



Local Improvement Plan Template 26-27

Campus Name: THE Odessa High School

Areas of Identification:

RLA Meets - Hispanic, SPED	Math Meets – Hispanic, SPED	Federal Graduation Rate: Hispanic, SPED
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Campus Improvement Team Agendas / Sign Ins:

Date: LIP 9.3.26 OHS.pdf
Date: (Insert Date) / Insert

Data Monitoring Documentation – Data Tours (including Closing the Loops) folder for monitoring:

OHS Data Folder

Area of need #1

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) - Hispanic, Special Education.**

Criteria:	Campus Plan:
Campus Goal for this area:	36% of Hispanic students will achieve Meets on STAAR RLA. 13% of students served in Special Education will achieve Meets on STAAR RLA.



Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Instructional Specialist – Avery Hernandez Summer Percifield – Department Chair
Educational Interventions:	• Intervention and Remediation classes have been added to the master schedule for students who failed prior year STAAR assessments • 3 MCLs IIs in RLA, 1 MTRT, 1 RA (\$92,000) • Tiering of students and teachers for additional support (student groupings and teacher supports) • Strategically adjusting class sizes based on tiering • Tutoring funds have been set aside for at-risk stipends (\$21,000)
Allocation of Resources:	Required: Time Adjustments • Adjustments to the master schedule for intervention and remediation courses for Reading • Use of Reach Associate to pull student small groups • Plan for tutoring funds Required: Funding Adjustments • \$92,000 for Opportunity culture in RLA,

	• \$21,000 allocated for tutoring Required: Staffing Adjustments • 3 MCLs IIs in RLA, 1 MTRT, 1 RA (\$92,000) • Tiering of students and teachers for additional support (student groupings and teacher supports) • Strategically adjusting class sizes based on tiering • Increased the number of teachers English I & II through consolidation of elective courses to reduce class sizes
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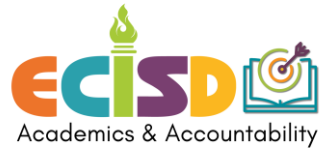
Data Monitoring:

Restate Goal: 36% of Hispanic students will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) English I %: English II %:	Checkpoint 1B: (October) English I %: English II %:	Interim (Fall) (October) English I %: English II %:	Checkpoint 2A: (November) English I %: English II %:	Checkpoint 2B: (December) English I %: English II %:
Interim (Spring) (January) English I %: English II %:	Checkpoint 3A: (February) English I %: English II %:	Checkpoint 3B: (March) English I %: English II %:	Checkpoint 4A: (April) English I %: English II %:	

Restate Goal: 13% of students served in Special Education will achieve Meets on STAAR RLA.

Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October) English I %:	Checkpoint 2A: (November)	Checkpoint 2B: (December)
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English I %: English II %:	English I %: English II %:	English II %:	English I %: English II %:	English I %: English II %:
Interim (Spring) (January) English I %: English II %:	Checkpoint 3A: (February) English I %: English II %:	Checkpoint 3B: (March) English I %: English II %:	Checkpoint 4A: (April) English I %: English II %:	



Area of need #2

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Academic Achievement Math (Meets) - Hispanic, Special Education.

Criteria:	Campus Plan:
Campus Goal for this area:	• 31% of Hispanic students will achieve Meets on STAAR Math. • 15% of students served in Special Education will achieve Meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Instructional Specialist, Tara Wein Melissa Escalante, Department Chair
Educational Interventions:	• Intervention and Remediation classes have been added to the master schedule for students who failed prior year STAAR assessments • 2 MCLs, 4 MTRTs (\$82,000) • Tiering of students and teachers for additional support (student groupings and teacher supports) • Strategically adjusting class sizes based on tiering

	Tutoring funds have been set aside for at-risk stipends (tutoring funds reported for RLA)
Allocation of Resources:	Required: Time Adjustments - Adjustments to the master schedule for intervention and remediation courses for Reading - Plan for tutoring funds Required: Funding Adjustments \$82,000 for Opportunity culture in Math, \$21,000 allocated for tutoring (shared with reading) Required: Staffing Adjustments 2 MCLs, 4 MTRTs (\$82,000) - Tiering of students and teachers for additional support (student groupings and teacher supports) - Strategically adjusting class sizes based on tiering - Increased the number of teachers in Algebra through consolidation of elective courses to reduce class sizes

Data Monitoring:

