

# **Ector County Independent School District**

## **New Tech Odessa High School**

### **2019-2020 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

# Mission Statement

"Our mission at New Tech Odessa is to develop learners who are college-ready, digitally literate, globally competent, and prepared to compete, connect, and cooperate with the rest of the world through an educational experience grounded in design and innovative thinking."

## Vision

"To equip learners with academic and personal skills for college and career readiness through collaboration and meaningful work."

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Based on the data discussed in this needs assessment, the following programs and services will be offered at NTO:

- Extended Year Services
- Special Education Additives/ Stipends
- Special Education Teachers
- Speech Pathologists
- Occupational Therapist
- OT/PT Assistants
- Special education instructional support staff
- Furniture & equipment such as gases, welding rods, metal, etc.
- Teaching Materials
- CTE Textbooks: Replacement of outdated equipment such as computers, printers, 3D printers, aerospace equipment, etc.
- Software
- Teacher & Student Travel such as Career & Technical Student Organization (CTSO) travel such as BPA, Skills USA, FFA, and FCCLA
- Fees & Dues for things like PD
- Certifications & Licenses Fees (for students)
- Princeton Review Teacher and Materials
- AP Exams
- PSAT 8/9, PSAT-NMSQT, SAT SCHOOL DAY
- Instructional Leadership of program
- Decathlon Participation
- TRAC Program: Student Pregnancy/Parent Services
- Odyssey Ware: Credit Recovery
- Summer Remediation for STAAR/EOC recovery: Targeted grades
- At Risk Tutoring
- Classworks

Extended Year Services  
Literacy Initiatives for reading and math  
Core Teacher Professional Development for at risk strategies  
TAKS/EOC Course Remediation Teacher  
ESL Specialist  
Community Outreach Services  
CCF's at high school campuses  
Drop Out Prevention Counselors (SAS counselors)  
Teacher Professional Development & Support  
Classroom Materials  
AVID Summer Institute  
AVID Membership Fees  
AVID tutors  
AVID supplies and materials  
AVID training  
APIB Teachers  
AVID College Field Trips  
AVID teachers/ coordinator

# Demographics

## Demographics Summary

George H.W. Bush New Tech Odessa (NTO) is an all-academic college prep high school, grades 9th-12th. NTO accepts learners from all six middle schools in the Ector County Independent School District (ECISD) and learners who are new to the district and/or from other option middle schools in the area; private, such as charter and home schooling. All sub-populations are represented on our campus since we are a microcosm of the Ector County ISD community. Due to current economic conditions, exactly **31.8%** of our student population is identified as economically disadvantaged. NTO has a high percentage of Hispanic students, about **71.2%**. NTO's white population comes in second at **22.8%**. African Americans are low in numbers, approximately **2.1%**. When it comes to gender population, NTO learners are close to even for male and female gender populations. NTO's at-risk population is **58%**. NTO's English Learners (ELs) population is at **2.4%**. Approximately **3.3%** of our student population receive special education services. Since it's opening, the NTO student body representation has remained consistent (Texas Academic Performance Reports, 2018).

Incoming freshman enrollment has consistently increased every year since NTO opened in 2011. Due to high academic expectations and the primary mode of instruction, project-based learning, NTO tends to see a decline in junior (11th Grade) enrollment by a decrease of 10 - 15%. At this level, learners are expected to take advanced courses such as AP and Dual Credit for their core classes.

As a district, enrollment at every school has increased drastically within the last 6-8 years. Students from across the state and country are moving into West Texas for economic opportunities. At NTO, the administration and staff are intentional in creating a strong campus culture that supports academic and behavioral expectations in order to create a positive, supportive learning environment. The administration and facilitators are intentional about establishing strong systems and structures at the campus to support the instructional approach of project-based learning.

Because of NTO's emphasis on college and career readiness and student centered instructional approach, dropout rates are low and completions rates are high. At the conclusion of the 2017-18 school year, NTO had a **98%** graduation rate (Texas Academic Performance Reports, 2018).

The district and campus use state indicators to identify at-risk students. NTO administrators and facilitators use benchmark, state assessment, and other formal assessment data to identify students who are struggling academically or behaviorally. Instructional programs such as the OdysseyWare Credit Recovery Program and academic enrichment Phoenix Ignite courses to support struggling learners.

Identified special education students at NTO were identified as needing special education services in either elementary or

middle school. At the high school level, there are few special education referral requests. At NTO, special education learners consistently show progress both socially and academically. Special education students at NTO typically desire to remain at the campus. Project-based learning supports and differentiates the learning needs of all learners and assists in addressing learning gaps. Project-based learning instruction offers student-centered instruction, hands-on interactive learning, inquiry practices, and collaboration among learners.

Attendance rates at NTO remain higher than the district average due to the high level of accountability and engagement. NTO follows the district guidelines and procedures in accounting for absences and tardiness. Project-based learning encourages high levels of collaboration with both students and teachers, and results in fewer absences since students are expected to contribute to their team regularly.

NTO teachers use current best practices and strategies across content areas to support English Learners (ELs). Projects are planned with heavy scaffolding. SIOP training is a requirement for all our teachers.

Regarding student-to-teacher ratio, the district ratio is set at **16:1**. The student-to-teacher ratio at NTO is approximately **12:1**. The average years of experience of teachers at the campus are **6.4 years**, with most of the teachers having 0-5 years of experience in the teaching field (Texas Academic Performance Reports, 2018).

**Eco. Dis. and Other**

2017-18	NTO	District	State
Eco. Dis.	<b>31.80%</b>	51%	58.80%
Non-Educ. Dis..	<b>68.20%</b>	49%	41.20%
EL	<b>2.40%</b>	17.10%	18.80%
Student with Dis. Place.	<b>0.30%</b>	1.60%	1.30%
At-Risk	<b>58%</b>	57.40%	50.80%
Special Education	<b>3%</b>	N/A	N/A

**Eco. Dis. and Other**

2016-17	NTO	District	State
Eco. Dis.	<b>36.10%</b>	55.30%	59%
Non-Educ. Dis..	<b>63.90%</b>	44.70%	41%
EL	<b>3.40%</b>	16.70%	18.90%
Student with Dis. Place.	<b>0.90%</b>	1.60%	1.40%
At-Risk	<b>51.70%</b>	57.80%	50.30%
Special Education	<b>3%</b>	N/A	N/A

**Eco. Dis. and Other**

2015-16	<b>NTO</b>	District	State
Eco. Dis.	<b>33.10%</b>	51.70%	59%
Non-Educ. Dis..	<b>66.90%</b>	48.30%	41%
EL	<b>3.30%</b>	16.50%	18.50%
Student with Dis. Place.	<b>0.60%</b>	1.60%	1.40%
At-Risk	<b>54.10%</b>	58.20%	50.10%
Special Education	<b>N/A</b>	N/A	N/A

**Eco. Dis. and Other**

2014-15	<b>NTO</b>	District	State
Eco. Dis.	<b>38.70%</b>	48.10%	58.80%
Non-Educ. Dis..	<b>61.30%</b>	51.90%	41.20%
EL	<b>2.70%</b>	16.10%	18.20%
Student with Dis. Place.	<b>1.40%</b>	1.40%	1.50%
At-Risk	<b>59.80%</b>	61.90%	51.20%
Special Education	<b>N/A</b>	N/A	N/A

