goal 4:** Classroom Excellence

**Performance Objective 4:** AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.

**Evaluation Data Sources:** Eduphoria! Walk-throughs, Teacher/Student Feedback Surveys, Panorama

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> AVID School-wide implementation of WICOR strategies- focus on writing across campus.  <b>Strategy's Expected Result/Impact:</b> Increased writing practices and cross-curricular activity.  <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, AVID Coordinator, AVID Staff, MCL/MTRT</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2</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> Development of WICOR Walk-Through form for administration to monitor and address writing and reading strategy in the classroom.</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2</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>				

**Performance Objective 4 Problem Statements:**

### Student Achievement

**Problem Statement 2:** Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause:** Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

### Staff Quality, Recruitment, and Retention



**Problem Statement 1:** Non-highly qualified teachers and instructional facilitators are teaching in all areas. **Root Cause:** Lack of highly qualified pool of teachers applying to the district.






**Problem Statement 2:** High need for coaching in curriculum and instruction. **Root Cause:** Non-highly qualified teachers without training.

**Board Goal 5:** Culture of Excellence

**Performance Objective 1:** School Connectedness Panorama Data will increase from 24% to 30% by May 2026.

**Evaluation Data Sources:** Panorama, Teacher/Student Feedback Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive highly engaging instructional support with a focus on tier one learning.  <b>Strategy's Expected Result/Impact:</b> Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well.  <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will benefit from incentive-based activities and events to reward and focus on student success in the school setting.  <b>Strategy's Expected Result/Impact:</b> Increase in student desire to succeed academically, focus on attendance and good citizenship.  <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, AP Coordinator, Broncho Polo Staff, Counseling Dept.</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> School Culture and Climate 1, 2  <b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Focus on staff professional development in soft skills and relationship-building.  <b>Strategy's Expected Result/Impact:</b> Increase in student desire to succeed academically, focus on attendance and good citizenship.  <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration</p> <p><b>Title I:</b>            2.51, 2.52, 2.53  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> School Culture and Climate 1, 2</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>				

**Performance Objective 1 Problem Statements:**


Student Achievement
<p><b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 &amp; 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 &amp; 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.</p>
School Culture and Climate
<p><b>Problem Statement 1:</b> Students behavior issues carry over into the school setting (referrals). <b>Root Cause:</b> Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.</p>
<p><b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> Non-highly qualified teachers and instructional facilitators are teaching in all areas. <b>Root Cause:</b> Lack of highly qualified pool of teachers applying to the district.</p>
<p><b>Problem Statement 2:</b> High need for coaching in curriculum and instruction. <b>Root Cause:</b> Non-highly qualified teachers without training.</p>







**Board Goal 5: Culture of Excellence**

**Performance Objective 2:** Increase student/parent/community connectedness through incentive-based events and inclusive activities for all on the Odessa HS campus throughout the 2025-2026 school year.

**High Priority**

**Evaluation Data Sources:** Campus Calendar, Student/Teacher/Parent Feedback Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Creation of Title One Lead Team Members to coordinate, monitor and lead school/community/parent/student engagement events and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student/parent/community connectedness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Title 1 Leads</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 1, 2</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Budget and conduct cyclical planning to secure funding for community connectedness events and education opportunities for non-students associated with Odessa HS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student/parent/community connectedness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Title 1 Leads</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Culture and Climate 1, 2</p> <p><b>Funding Sources:</b> - Title One School-wide</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maintain accurate reporting and complete submission to support Economically-Disadvantaged rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student/parent/community connectedness, maintains equal comparison groups for accountability and funding</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Title 1 Leads</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2 - School Culture and Climate 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Accomplished			
<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>				

**Performance Objective 2 Problem Statements:**

### Student Achievement

**Problem Statement 2:** Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. **Root Cause:** Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

### School Culture and Climate

**Problem Statement 1:** Students behavior issues carry over into the school setting (referrals). **Root Cause:** Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

**Problem Statement 2:** Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. **Root Cause:** Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

# Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Students will receive highly engaging instructional support with a focus on tier one learning.
1	1	2	Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	1	3	AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	2	1	Students will receive highly engaging instructional support with a focus on tier one learning.
1	2	2	Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	3	1	1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.
1	3	2	2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.
1	3	3	3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	3	4	4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	4	1	1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.
1	4	2	2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.
1	4	3	3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	4	4	4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	5	1	1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.
1	5	2	2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.