Restate Goal: 31% of Hispanic students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) Algebra 1%:	Checkpoint 1B: (October) Algebra 1%:	Interim (Fall) (October) Algebra 1%:	Checkpoint 2A: (November) Algebra 1%:	Checkpoint 2B: (December) Algebra 1%:



Interim (Spring) (January) Algebra 1%:	Checkpoint 3A: (February) Algebra 1%:	Checkpoint 3B: (March) Algebra 1%:	Checkpoint 4A: (April) Algebra 1%:	
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Restate Goal: 15% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September) Algebra 1%:	Checkpoint 1B: (October) Algebra 1%:	Interim (Fall) (October) Algebra 1%:	Checkpoint 2A: (November) Algebra 1%:	Checkpoint 2B: (December) Algebra 1%:
Interim (Spring) (January) Algebra 1%:	Checkpoint 3A: (February) Algebra 1%:	Checkpoint 3B: (March) Algebra 1%:	Checkpoint 4A: (April) Algebra 1%:	



Area of need #3

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Federal Graduation Rate – Hispanic, Special Education.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 87% of Hispanic students will graduate within the federal graduation rate methodology. • 80% of students served in Special Education will graduate within the federal graduation rate methodology.
Campus Data to be regularly reviewed and tracked for this metric:	Credit accumulation, absences, current EOC completion, IGC process, CCMR Completion, Credit Recovery, Drop out reports / recovery
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Campus Administrators, Counselors, CCMR Coordinators, Registrar Stephanie Moran, Associate Principal
Educational Interventions:	• \$86,000 set aside for credit recovery • Dropout prevention specialist (conducts home visits, interventions with students) • CCMR Coordinators

	• Ector Acceleration Academy and Community Outreach Center partnerships • IGC committee processes (begin late spring) • Dual Credit Partnership with Odessa College
Allocation of Resources:	Required: Time Adjustments • Move to the 9-period day to assist with credit accumulation and recovery, as well as CCMR • Dual Credit College Transition course embedded in 9 and 12th grade schedules • Use of edgenuity courses (both facilitated and non-facilitated courses) Required: Funding Adjustments • \$86,000 set aside for credit recovery • Project Graduation – community donations – expanded to support struggling seniors Required: Staffing Adjustments • Dropout prevention specialist (conducts home visits, interventions with students) • CCMR Coordinators • Facilitated courses for credit recovery

Data Monitoring:

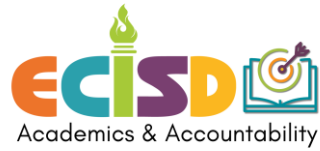


Restate Goal: 87% of Hispanic students will graduate within the federal graduation rate methodology.

(September) % Cohort 2027 (Hispanic) Credits on Track: % Cohort 2027 (Hispanic) EOC 3+ passed:	(October) % Cohort 2027 (Hispanic) Credits on Track:	(November) % Cohort 2027 (Hispanic) Credits on Track:	(December) % Cohort 2027 (Hispanic) Credits on Track:
(January) % Cohort 2027 (Hispanic) Credits on Track: % Cohort 2027 (Hispanic) EOC 3+ passed:	(February) % Cohort 2027 (Hispanic) Credits on Track: % Cohort 2027 (Hispanic) IGC Process Complete (Pending final spring test)	(March) % Cohort 2027 (Hispanic) Credits on Track: % Cohort 2027 (Hispanic) IGC Process Complete (Pending final spring test)	(April) % Cohort 2027 (Hispanic) Credits on Track: % Cohort 2027 (Hispanic) IGC Process Complete (Pending final spring test)

Restate Goal: 80% of students served in Special Education will graduate within the federal graduation rate methodology.

(September) % Cohort 2027 (SPED) Credits on Track: % Cohort 2027 (SPED) EOC 3+ passed: % Cohort 2027 (	(October) % Cohort 2027 (SPED) Credits on Track:	(November) % Cohort 2027 (SPED) Credits on Track:	(December) % Cohort 2027 (SPED) Credits on Track:
(January) % Cohort 2027 (SPED) Credits on Track:	(February) % Cohort 2027 (SPED) Credits on Track:	(March) % Cohort 2027 (SPED) Credits on Track:	(April) % Cohort 2027 (SPED) Credits on Track:



% Cohort 2027 (SPED) EOC 3+ passed:	% Cohort 2027 (SPED) IGC Process Complete (Pending final spring test)	% Cohort 2027 (SPED) IGC Process Complete (Pending final spring test)	% Cohort 2027 (SPED) IGC Process Complete (Pending final spring test)
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Assurances:

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Anthony Garcia**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.