

Ector County Independent School District

New Tech Odessa High School

2026-2027 Board Goals/Performance Objectives/Strategies





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Board Goals

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

Performance Objective 1: By May of 2027, the percentage of students performing at the MASTERS level on English 1 EOC will increase from 25% to 28%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Masters level scores in four out of five tested areas have historically stayed below 30%. Root Cause: Instruction and rigor primarily being targeted at the "Meets" level.

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

Performance Objective 2: By May of 2027, the percentage of students performing at the MASTERS level on English 2 EOC will increase from 12% to 15%.

HB3 Board Goal

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Masters level scores in four out of five tested areas have historically stayed below 30%. **Root Cause:** Instruction and rigor primarily being targeted at the "Meets" level.

Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. **Root Cause:** There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.

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

Performance Objective 3: By May of 2027, the percentage of students performing at the MASTERS level on Biology EOC will increase from 50% to 53%.

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: While Biology and U.S. History EOC outcomes reached historic highs in Spring 2026 (with Biology "Meets" at 92% / "Masters" at 50%, and U.S. History "Meets" at 92% / "Masters" at 54%), multi-year trend data reveals historical performance volatility--specifically highlighted by the sharp dips in 2024 where Biology "Meets" plummeted to 63% and U.S. History "Meets" fell to 77%. Root Cause: Instructional planning and rigor have historically been highly cohort-dependent and reliant on individual teacher pathways, rather than being anchored in standardized, system-wide PBL/PrBL scaffolding protocols and continuous facilitator calibration.

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

Performance Objective 4: By May of 2027, the percentage of students performing at the MASTERS level on US History EOC will increase from 54% to 57%.

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 3	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: While Biology and U.S. History EOC outcomes reached historic highs in Spring 2026 (with Biology "Meets" at 92% / "Masters" at 50%, and U.S. History "Meets" at 92% / "Masters" at 54%), multi-year trend data reveals historical performance volatility--specifically highlighted by the sharp dips in 2024 where Biology "Meets" plummeted to 63% and U.S. History "Meets" fell to 77%. Root Cause: Instructional planning and rigor have historically been highly cohort-dependent and reliant on individual teacher pathways, rather than being anchored in standardized, system-wide PBL/PrBL scaffolding protocols and continuous facilitator calibration.

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

Performance Objective 5: By May of 2027, the percentage of students performing at the MEETS level on Algebra 1 EOC will increase from 51% to 60%.

HB3 Board Goal

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

Evaluation Data Sources: District Checkpoints, Interim Assessments, EOC Assessment

Strategy 1 Details		Reviews			
Strategy 1: Campus instructional leadership will regularly review and disaggregate student data to track the progress of all learners. Strategy's Expected Result/Impact: Leaders will use this information to provide teachers with actionable feedback focused on improving the consistency and rigor of Tier 1 instruction. Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a data-driven instruction planning process both individually and within Professional Learning Communities (PLCs) to analyze student performance data. Strategy's Expected Result/Impact: An increase in student performance on the EOC by identifying trends in student misconceptions and planning specific interventions. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
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Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. Root Cause: There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.

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

Performance Objective 6: By May 2027, the percentage of students achieving or exceeding their i-Ready reading goal will increase from the baseline established during the Fall 2026 diagnostic window to a final target of 52%.

- HB3 Board Goal**
- Indicators of Success:**
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%
- Evaluation Data Sources:** i-Ready Diagnostic Reports (Fall 2026 Baseline, Winter, and Spring windows)

Strategy 1 Details	Reviews			
Strategy 1: Standardize literacy routines (including text-based evidence, inquiry, and academic vocabulary) across core PBL units, utilizing the Project Planning Toolkit Form to map student literacy expectations into daily work. Strategy's Expected Result/Impact: Merges diagnostic-focused reading interventions with rigorous PBL core instruction, elevating student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coach Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Integrating AVID WICOR Frameworks through the implementation of AVID WICOR active reading strategies across all content areas. Strategy's Expected Result/Impact: Students actively transfer foundational reading skills learned into core PBL projects. Staff Responsible for Monitoring: Core Facilitators, AVID Coordinator, and Campus Administration Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. Root Cause: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

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

Performance Objective 7: By May 2027, the percentage of students achieving or exceeding their i-Ready math goal will increase from the baseline established during the Fall 2026 diagnostic window to a final target of 52%.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: i-Ready Diagnostic Reports (Fall 2026 Baseline, Winter, and Spring windows)