Board Goal	Objective	Strategy	Description
1	5	3	3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	5	4	4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	6	1	1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	6	2	2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	7	1	1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	7	2	2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
3	1	1	1. By Spring of 2026 at least 75% of all students at Odessa HS will be considered AP/CTE/DC/IB/AVID.
3	1	2	2. The Odessa HS CCMR Task Force will meet monthly to mitigate, prepare and respond to student needs in achieving the targeted College, Career & Military achievement rate.
3	2	1	Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis.
3	2	2	Increased parent notifications and education on attendance laws and policy.
3	3	1	Disciplinary consequences for any student receiving special education services will require prior approval before a change of placement can take place.
3	3	2	Disciplinary consequences for students receiving special education services will benefit from additional "case-by-case" strategies, interventions and placements before ISS, OSS or DAEP are approached as options.
4	1	1	Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis.
4	1	2	Increased parent notifications and education on attendance laws and policy.
4	2	1	Creation of a tardy coordinator position at Odessa HS to monitor and address campus-wide tardy trends.
4	2	2	Weekly reporting, assignment and monitoring of student tardy trends and consequences assigned weekly. Utilization of the Student Handbook guidelines in parent contacts and tardy consequence escalation.
4	3	1	Students who are identified as needing additional supports via HB1416 will receive AVID school-wide pullouts and intervention services.
4	3	2	Increase student CTE/AVID/AP/IB/DC enrollment.
4	4	1	AVID School-wide implementation of WICOR strategies- focus on writing across campus.

<b>Board Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
4	4	2	Development of WICOR Walk-Through form for administration to monitor and address writing and reading strategy in the classroom.
5	1	1	Students will receive highly engaging instructional support with a focus on tier one learning.
5	1	2	Students will benefit from incentive-based activities and events to reward and focus on student success in the school setting.
5	1	3	Focus on staff professional development in soft skills and relationship-building.
5	2	1	Creation of Title One Lead Team Members to coordinate, monitor and lead school/community/parent/student engagement events and activities.
5	2	2	Budget and conduct cyclical planning to secure funding for community connectedness events and education opportunities for non-students associated with Odessa HS.
5	2	3	Maintain accurate reporting and complete submission to support Economically-Disadvantaged rate.

## Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Students will receive highly engaging instructional support with a focus on tier one learning.
1	1	2	Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	1	3	AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	2	1	Students will receive highly engaging instructional support with a focus on tier one learning.
1	2	2	Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	3	1	1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.
1	3	2	2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.
1	3	3	3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	3	4	4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	4	1	1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.
1	4	2	2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.
1	4	3	3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	4	4	4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	5	1	1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.
1	5	2	2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle.

Board Goal	Objective	Strategy	Description
1	5	3	3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	5	4	4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	6	1	1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	6	2	2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
1	7	1	1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.
1	7	2	2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.
3	1	1	1. By Spring of 2026 at least 75% of all students at Odessa HS will be considered AP/CTE/DC/IB/AVID.
3	1	2	2. The Odessa HS CCMR Task Force will meet monthly to mitigate, prepare and respond to student needs in achieving the targeted College, Career & Military achievement rate.
3	2	1	Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis.
3	2	2	Increased parent notifications and education on attendance laws and policy.
3	3	1	Disciplinary consequences for any student receiving special education services will require prior approval before a change of placement can take place.
3	3	2	Disciplinary consequences for students receiving special education services will benefit from additional "case-by-case" strategies, interventions and placements before ISS, OSS or DAEP are approached as options.
4	1	1	Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis.
4	1	2	Increased parent notifications and education on attendance laws and policy.
4	2	1	Creation of a tardy coordinator position at Odessa HS to monitor and address campus-wide tardy trends.
4	2	2	Weekly reporting, assignment and monitoring of student tardy trends and consequences assigned weekly. Utilization of the Student Handbook guidelines in parent contacts and tardy consequence escalation.
4	3	1	Students who are identified as needing additional supports via HB1416 will receive AVID school-wide pullouts and intervention services.
4	3	2	Increase student CTE/AVID/AP/IB/DC enrollment.
4	4	1	AVID School-wide implementation of WICOR strategies- focus on writing across campus.

<b>Board Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
4	4	2	Development of WICOR Walk-Through form for administration to monitor and address writing and reading strategy in the classroom.
5	1	1	Students will receive highly engaging instructional support with a focus on tier one learning.
5	1	2	Students will benefit from incentive-based activities and events to reward and focus on student success in the school setting.
5	1	3	Focus on staff professional development in soft skills and relationship-building.
5	2	1	Creation of Title One Lead Team Members to coordinate, monitor and lead school/community/parent/student engagement events and activities.
5	2	2	Budget and conduct cyclical planning to secure funding for community connectedness events and education opportunities for non-students associated with Odessa HS.
5	2	3	Maintain accurate reporting and complete submission to support Economically-Disadvantaged rate.

# Campus Funding Summary

Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
3	1	1	Tutorials, additional school-wide instructional support		\$0.00
3	2	2			\$0.00
4	1	2			\$0.00
5	1	2			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
<b>Sub-Total</b>					\$0.00