**Ethnic Distribution**

2017-18	<b>NTO</b>	District	State
African American	<b>2.10%</b>	3.90%	12.60%
Hispanic	<b>71.20%</b>	75.50%	52.40%
White	<b>22.80%</b>	18.20%	27.80%
American Indian	<b>0%</b>	0.30%	0.40%
Asian	<b>2.40%</b>	0.90%	4.40%
Pacific Islander	<b>0%</b>	0.30%	0.01%
2 or More Races	<b>1.50%</b>	1%	2.30%

**Ethnic Distribution**

2016-17	<b>NTO</b>	District	State
African American	<b>2%</b>	3.90%	12.60%
Hispanic	<b>66.70%</b>	75.10%	52.40%
White	<b>27.20%</b>	18.60%	28.10%
American Indian	<b>0%</b>	0.30%	0.40%



### Ethnic Distribution

Asian	<b>3.10%</b>	0.90%	0.40%
Pacific Islander	<b>0%</b>	0.20%	0.10%
2 or More Races	<b>1%</b>	1%	2.20%

### Ethnic Distribution

2015-16	<b>NTO</b>	District	State
African American	<b>1.30%</b>	3.90%	12.6
Hispanic	<b>61.60%</b>	74.90%	52.20%
White	<b>33.40%</b>	18.90%	28.50%
American Indian	<b>0.30%</b>	0.30%	0.40%
Asian	<b>2.30%</b>	0.90%	4%
Pacific Islander	<b>0%</b>	0.20%	0.10%
2 or More Races	<b>1%</b>	0.90%	2.10%

### Ethnic Distribution

2014-15	<b>NTO</b>	District	State
African American	<b>2.40%</b>	3.80%	12.60%
Hispanic	<b>57.60%</b>	73.70%	52%
White	<b>36.90%</b>	20.10%	28.90%
American Indian	<b>0.30%</b>	0.30%	0.40%
Asian	<b>0.90%</b>	0.90%	3.90%
Pacific Islander	<b>0%</b>	0.20%	0.10%
2 or More Races	<b>1.80%</b>	1%	2%

Reference:

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2018. <https://tea.texas.gov/perfreport/tapr/index.html>.

### Demographics Strengths

NTO has a strong emphasis of college and career readiness. This is done through the continuous support of the New Tech Network (NTN). NTN is a

national network of project-based learning schools that emphasize Individual Assessments of Knowledge and Thinking (IAKTs) such as College Readiness Assessments (CRAs) and literacy tasks, School Wide Learning Outcomes (SWLOs), and other current, innovative methods of teaching and learning. NTO has a strong cultural foundation of core values; trust, respect, and responsibility. NTO's campus culture intentionally empowers students both academically and behaviorally. When it comes to instruction, project-based learning is the primary mode of instruction across content areas. Systematically, students are supported with flexible master scheduling, positive environment that welcomes innovation, risk-taking, and acceptance of all students. NTO has a seamless use of technology, there is a 1:1 student laptop (MacbookPro or MacbookAir) ratio. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

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

**Problem Statement 1:** For the English I STAAR EOC, only 28.57% of special education students passed during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

**Problem Statement 2:** For the English II STAAR EOC, 0% of special education students passed during the Spring 2019 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

# Student Achievement

## Student Achievement Summary

On the Spring 2019 STAAR EOCs, George H.W. Bush New Tech Odessa (NTO) learner groups achieved **92.2%** "approaches grade level or above" standard (average for all student groups on all five STAAR EOCs). The student groups that scored lower on the STAAR EOCs include Economically Disadvantaged, Special Education, and English Language learners.. The difference in achievement between the two groups is due to learning gaps and small sample sizes of the mentioned learner populations (Texas Academic Performance Reports, 2018).

Special education and ELs have the lower percentages under "approaches grade level" and "meets grade level." These sub-populations also had the lower numbers for closing gaps and meeting growth expectations. These special populations also have the lower performance rates and participation rates.

The areas that had system safeguards for 2018 were participation, graduation, and performance rates. In all of these safeguards 100% of the indicators were met. Trends in the several years have demonstrated improvement in all areas and in all grade levels at NTO. Learners are instructed with focus on five School Wide Learning Outcomes (SWLOs) that the New Tech Network (NTN) model believes are building blocks for necessary 21<sup>st</sup> Century skills. These SWLOs include Knowledge and Thinking, Collaboration, Written Communication, Oral Communication, and Agency.

Overall, areas of lowest performance are on the English II STAAR EOCs. Learners bring an array of writing and reading gaps. NTO uses project-based learning to close the learning gaps as well as provide enrichment for all learners. Students on these assessments scored the lowest on Reporting Category 4, Writing Composition.

Individual learner needs are identified by continuous evaluation of student work by teachers. NTO also uses frequent formative and summative assessments. Teachers at NTO utilize the model of Professional Learning Communities (PLCs) to continuously look at appropriate interventions, monitor instruction, and adjust as needed. NTO's Special Education and 504/Dyslexia learners tend to score lower than the rest of the student population but demonstrate growth over time. As is with all learners, special education and 504 learners take Pre AP, AP, and/or Dual Credit classes throughout their studies at NTO.

NTO accepts learners who may need reinforcements and additional instructional support in academics and also socially. When learners are not successful, facilitators provide additional tutorials and workshops before and after school to lend their support. Facilitators also meet with learners by appointment. Classroom projects include multiple opportunities for heavily scaffold-ed instruction as well as peer tutoring for learners. NTO has a special education case manager that is shared with two other campuses who frequently monitors effective and appropriate implementation of learner IEP plans and ensures learners are receiving all allowable accommodations.

	Campus STAAR (Approaches)			
	2018-19	NTO	District	State
English I		<b>90%</b>	TBD	TBD
English II		<b>84%</b>	TBD	TBD

Campus STAAR (Approaches)

Algebra I	<b>90%</b>	TBD	TBD
Biology	<b>98%</b>	TBD	TBD
U.S. History	<b>99%</b>	TBD	TBD

Campus STAAR (Approaches)

2017-18	<b>NTO</b>	District	State
English I	<b>78%</b>	53%	65%
English II	<b>84%</b>	58%	67%
Algebra I	<b>88%</b>	68%	83%
Biology	<b>98%</b>	83%	87%
U.S. History	<b>97%</b>	88%	92%

Campus STAAR (Approaches)

2016-17	<b>NTO</b>	District	State
English I	<b>76%</b>	49%	64%
English II	<b>80%</b>	54%	66%
Algebra I	<b>94%</b>	71%	83%
Biology	<b>98%</b>	83%	86%
U.S. History	<b>99%</b>	86%	91%

Campus STAAR (Approaches)

2015-16	<b>NTO</b>	District	State
English I	<b>76%</b>	53%	65%
English II	<b>85%</b>	58%	67%
Algebra I	<b>88%</b>	61%	78%
Biology	<b>84%</b>	82%	87%
U.S. History	<b>98%</b>	88%	91%

Campus STAAR (Approaches)

2014-15	<b>NTO</b>	District	State
English I	<b>72%</b>	57%	71%
English II	<b>78%</b>	62%	72%
Algebra I	<b>77%</b>	64%	81%
Biology	<b>92%</b>	83%	91%
U.S. History	<b>91%</b>	82%	91%

Campus STAAR (Meets Grade Level)

2018-19	<b>NTO</b>	District	State
English I	<b>78%</b>	TBD	TBD
English II	<b>65%</b>	TBD	TBD
Algebra I	<b>66%</b>	TBD	TBD
Biology	<b>75%</b>	TBD	TBD
U.S. History	<b>88%</b>	TBD	TBD