Strategy 1 Details	Reviews			
Strategy 1: Facilitators will utilize the Problem Based Planning Form during weekly PLCs to design targeted mathematical scaffolds and real-world application tasks that address core conceptual mathematical gaps. Strategy's Expected Result/Impact: Eliminates instruction-to-delivery variances, ensuring math curriculum scaffolding targets complex problem-solving domains and drives diagnostic growth. Staff Responsible for Monitoring: Math Teachers, Campus Administration Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement an active student target-tracking protocol where students regularly monitor their math RIT and i-Ready data to set, track, and own their personal academic growth goals. Strategy's Expected Result/Impact: Increases student connectedness and academic ownership, motivating students to proactively close conceptual learning gaps Staff Responsible for Monitoring: Math Teachers Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: While the Algebra I overall passing rate remains high at 96%, performance at the "Masters" level experienced a significant decline from 25% in 2025 to 7% in 2026, and English II "Meets" performance dropped from a high of 92% in 2024 to 86% in 2026. Root Cause: There has been a lack of daily student-target tracking protocols and standard-aligned lesson scaffolding in mathematics and literacy to address individualized conceptual gaps and sustain high-fidelity mastery over time.
Curriculum, Instruction, and Assessment
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. Root Cause: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

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

Performance Objective 1: By May of 2027, the percentage of seniors meeting at least one College, Career, and Military Readiness (CCMR) accountability indicator will be maintained at 100%.

HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: OnData Suite

Strategy 1 Details		Reviews			
Strategy 1: The counselor and campus administration will disaggregate student data to proactively identify any learners who have not yet met a CCMR accountability indicator. Strategy's Expected Result/Impact: Learners who do not have a CCMR indicator will be identified and a plan will be made to ensure that learner gets their CCMR indicator. Staff Responsible for Monitoring: Counselor, Campus Administration Title I: 2.53 - TEA Priorities: Connect high school to career and college Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The counselor will meet individually with students to create personalized plans that ensure they are enrolled in the correct course sequences or are registered for critical assessments, such as the SAT or TSIA. Strategy's Expected Result/Impact: No student falls behind in meeting state accountability standards, effectively maintaining the campus's track record of 100% senior CCMR achievement. Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Connect high school to career and college Problem Statements: Student Achievement 4		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: While NTO successfully achieved and maintained a perfect 100% CCMR rate for graduating seniors in Spring 2026, sustaining this exceptional standard remains a continuous challenge because a significant portion of students enter their senior year without having already secured a qualifying state accountability indicator. **Root Cause:** Standardized campus procedures have historically focused on late-stage senior counseling audits and reactive exam registrations (such as SAT or TSIA), rather than implementing systematic, multi-year student data-tracking protocols beginning in the 9th and 10th grades.

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

Performance Objective 2: By May of 2027, the percentage of student daily attendance will increase from 96.6% to 97%.

Indicators of Success:

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

Evaluation Data Sources: Attendance dashboard, Focus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: The campus will track and analyze attendance data on a weekly basis to identify and address the needs of individual students. Strategy's Expected Result/Impact: Reduce campus chronic absenteeism. Staff Responsible for Monitoring: Attendance clerk, Campus Administration Title I: 2.53 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The attendance clerk will immediately contact a parent or guardian whenever a student is absent without a provided reason. Strategy's Expected Result/Impact: Ensure that student attendance is accurate with valid reasons. Staff Responsible for Monitoring: Attendance Clerk Title I: 2.53 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: While NTO maintains a strong student daily attendance rate of 96.6% to 96.7%, which consistently stays above the district average, there is a continuous struggle with a small subset of students experiencing chronic absenteeism. This requires intensive, weekly individualized tracking and immediate parent outreach to prevent these absences from negatively impacting learner academic progress. **Root Cause:** Standard campus tracking procedures have historically relied on reactive daily attendance office calls.

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

Performance Objective 3: By May of 2027, George H.W. Bush New Tech Odessa will maintain 10 or fewer student discipline referrals for the school year.

Evaluation Data Sources: PEIMS Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: The campus will set and reinforce clear behavioral expectations through dedicated "Culture Days" held each semester. Strategy's Expected Result/Impact: Learners will know the behavioral expectations of the campus. Staff Responsible for Monitoring: Campus Administration, Teachers Title I: 2.53 Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers and administrators will work together to set and reinforce clear expectations directly within the classroom. Strategy's Expected Result/Impact: Students will know the classroom expectations. Staff Responsible for Monitoring: Teachers, Campus Administration Title I: 2.53 Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: While NTO maintains an exceptionally low disciplinary referral rate and aims to sustain a threshold of 10 or fewer total referrals for the school year, maintaining this standard remains a continuous challenge because any rise in classroom disruptions or minor infractions directly compromises the high-trust, collaborative peer environment required for high-fidelity Project-Based Learning (PBL). Root Cause: Standard campus routines have historically relied on reactive, individual facilitator interventions for minor classroom behavioral issues, rather than executing a systematized, school-wide protocol for co-designing, reinforcing, and monitoring consistent behavioral norms across all learning spaces starting from "Culture Days".

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, the percentage of classroom facilitators receiving personalized Project-Based Learning (PBL) and Problem-Based Learning (PrBL) professional development and on-site coaching from the New Tech Network (NTN) School Development Coach will increase from 58% to 100% to ensure instructional consistency across all classrooms.