Campus STAAR (Meets Grade Level)

2017-18	<b>NTO</b>	District	State
English I	<b>55%</b>	30%	44%
English II	<b>60%</b>	36%	48%
Algebra I	<b>33%</b>	28%	55%
Biology	<b>74%</b>	45%	59%
U.S. History	<b>71%</b>	58%	70%

Campus STAAR (Meets Grade Level)

2016-17	<b>NTO</b>	District	State
English I	<b>57%</b>	27%	43%
English II	<b>*</b>	34%	45%
Algebra I	<b>47%</b>	28%	48%
Biology	<b>77%</b>	46%	57%
U.S. History	<b>76%</b>	50%	66%

Campus STAAR (Masters)

2018-19	NTO	District	State
English I	16%	TBD	TBD
English II	6%	3%	TBD
Algebra I	19%	11%	TBD
Biology	24%	11%	TBD
U.S. History	57%	28%	TBD

Campus STAAR (Masters)

2017-18	NTO	District	State
English I	7%	2%	7%
English II	10%	3%	8%
Algebra I	14%	11%	32%
Biology	20%	11%	24%
U.S. History	31%	28%	40%

Campus STAAR (Masters)

2016-17	NTO	District	State
English I	12%	2%	8%
English II	*	2%	6%
Algebra I	23%	11%	26%
Biology	36%	12%	21%
U.S. History	41%	19%	35%

Reference:

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2018. <https://tea.texas.gov/perfreport/tapr/index.html>.

**Student Achievement Strengths**

NTO's strengths include the New Tech Network tenets which include project-based learning, seamless use of technology, and a strong school culture that

empowers.

NTO teachers are trained in offering interventions and additional support for all learners. NTO teachers are also trained on meeting the needs of special populations such as Special Education, ELs, 504/Dyslexia, Homeless, Gifted and Talented, At-risk, and Economically Disadvantaged learners.

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

**Problem Statement 1:** The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

**Problem Statement 2:** The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

# School Culture and Climate

## School Culture and Climate Summary

Learners at George H.W. Bush New Tech Odessa (NTO) commonly describe their school as a safe learning environment. They feel included and valued, and they respond well to the engaging approach to teaching and learning. Facilitators at NTO would agree and understand the additional work and dedication it requires to implement project-based learning as their primary mode of instruction. NTO maintains both high academic and behavioral expectations. NTO's instructional approach of project-based learning requires thoughtful planning and heavy scaffolding to assist learners throughout project-based learning units.

To support learners who are new to the campus, NTO hosts several events throughout the year. Some examples include the Incoming Freshmen Recruitment Meetings, Incoming Freshmen celebrations, Summer Game Night, Open House, Culture Week (first week of school orientation), and Culture Day. Learners who are new to the environment are introduced to NTO through a first week learner orientation on campus expectations, technology usage, core values, project-based learning, and other items that are relevant to both new and returning learners. These cultural events and processes create a sense of belonging not only for learners but for the staff as well. NTO also has a weekly advisory called Phoenix Ignite in which learners are assigned an advisory facilitator. Phoenix Ignite groups are mixed with underclassmen and upperclassmen, and during this time learners complete relevant activities focused around school needs and culture.

At NTO, learners are expected to manage both academically and behaviorally. NTO has three main core values; trust, respect, and responsibility. NTO's core values are an important part of learner and staff member's daily conversations and interactions.

NTO has minimal to few disciplinary referrals each school year. This is because of our disciplinary approach of being proactive with teachable moments, frequent reminders of school expectations, utilizing conflict resolution strategies, building professional relationships with learners, and strongly established school culture. When major disciplinary actions do occur, NTO administration follows district procedures and **processes**. The campus administration also makes collaborative decisions as to what is best for the learner and in compliance with district and state policies regarding discipline practices. In the previous year, less than **1%** of learners were placed on suspension. Also in the previous year, less than **1%** of learners were placed in the Alternative Education Center and even fewer expulsions (Annual Campus Summary for a Selected Campus, 2019).

To promote safety, administrators have an open door policy and have daily conversations with all learners. NTO believes that when professional relationships are established, there are less distractions and conflicts among learners. Teachers are also trained on detecting student abuse and neglect along with state and national requirements regarding reporting these matters. Learner assemblies also occur frequently to address issues, build unity, celebrate, and remind learners about expectations. These assemblies may include socials, guest speakers, school clubs, fundraisers, etc. Learners are also offered a variety of clubs and organizations led by facilitators. These clubs and organization meet after school, some are a part of regional, state, and national competitions. These clubs and organizations are created based facilitator and learner interests.

### Reference:



"Annual Campus Summary for a Selected Campus." Annual Campus Summaries by District Name or Number. Accessed August 16, 2019. [https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary\\_Data\\_Products/Download\\_Campus\\_Summaries.html](https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_Campus_Summaries.html).

### **School Culture and Climate Strengths**

NTO is frequently commended for the level of learner engagement in learning and for having a strong campus culture where students love to learn and teachers love to work. NTO is founded on the principle that a strong culture empowers. Facilitators and learners are very intentional about school culture and embed time in the weekly bell schedule and on specified days throughout the year to cultivate a culture of trust, respect, and responsibility. The campus belief is that everyone on campus contributes to school culture.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** NTO loses 10-15% of learners every year to their corresponding high schools due to their extra-curricular options. **Root Cause:** NTO offers does offer as many extra-curricular activities as the comprehensive high school. NTO follows a specific learner graduation plan that requires campus-specific courses. Some learners who leave also have expressed difficulty with project-based learning, and want the "traditional" high school experience. There is also a high mobility rate in to and out of the district due to employment opportunities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

George H.W. Bush New Tech Odessa's (NTO) Highly Qualified status is at **95.8%** based on the 2017-18 school year. That means the majority of classroom teachers are highly qualified according state standards. Due to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. For example, an English Language Arts vacancy for secondary may go unfilled by a certified candidate due to the lack of applicants. Some positions may be vacant for up to two years.

Like most schools in the Ector County Independent School District (ECISD), NTO lost some of its previous staff members due to leaving for other educational opportunities or changing professions all together, this is based on the 2018-19 school year. As per district, new teachers to the district are assigned a teacher mentor. New and returning staff are supported continuously through district, campus, and New Tech Network (NTN) professional learning opportunities.

Regarding student-to-teacher ratio, the district ratio is set at **16:1**. The student-to-teacher ratio at NTO is approximately **12:1**. The average years of experience of teachers at the campus are **6.4 years**, with most of the teachers having 0-5 years of experience in the teaching field.

Modeling and availability of district training and resources are a necessity to build the craft of all our teachers. Also, modeling and support from the New Tech Network (NTN) for project based learning best practices and methods are identified as a continual need. The campus is assigned a Campus Curriculum Facilitator who facilitates the learning of the adults to develop professional skills that will benefit the learning of their students.

District professional development exists in various forms such as face-to-face, campus visits, and online webinars. NTO also uses the regional education center, Region 18, to receive additional services for teachers and administrators. The New Tech Network (NTN) also hosts campus training, state available conferences, and an annual conference to support NTN schools. Professional development is followed up on weekly through a two hour adult learning session to support project development and increase learning capacity. Weekly PLCs are also held to implement school and district initiatives and to allow teachers to plan collaboratively.

At times, teachers are assigned adult learning project teams and are asked to lead professional development workshops. In addition, effective teachers aid new staff through a one-to-one mentorship program. They may also become NTN Certified Teachers and NTN Certified Trainers.

When in need, teachers are supported individually through adult learning, professional learning communities (PLCs), classroom observations, classroom walkthroughs, campus and district professional development, peer support, and obtaining additional resources as needed. Teachers frequently participate in data reviews, state standard mapping, and collaborative project planning.

### Number of Students Per Teacher

NTO	District	State
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### Number of Students Per Teacher

2018-19			
2017-18	<b>12 to 1</b>	16 to 1	15 to 1
2016-17	<b>9 to 1</b>	15 to 1	15 to 1
2015-16	<b>11 to 1</b>	16 to 1	15 to 1
2014-15	<b>9 to 1</b>	17 to 1	15 to 1

### Average Years Experience of Teachers

	<b>NTO</b>	District	State
2018-19	<b>TBD</b>	TBD	TBD
2017-18	<b>6.4 yrs.</b>	10.2 yrs.	10.9 yrs.
2016-17	<b>8.3 yrs.</b>	9.8 yrs.	10.9 yrs.
2015-16	<b>7.9 yrs.</b>	10 yrs.	10.9 yrs.
2014-15	<b>9.4 yrs.</b>	10.3 yrs.	11 yrs.

#### Reference:

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2018. <https://tea.texas.gov/perfreport/tapr/index.html>.

### Staff Quality, Recruitment, and Retention Strengths

NTO has strongly established systems and structures to promote continuous professional development and adult learning for teachers. The collaborative culture at NTO allows for all teachers to work together throughout all the disciplines, whether core or elective, to improve student performance. When teachers have a need, they are provided with additional support to ensure success.

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

**Problem Statement 1:** Teacher retention rate at NTO is low. Most teachers do not stay for more than three years on average. **Root Cause:** Due to a

continual increase in the community's population, highly certified teachers are hard to find as the demand increases. The community does not offer the full opportunities of a metropolitan area so recruitment outside the area becomes a common challenge. Project based learning requires highly skilled and teachers who are committed to the instructional demands.

**Problem Statement 2:** Teacher candidates for vacant positions are limited and difficult to fill. **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

**Problem Statement 3:** The campus has lacked stability and an increase in turnover with administrators, staff, and teachers. **Root Cause:** NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often pulled to serve in other leadership capacities in the district.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### English I and II STAAR EOCs

As a district and state wide, writing has proved to be a weakness. Specifically, at George H.W. Bush New Tech Odessa (NTO), learners in English I & II struggle more with writing compositions. Coming from six different middle schools and other options, learners commonly find difficulty in the mechanics of writing that involves, capitalization, punctuation marks, legible writing, addressing the prompt in an engaging and meaningful way. Challenges also include writing clear compositions that directly address the prompts and provides textual evidence (Texas Performance Performance Reports, 2018).

### Algebra I STAAR EOC

In math, weakness include describing and graphing linear functions, equations, and inequalities.

### Biology STAAR EOC

In science, learners have difficulty with genetics and biological processes and systems.

### United States History STAAR EOC

In social studies, learners have difficulty with economics, science, technology, & society.

Teachers followed the TEKS Resource System's (TRS) scope and sequence, year at a glance, and unit assessments to pace project development. Learners were also benchmarked throughout the year. With this benchmark data, the information was reviewed by both teachers and learners. The facilitators use the scope and sequence to build projects and use resources to look at specificity of the student expectations. Teachers utilized district assessments to measure learning on the TEKS that they have covered in the projects. They also use formative assessments and conduct mini-workshops to provide intervention for low SEs.

Rigor and relevance of instruction align with the TEKS, ELPS and CCRS because the teachers are addressing the verbs from the SEs in their instruction. Learners are able to look at content learning and language objectives and make those connections to the real world. Learners are not just given the answers, they collaborate, research, analyze, and create during their course project/problem units.

Through school wide efforts, all subjects look at lowest SEs in the tested content and determine how they can support these content areas by addressing these lower TEKS in their classes. For example, electives supported Biology by drawing on essential vocabulary and electives aided Algebra I by showing learners how to interpret graphs and charts. Learners are expected to work and solve complex real-world problems with the project based learning model.

District benchmark assessments are designed by collaborative content teams that use the scope and sequence to create these assessments. They are multiple choice, griddables, and short answer questions. Textbooks, district provided materials, computer software, web-based programs are aligned with TEKS, Sheltered Instruction, AVID strategies, web-based programs and writing protocols are used for all learners.

Data from EOC results, student-based assessments, and teacher created tests are used to plan instruction individually and by grade level teams. During curriculum pre-planning, focus SEs are targeted in each six weeks and strategies are offered to help address these SEs. Campus initiatives target the focus writing SEs that are addressed in all content areas.

Because of being a project based learning campus, technology, questioning strategies, manipulatives, learning scaffolds, and differentiation are embedded in the PBL model. During professional development and Professional Learning Communities (PLCs), teachers are provided with an opportunity to be trained on strategies. They practice these strategies in the classroom.

Teachers are provided the readiness, supporting, and process standards in a format from Lead4ward. To address these TEKS, they are intentionally and systematically grouped together in projects and problems. PLCs are organized by content area teams. Interventions in the classroom, tutoring, and specialized intervention classes are implemented to provide individual assistance.

Content and language objectives are posted daily and verbally addressed to the learners. Agendas are also posted daily and made visible to all learners. Teachers use two different forms to plan each project. These planning forms are called the Project Planning Toolkit Form and the Problem Based Planning Form. Teachers also create a project calendar to map out the daily structure of each project day-by-day.

Sheltered instruction strategies are addressed in district professional development, and monitored by observations. Teachers are given opportunities to be trained in instructional and linguistic accommodations.

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2018. <https://tea.texas.gov/perfreport/tapr/index.html>.

### **Curriculum, Instruction, and Assessment Strengths**

NTO has a primary method of instruction, project-based learning, which allows for critical thinking, collaboration, integration of technology, and differentiated approaches to teaching and learning.

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

**Problem Statement 1:** NTO has struggled with consistency with the delivery and implementation of project-based learning. **Root Cause:** Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and

rigorous projects.

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

# Parent and Community Engagement

## Parent and Community Engagement Summary

As a Project-Based Learning (PBL) high school, George H.W. Bush New Tech Odessa's (NTO) blended learning environment and school culture encourage the motivation and engagement of all learners. The involvement of parents and community is a fundamental aspect to fulfill this objective. That is the reason why NTO makes parents and community members feel welcome, expects them to get involved in meaningful ways that support learning, and shares with them its school effectiveness in strong campus culture.

On the one hand, NTO focuses on a home and school connection to educate and engage parents in understanding how to support their children by:

Giving parents full access to Echo, NTO's learning management system (LMS). Echo allows parents to follow, on a daily basis, their learner's progress (agendas, assignments, projects, School Wide Learning Outcomes, grades, etc.), and also to communicate with our staff when needed (parents who do not speak English have access to translated communications and to bilingual staff).

Organizing social and informative events such as: Game Night, Registration, Open House, Culture Day, school day and after school socials, and other parent meetings. Clubs and organizations also seek the support of parents and community.

On the other hand, NTO focuses on parents/community involvement (guest speakers, VIPS, etc.) and partnerships (Complex Community Federal Credit Union, Odessa College, UTPB, several local companies and businesses, etc.) to share and show the type of work that learners are engaged in. Projects that learners create and develop have real-world connections. This project component builds strong ties with the community. Having learners sharing their final products with the community becomes an important part of the learners' learning process. This in a project-based learning environment is referred to as "authenticity."

NTO has a solid internship program for Seniors that offers them the opportunity to work for local companies. This fact helps them decide their future careers in a more realistic way and allows them to share their experiences in a final capstone project presented to parents and community members in the Spring called the Senior Symposium.

## Parent and Community Engagement Strengths

The campus is inviting and is always open for learner led tours. Project-based learning lends well to involving parents and community members in learner's projects such as interview, serving as panel members, surveying, and other capacities. Members of the community, especially the business, medical, and educational sectors have also served as mentors to our senior class.

Now that NTO has been around for nine years, there is a familial tie with the campus since alumni serve as advocates for the campus. Community members



have also shown a commitment and belief in NTO through many of them encouraging their own children to attend. The school's story is frequently told through social media and news reports.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** An NTO VIPS group does not exist. In the past, it has had small participation. **Root Cause:** Potential VIPS want to help but lack direction on how to assist the campus.

**Problem Statement 2:** NTO parents struggle with understanding project-based learning, method of grading using SWLOs, and the Echo system (NTO's learning management system). **Root Cause:** There is a lack of opportunities for parents to be involved in the classroom. There is also a lack of workshops to inform parents on project-based learning and how to use Echo. Parents do know how to best support their learners with project-based learning.

# School Context and Organization

## School Context and Organization Summary

Using the state assessment indicators of achievements, or Domains, George H.W. Bush New Tech Odessa (NTO) will strive to target our areas needing growth and progress. As a campus and collaborative team, reviewing past assessment data (i.e., school snapshot, report card, indexes breakdown, etc.), and analyzing student work samples will guide the areas in need of focus called safeguards. As a past safeguard, writing (English I & English II) and mathematics (Algebra I) are a crucial area for meeting state objectives in several of the indices. Teachers will use classroom formative assessments, classroom summative assessments, standard based assessments (district), TRS unit assessments, project presentations, and project benchmarks to monitor the progress of learners throughout the years.

Through adult learning and professional learning opportunities, teachers receive guidance and support in outlining project objectives with state standards which are the student expectations (SEs) or TEKS. As a project based learning school and with the support of the New Tech Network, the campus goals are also outlined with school wide learning outcomes (i.e., knowledge and thinking, agency, collaboration, written communication, and oral communication). These strategies provide the framework for assessing student work, growth, and school wide focus. As a campus, benchmarks, scaffolding, and workshops are an expectation for each project.

The campus continuously identified the needs of the campus based on the following: recruitment, enrollment at registration, budget availability, assessment data, first day count, club interest, special indicators, staffing, student work samples, and various other agencies.

An essential goal of NTO is to become a learning organization that continuously seeks improvement. As a learning organization, there are parallel expectations for all participants. Since there is extensive and rigorous professional development at the beginning and throughout the school year, it is crucial and required that teachers feel a part of a team/family and contribute to the campus goals and vision. Weekly adult learning gatherings serve a purpose in reconnecting staff to main focus areas of improvement. NTO is continually seeking improvement and uses data to drive the instruction.

At the district level, there is a calendar framework to assess student learning throughout the school year called short-cycle assessments and unit assessments. These assessments serve as a checkpoint to measure achievement of student expectations. As a project-based learning campus, project checkpoints and benchmarks are also required to check for student understanding on a continual basis.

As a campus we have a weekly adult learning time on Fridays which are called PBL Prep. Fridays. To ensure maximized adult learning time, we follow an altered schedule on Fridays. For PLCs, facilitators have a weekly meeting time with their grade levels to focus on two main things; district planning and student centered professional development. All teachers are expected to play an active role in all adult learning opportunities. Distributive leadership is the administrative/leadership approach of our campus. As leaders, it is our responsibility to serve as instructional leaders and parallel the experience of the staff with that of the learners. It is everyone's job to achieve campus goals and vision.

As a faculty, norms are established to guide decision-making and other school practices. Norms are collaboratively established and revisited throughout the

school year. NTO also has a CCIS representative who serves as a voice between the campus and district. The campus also elects a DCIT representative to serve on the district improvement team. Administration also has an open door policy when it comes to questions, concerns, or support. Also, the distributive leadership model at NTO lends to teachers having ownership of their school. Teachers are expected to contribute to the campus in various aspects for the benefit of student learning. For example, professional learning is often led by campus teachers. Teachers offer after school extra-curricular clubs and organizations, etc.

The master schedule reflects the fact that NTO uses innovative methods of learning. For example, Wednesdays follow an altered schedule to maximize adult learning time. The English I and World Geography class for all freshmen is fully integrated. Since NTO is a small learning environment, there is a short transition from class to class. The campus is closed during lunch thus giving additional time is given back to learning. Staff and administrators are very thoughtful about the interruptions that occur and reduce them to the minimum extent possible. The campus physical layout also promotes a collaborative learning environment with 1:1 laptop capabilities as well as offering learning spaces that are conducive to project based learning practices (i.e., common areas, chairs on casters, tables on casters, classroom windows, etc.)

### **School Context and Organization Strengths**

Strengths include that NTO has systems and structures in place to ensure that the instructional support of project-based learning is reinforced. In adult learning and professional learning communities or PLCs, teachers learn about the state accountability system and measures. Adult learning and PLCs help promote instructional best practices, here there is a focus of continual growth, and teachers are trained on project-based learning practices. The focus of every conversation should be centered around student learning.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Teachers may not be comfortable with going in to other teachers' classrooms. Classroom coverage also served as a barrier. Teachers in the same content area all have conference at the same time therefore are unable to observe their peers.

**Problem Statement 2:** Adult learning time was not used effectively. **Root Cause:** Practices and the purpose for adult learning have changed.

# Technology

## Technology Summary

Since George H.W. Bush New Tech Odessa (NTO) is a 21<sup>st</sup> Century learning environment, there is high emphasis on a seamless use of technology in all classes. There is **1:1** laptop assignment (MacbookPro or MacbookAir). In addition, our learning environment is set up to support school wide learning outcomes to promote future student success, which includes technology. Various innovative products and additional software programs are made available to learners to promote the quality of their work. As a campus we promote ongoing technology support for teachers and learners. The campus is assigned a Technology Specialist who is able to come to the campus to support our technology needs. On staff, NTO also has a technology administrator to assist in managing learner and staff technology. NTO has access to internet and wifi with updated protective filters for safe practice.

Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course. A campus initiative is also for all classroom facilitators to be Apple Certified and utilize Apple Classroom in their instruction and management practices.

## Technology Strengths

At NTO, technology is readily available and is an integral part of curriculum and instruction on campus. Students are taught to manage technology as a resource and tool rather than a social media entertainment center. It is their pen and paper. This technology is also updated with relevant technology to prepare students with 21<sup>st</sup> Century skills.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. **Root Cause:** Lack of funding has halted the purchasing of new equipment and software, as well as updating the technology we currently have.

**Problem Statement 2:** Learner laptops follow the learners, however; upon graduation, the laptops are no longer operationally useful on campus. **Root Cause:** NTO has a new enrollment of freshmen every year that requires the purchasing and software set up for every incoming learner. Board policy prohibits students from purchasing laptops back from the district. In rare cases, laptops are lost, broken, or stolen.

**Problem Statement 3:** Learners managing technology in the previous school year was an issue. There was an increase of violations such as inappropriate

use and damage to the product. **Root Cause:** Previous early laptop roll-out. Lack of required training for parents before obtaining the laptop and parent use of Echo.



# Priority Problem Statements

**Problem Statement 1:** NTO loses 10-15% of learners every year to their corresponding high schools due to their extra-curricular options.

**Root Cause 1:** NTO offers does offer as many extra-curricular activities as the comprehensive high school. NTO follows a specific learner graduation plan that requires campus-specific courses. Some learners who leave also have expressed difficulty with project-based learning, and want the "traditional" high school experience. There is also a high mobility rate in to and out of the district due to employment opportunities.

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

**Problem Statement 2:** NTO has struggled with consistency with the delivery and implementation of project-based learning.

**Root Cause 2:** Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners.

**Root Cause 3:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** An NTO VIPS group does not exist. In the past, it has had small participation.

**Root Cause 4:** Potential VIPS want to help but lack direction on how to assist the campus.

**Problem Statement 4 Areas:** Parent and Community Engagement

**Problem Statement 5:** The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area.

**Root Cause 5:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** For the English I STAAR EOC, only 28.57% of special education students passed during the Spring 2019 administration.

**Root Cause 6:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** For the English II STAAR EOC, 0% of special education students passed during the Spring 2019 administration.

**Root Cause 7:** Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%.

**Root Cause 8:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Teacher retention rate at NTO is low. Most teachers do not stay for more than three years on average.

**Root Cause 9:** Due to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. The community does not offer the full opportunities of a metropolitan area so recruitment outside the area becomes a common challenge. Project based learning requires highly skilled and teachers who are committed to the instructional demands.

**Problem Statement 9 Areas:** Staff Quality, Recruitment, and Retention



**Problem Statement 10:** Teacher candidates for vacant positions are limited and difficult to fill.

**Root Cause 10:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

**Problem Statement 10 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 11:** The campus has lacked stability and an increase in turnover with administrators, staff, and teachers.

**Root Cause 11:** NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often pulled to serve in other leadership capacities in the district.

**Problem Statement 11 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 12:** NTO parents struggle with understanding project-based learning, method of grading using SWLOs, and the Echo system (NTO's learning management system).

**Root Cause 12:** There is a lack of opportunities for parents to be involved in the classroom. There is also a lack of workshops to inform parents on project-based learning and how to use Echo. Parents do know how to best support their learners with project-based learning.

**Problem Statement 12 Areas:** Parent and Community Engagement

**Problem Statement 13:** Teachers do not commonly observe other teachers in the classroom to share best practices with one another.

**Root Cause 13:** Teachers may not be comfortable with going in to other teachers' classrooms. Classroom coverage also served as a barrier. Teachers in the same content area all have conference at the same time therefore are unable to observe their peers.

**Problem Statement 13 Areas:** School Context and Organization

**Problem Statement 14:** Adult learning time was not used effectively.

**Root Cause 14:** Practices and the purpose for adult learning have changed.

**Problem Statement 14 Areas:** School Context and Organization

**Problem Statement 15:** NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc.

**Root Cause 15:** Lack of funding has halted the purchasing of new equipment and software, as well as updating the technology we currently have.

**Problem Statement 15 Areas:** Technology

**Problem Statement 16:** Learner laptops follow the learners, however; upon graduation, the laptops are no longer operationally useful on campus.

**Root Cause 16:** NTO has a new enrollment of freshmen every year that requires the purchasing and software set up for every incoming learner. Board policy prohibits students from purchasing laptops back from the district. In rare cases, laptops are lost, broken, or stolen.

**Problem Statement 16 Areas:** Technology

**Problem Statement 17:** Learners managing technology in the previous school year was an issue. There was an increase of violations such as inappropriate use and damage to the product.

**Root Cause 17:** Previous early laptop roll-out. Lack of required training for parents before obtaining the laptop and parent use of Echo.

**Problem Statement 17 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## **Student Data: Student Groups**

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

## **Parent/Community Data**

- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.**

**Performance Objective 1:** NTO learners achieving the "Meets Standard" on state assessments will increase by 5% across all STAAR EOCs by May 2020.

**Evaluation Data Source(s) 1:** State Accountability 2019, 2020

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Students who did not complete courses or were not successful on state assessments will be strategically placed in Phoenix Ignite support courses, before and after school tutorials, and OdysseyWare.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor Teachers	Increased course completions with OdysseyWare.				
<p><b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> Local - 0.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 1 Problem Statements:**

## Student Achievement

**Problem Statement 1:** The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. **Root Cause 1:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

**Problem Statement 2:** The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. **Root Cause 2:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 2:** NTO learners achieving the "Masters Standard" on state assessments will increase by 3% across all STAAR EOCs by May 2020.

**Evaluation Data Source(s) 2:** State Accountability 2019, 2020

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>            Improve low-performing schools            Connect high school to career and college            1) NTO will provide differentiated instruction for advanced students in English I, English II, Algebra I, Biology, &amp; U.S. History to meet their learning needs.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Instructional Specialist Counselor Teachers	Expected result is that advanced students will retain or meet the masters level.				
<p><b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2  <b>Funding Sources:</b> Local - 0.00</p>							

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. <b>Root Cause 1:</b> Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.</p>
<p><b>Problem Statement 2:</b> The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. <b>Root Cause 2:</b> Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> NTO has struggled with consistency with the delivery and implementation of project-based learning. <b>Root Cause 1:</b> Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.</p>

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause 2:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.



**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 3:** NTO learners achieving the "Meets Standard" on the state assessments on both the ENGLISH I and ENGLISH II STAAR EOC will increase by 5% by May 2020.

**Evaluation Data Source(s) 3:** State Accountability 2019, 2020

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>                      Improve low-performing schools                      Build a foundation of reading and math                      1) NTO will provide differentiated instruction in English I and II for students through project-based learning to meet their learning needs.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Instructional Specialist Counselor Teachers	Expected result is that students will retain, meet, or advance from the "Meets Standard" level on the English I and II STAAR EOCs.				
<p><b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2  <b>Funding Sources:</b> Local - 0.00</p>							

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. <b>Root Cause 1:</b> Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.</p>
<p><b>Problem Statement 2:</b> The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. <b>Root Cause 2:</b> Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).</p>

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** NTO has struggled with consistency with the delivery and implementation of project-based learning. **Root Cause 1:** Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause 2:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 4:** NTO learners achieving the "Meets Standard" on state assessments on the ALGEBRA I STAAR EOC will increase by 5% by May 2020.

**Evaluation Data Source(s) 4:** 2020 State Accountability

**Summative Evaluation 4:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>                      Improve low-performing schools                      Build a foundation of reading and math                      1) NTO will provide differentiated instruction in Algebra I for students through project-based learning and problem-based learning to meet their learning needs.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor Teachers	Expected result is that students will retain, meet, or advance from the "Meets Standard" level on the Algebra I STAAR EOC.				
<p><b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2  <b>Funding Sources:</b> Local - 0.00</p>							

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. <b>Root Cause 1:</b> Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.</p>
<p><b>Problem Statement 2:</b> The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. <b>Root Cause 2:</b> Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).</p>

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** NTO has struggled with consistency with the delivery and implementation of project-based learning. **Root Cause 1:** Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause 2:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 5:** NTO learners achieving the "Meets Standard" on the UNITED STATES HISTORY STAAR EOC will increase by 5% by May 2020.

**Evaluation Data Source(s) 5:** 2020 State Accountability

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) NTO will provide differentiated instruction in United States History for students through project-based learning and problem-based learning to meet their learning needs.	2.4, 2.5, 2.6	Campus Principal Dean of Students Instructional Specialist Counselor Teachers	Expected result is that students will retain, meet, or advance from the "Meets Standard" level on the United States History STAAR EOC.				
<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 <b>Funding Sources:</b> Local - 0.00							

**Performance Objective 5 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. <b>Root Cause 1:</b> Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.
<b>Problem Statement 2:</b> The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. <b>Root Cause 2:</b> Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> NTO has struggled with consistency with the delivery and implementation of project-based learning. <b>Root Cause 1:</b> Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause 2:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 6:** NTO learners achieving the Meets Standard on state assessments on the BIOLOGY STAAR EOC will increase by 5% by May 2020.

**Evaluation Data Source(s) 6:** 2020 State Accountability

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) NTO will provide differentiated instruction in Biology for students through project-based learning and problem-based learning to meet their learning needs.	2.4, 2.5, 2.6	Campus Principal Dean of Students Instructional Specialist Counselor Teachers	Expected result is that students will retain, meet, or advance from the "Meets Standard" level on the Biology STAAR EOC.				
<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2							

**Performance Objective 6 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. <b>Root Cause 1:</b> Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.
<b>Problem Statement 2:</b> The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. <b>Root Cause 2:</b> Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> NTO has struggled with consistency with the delivery and implementation of project-based learning. <b>Root Cause 1:</b> Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause 2:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.



**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 7:** NTO learners meeting one or more College, Career, and Military Readiness indicators will increase by 5% by May 2020.

**Evaluation Data Source(s) 7:** 2020 State Accountability.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>            Connect high school to career and college            Improve low-performing schools            1) NTO will focus on CCMR efforts through the offering of Dual Credit courses, frequent TSI testing, offering the ASVAB test, offering the SAT test, offering AP exams, and encouraging students to take the ACT.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor Teachers	Expected result is that students will pass Dual Credit courses, meet standards for TSI (Reading, Writing, and Mathematics), AP, SAT, and ACT exam.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2  <b>Funding Sources:</b> Local - 0.00</p>							

**Performance Objective 7 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 2:</b> NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. <b>Root Cause 2:</b> Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.</p>

**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 8:** NTO learners achieving the AP passing standard will increase by 15% by May 2020.

**Evaluation Data Source(s) 8:** 2020 State Accountability & AP Exam Score Report Rosters

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>                      Improve low-performing schools                      Connect high school to career and college                      1) NTO will offer AP course embedded with Dual Credit Courses. AP teachers will be trained by the College Board. AP teachers will examine AP Score reports. AP teachers will align their syllabus and course with the new AP rubrics and standards for their corresponding course. AP teachers will offer test preparation support and strategies to students.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor Teachers	Expected result is that students will increase their pass rate on AP exams and strive for 3s, 4s, & 5s.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2  <b>Funding Sources:</b> Local - 0.00</p>							

**Performance Objective 8 Problem Statements:**





<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 2:</b> NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. <b>Root Cause 2:</b> Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.</p>

**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 9:** NTO 11th Grade learners achieving the PSAT/NMSQT benchmark will increase by 15% by May 2020.

**Evaluation Data Source(s) 9:** 2020 College Board Report

**Summative Evaluation 9:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>                      Build a foundation of reading and math                      Connect high school to career and college                      1) NTO will offer the opportunity to all 10th graders and targeted 11th graders to challenge the PSAT exam. Students are enrolled in PSAT instructionally focused mathematics courses to support students. All 11th graders are also enrolled in an SAT Prep. course.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor SAT Prep. Teacher Teachers	Expected result is that students will increase their pass rate on the PSAT/NMSQT exam. Also, NTO will have more students qualifying as National Merit or National Hispanic Merit Scholars.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 10:** NTO learner attendance rate will increase by 0.3% by May 2020.

**Evaluation Data Source(s) 10:** District attendance reports

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>                      Improve low-performing schools                      1) Manage and monitor weekly attendance closely. Create incentives to promote high rates of weekly attendance. Create a safe and supportive environment where students want to come to school daily and teachers know and understand the context of student support needed. Create engaging learning through project-based learning to motivate student participation.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor Attendance Clerk Teachers	Expected result is that attendance will increase through strong systems and structures.				
<p><b>Problem Statements:</b> School Culture and Climate 1  <b>Funding Sources:</b> Local - 0.00</p>							
							

**Performance Objective 10 Problem Statements:**

<b>School Culture and Climate</b>
<p><b>Problem Statement 1:</b> NTO loses 10-15% of learners every year to their corresponding high schools due to their extra-curricular options. <b>Root Cause 1:</b> NTO offers does offer as many extra-curricular activities as the comprehensive high school. NTO follows a specific learner graduation plan that requires campus-specific courses. Some learners who leave also have expressed difficulty with project-based learning, and want the "traditional" high school experience. There is also a high mobility rate in to and out of the district due to employment opportunities.</p>


**Goal 1:** NTO & Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 11:** NTO English Learners (ELs) achieving Advanced and Advanced High Composite Level scores will increase by 5% percentage points for the academic year 2019-2020.

TELPAS Advanced Level by 5%  
TELPAS Advanced High Level by 5%

**Evaluation Data Source(s) 11:** TELPAS ratings 2020

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 1) NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks to promote TELPAS reading, writing, speaking, &amp; listening skills.</p>	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor ESL Lead Teacher Teachers	Expected result is that TELPAS proficiency level (Advanced and Advanced High) will increase.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2							
							

**Performance Objective 11 Problem Statements:**

Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> NTO has struggled with consistency with the delivery and implementation of project-based learning. <b>Root Cause 1:</b> Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.</p>

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause 2:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

## Goal 2: NTO & Ector County ISD will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

**Performance Objective 1:** By May 2020, NTO will remain fully staffed by Highly Certified classroom teachers. Positions that become available or new positions granted to the campus will be filled with highly effective teachers who are a good fit for project-based learning instruction.

### Evaluation Data Source(s) 1: TAPR

System Data

Exit Survey Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) NTO will highly recruit candidates immediately after a position is open. NTO will contact the New Tech Network to help advertise job openings at the campus. NTO will create a safe and supporting learning and teaching environment to retain highly effective and well trained project-based learning teachers.	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor Attendance Clerk Teachers	Expected result is that with sustaining and retaining highly effective classroom teachers the campus will increase performance on standardized tests, stability in project-based learning instruction, and in creating and establishing a strong campus culture and climate.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2, 3 <b>Funding Sources:</b> Local - 0.00							

### Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Teacher retention rate at NTO is low. Most teachers do not stay for more than three years on average. <b>Root Cause 1:</b> Due to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. The community does not offer the full opportunities of a metropolitan area so recruitment outside the area becomes a common challenge. Project based learning requires highly skilled and teachers who are committed to the instructional demands.
<b>Problem Statement 2:</b> Teacher candidates for vacant positions are limited and difficult to fill. <b>Root Cause 2:</b> Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

**Staff Quality, Recruitment, and Retention**

**Problem Statement 3:** The campus has lacked stability and an increase in turnover with administrators, staff, and teachers. **Root Cause 3:** NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often pulled to serve in other leadership capacities in the district.



### Goal 3: NTO & Ector County ISD will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 1:** Encourage partnerships with community agencies and individuals as educational resources to improve opportunities for all students.

**Evaluation Data Source(s) 1:** Student surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>            Connect high school to career and college            Improve low-performing schools            1) NTO will create strong agency partnership to benefit student learning outcomes. This will be done through seniors internships, projects that involve community members, encouraging students to volunteer, and involving the community in supporting our campus goals and initiatives.</p>	3.2	Campus Principal Dean of Students Counselor Teachers	Expected result is that teachers create authentic projects that contribute to the community. Also, create long lasting agency partnership that support in developing students who are college and career ready.				
<p><b>Problem Statements:</b> Parent and Community Engagement 1, 2  <b>Funding Sources:</b> Local - 0.00</p>							

**Performance Objective 1 Problem Statements:**


Parent and Community Engagement
<p><b>Problem Statement 1:</b> An NTO VIPS group does not exist. In the past, it has had small participation. <b>Root Cause 1:</b> Potential VIPS want to help but lack direction on how to assist the campus.</p>
<p><b>Problem Statement 2:</b> NTO parents struggle with understanding project-based learning, method of grading using SWLOs, and the Echo system (NTO's learning management system). <b>Root Cause 2:</b> There is a lack of opportunities for parents to be involved in the classroom. There is also a lack of workshops to inform parents on project-based learning and how to use Echo. Parents do know how to best support their learners with project-based learning.</p>

## Goal 4: NTO & Ector County ISD will provide and promote a safe climate that is conducive to learning.

**Performance Objective 1:** Special programs will be offered to support the unique needs of students at various social/emotional levels of functioning in order to promote a safe climate that is conducive to learning.

**Evaluation Data Source(s) 1:** Program rosters, attendance data, completion and graduation rates

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) NTO will train teachers on trauma and crisis awareness. NTO will offer student support services. The campus will develop strong systems and structures to create a safe and orderly learning environment.	2.4, 2.5, 2.6	Campus Principal Dean of Students Counselor Teachers	Creating students who are socially and emotionally prepared to function in learning.				
<b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> Local - 0.00							
							

### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> NTO loses 10-15% of learners every year to their corresponding high schools due to their extra-curricular options. <b>Root Cause 1:</b> NTO offers does offer as many extra-curricular activities as the comprehensive high school. NTO follows a specific learner graduation plan that requires campus-specific courses. Some learners who leave also have expressed difficulty with project-based learning, and want the "traditional" high school experience. There is also a high mobility rate in to and out of the district due to employment opportunities.

## Goal 5: NTO & Ector County ISD will utilize financial resources in a responsible and data-driven manner to support student learning.

**Performance Objective 1:** When applicable, 100% of migrant funds will be used to meet the identified needs of migratory children, that result from their migratory lifestyle and permit these children to participate effectively in school through entering into a share services arrangement with Region 18 Educational Service Center in the 2019-2020 school year.

### Evaluation Data Source(s) 1:

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) When applicable, NTO will use 100% of migrant funds to meet the identified needs of migratory students by offering online or supplemental support.	2.4, 2.5	Campus Principal Dean of Students Counselor Teachers	When applicable, migrant student will continue learning without interruptions.				
<b>Problem Statements:</b> Student Achievement 1, 2							

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 60.26%. <b>Root Cause 1:</b> Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.
<b>Problem Statement 2:</b> The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 56% in this area. <b>Root Cause 2:</b> Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

## Goal 6: NTO & Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 1:** Increase the use of digital tools and strategies.

**Evaluation Data Source(s) 1:** Usage reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><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                      1) Teachers will effectively use Echo, Twitter, GroupMe, and other digital learning tools to enhance teaching and learning.</p>	2.5, 2.6, 3.2	Campus Principal Dean of Students Counselor Instructional Specialist Teachers Technology Administrator Instructional Technology Specialist	Teachers will become proficient with Echo, Twitter, GroupMe, and other digital learning tools to enhance teaching and learning. Communication to parents and community will be transparent.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 2 - School Context and Organization 1 - Technology 3  <b>Funding Sources:</b> Local - 0.00</p>							

### Performance Objective 1 Problem Statements:

<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> NTO has struggled with consistency with the delivery and implementation of project-based learning. <b>Root Cause 1:</b> Changes in administration. Some years, long term substitutes and newer teachers were not always fully trained in project-based learning. Some staff who remained from the previous year served in new content area subjects resulting in difficulty implementing projects and/or delivering authentic, content-heavy, and rigorous projects.</p>

### Curriculum, Instruction, and Assessment

**Problem Statement 2:** NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause 2:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning forms that frequently change. Teachers also need time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo.

### Parent and Community Engagement

**Problem Statement 2:** NTO parents struggle with understanding project-based learning, method of grading using SWLOs, and the Echo system (NTO's learning management system). **Root Cause 2:** There is a lack of opportunities for parents to be involved in the classroom. There is also a lack of workshops to inform parents on project-based learning and how to use Echo. Parents do not know how to best support their learners with project-based learning.

### School Context and Organization

**Problem Statement 1:** Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause 1:** Teachers may not be comfortable with going in to other teachers' classrooms. Classroom coverage also served as a barrier. Teachers in the same content area all have conference at the same time therefore are unable to observe their peers.

### Technology

**Problem Statement 3:** Learners managing technology in the previous school year was an issue. There was an increase of violations such as inappropriate use and damage to the product. **Root Cause 3:** Previous early laptop roll-out. Lack of required training for parents before obtaining the laptop and parent use of Echo.

**Goal 6:** NTO & Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 2:** Increase the use of Parent Portal and Echo Parent account activity to 80% by 2020.

**Evaluation Data Source(s) 2:** txConnect administrator reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) NTO staff will assist parents in effectively using Parent Portal and Echo Parent accounts.	2.4, 2.5, 2.6, 3.2	Campus Principal Dean of Students Counselor Teachers Registrar Technology Administrator	Increase activity in parents utilizing and being involved in their child's education by checking grades, attendance, course agendas, assignments, and due dates.				
<b>Problem Statements:</b> Parent and Community Engagement 1, 2 - Technology 3 <b>Funding Sources:</b> Local - 0.00							

**Performance Objective 2 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> An NTO VIPS group does not exist. In the past, it has had small participation. <b>Root Cause 1:</b> Potential VIPS want to help but lack direction on how to assist the campus.
<b>Problem Statement 2:</b> NTO parents struggle with understanding project-based learning, method of grading using SWLOs, and the Echo system (NTO's learning management system). <b>Root Cause 2:</b> There is a lack of opportunities for parents to be involved in the classroom. There is also a lack of workshops to inform parents on project-based learning and how to use Echo. Parents do know how to best support their learners with project-based learning.
<b>Technology</b>
<b>Problem Statement 3:</b> Learners managing technology in the previous school year was an issue. There was an increase of violations such as inappropriate use and damage to the product. <b>Root Cause 3:</b> Previous early laptop roll-out. Lack of required training for parents before obtaining the laptop and parent use of Echo.

# 2019-2020 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Gerardo Ramirez	Principal
Instructional Specialist	JaniceLynn Granado	Instructional Specialist
Classroom Teacher	Cheraldin Celis	English Language Arts and Reading
Classroom Teacher	Damian Gaytan	Mathematics
Classroom Teacher	Maria Lopez	Science
Classroom Teacher	Valentina Rivera	Project Based Research Design
Classroom Teacher	Gary Dutchover	Social Studies
Administrator	Christopher Hancock	Dean of Students
Classroom Teacher	Maria Bustillo	Spanish Language Arts
Campus Counselor	Clelia Carrillo	Counselor
Paraprofessional	Irene Nunez	Office Manager
Classroom Teacher	Tara Wein	AVID Teacher and Coordinator
Classroom Teacher	Pablo Davila	Special Education Case Manager

# Campus Funding Summary

<b>Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	7	1			\$0.00
1	8	1			\$0.00
1	10	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00