Evaluation Data Sources: NTN Coach logs, professional development attendance rosters, T-TESS lesson planning walkthroughs, and collaborative PLC planning minutes

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership will actively coordinate the master school calendar and district training schedules to resolve core conflicts with AP and NMSI training, establishing dedicated, conflict-free professional development windows for all 21 core teachers to participate in NTN PBL/PrBL refresher cohorts Strategy's Expected Result/Impact: 100% of classroom facilitators will attend required NTN professional development without scheduling conflicts, leading to standardizing the rigor of PBL delivery across all content areas Staff Responsible for Monitoring: Campus Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: NTO will utilize its instructional coach and their dedicated NTN School Development Coach to conduct targeted classroom walkthroughs, provide 1:1 project-design coaching, and establish a structured peer-observation schedule to share classroom best practices Strategy's Expected Result/Impact: Reduced variances in project delivery from classroom to classroom, improved teacher confidence in designing advanced, TEKS-aligned real-world problems, and documented feedback logs from the NTN coach Staff Responsible for Monitoring: Campus Administration and Instructional Coach Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. **Root Cause:** The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classroom instructional walkthroughs demonstrating high-fidelity, rigorous Project-Based Learning (PBL) and Problem-Based Learning (PrBL) instruction--aligned with TEKS "Masters" level verbs and NTO's school-wide learning outcomes--will increase from an inconsistent baseline to 90% or higher as measured by T-TESS rubrics and campus look-for logs.

Evaluation Data Sources: T-TESS walkthrough data, NTN Coach coaching logs, monthly peer-observation reflection forms, and collaborative PLC project plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Standardize the use of the Project Planning Toolkit Form and the Problem Based Planning Form during weekly Professional Learning Communities (PLCs) to ensure project scaffolds and daily activities are explicitly designed to target "Masters" level TEKS verbs Strategy's Expected Result/Impact: Elimination of classroom-to-classroom delivery variances, increased teacher capability to design rigorous real-world problems, and the active sharing of high-yield instructional best practices across all disciplines Staff Responsible for Monitoring: Campus Administrators, Instructional Coach Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Partner with NTO's dedicated New Tech Network (NTN) School Development Coach to conduct monthly project-design reviews and T-TESS-aligned feedback sessions Strategy's Expected Result/Impact: Meticulously aligned lesson scaffolding, increased consistency in grading student collaboration and communication, and targeted coaching support for teachers to elevate classroom instructional rigor Staff Responsible for Monitoring: Campus Administration, NTN School Development Coach, and Teachers Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: The delivery and implementation of the school's primary instructional models--Project-Based Learning (PBL) and Problem-Based Learning (PrBL)--varies significantly from classroom to classroom. Root Cause: The primary cause for this inconsistency is that PBL and PrBL are advanced methods of instructional delivery. These models require: Extensive planning time to group standards and design complex real-world problems. Ongoing training to keep staff updated on best practices. Consistent evaluation and feedback from year-to-year to ensure instructional rigor and high-quality implementation.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, NTO will increase Family Engagement opportunities from 2 events to 4 events.

Evaluation Data Sources: Campus Calendars of Events

Strategy 1 Details	Reviews			
Strategy 1: Expanding the frequency of public exhibitions where learners present their work to parents and the community Strategy's Expected Result/Impact: Learners showcase PBL and campus learning. Staff Responsible for Monitoring: Teachers and Campus Administration Title I: 2.52 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Host specialized Parent Engagement Nights. Strategy's Expected Result/Impact: Community will be able to take part in NTO's PBL learning environment. Staff Responsible for Monitoring: Teachers and Campus Administration. Title I: 2.52 Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: George H.W. Bush New Tech Odessa (NTO) currently lacks sufficient parental support and community involvement for its identity as an academic-driven campus. Root Cause: The primary cause for this challenge is that many parents and members of the community view NTO as a smaller version of a traditional comprehensive high school rather than a specialized academic campus.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, student connectedness as measured by the Panorama survey will increase from 64% to 66%.

Evaluation Data Sources: Spring 2027 Panorama Survey (Connectedness Indicator), ECISD lottery enrollment and acceptance dashboards

Strategy 1 Details	Reviews			
Strategy 1: Campus administration and Student Council sponsor will meet with the Student Council once a month to facilitate dialogue and gather direct input for school events and campus culture. Strategy's Expected Result/Impact: Ensures student voice actively drives the design of NTO's campus culture, leading to higher levels of student connectedness Staff Responsible for Monitoring: Campus Administration and Student Council sponsor Title I: 2.52 Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: George H.W. Bush NTO's classroom facilitators (teachers) will actively collaborate with campus administration and student leadership to co-design, plan, and execute the semester-start "Culture Days" and school-wide community-building events. Strategy's Expected Result/Impact: Fosters a deeply cohesive, teacher-backed school climate with positive and consistent classroom expectations. Staff Responsible for Monitoring: Teachers (Facilitators), Student Council Sponsor, and Campus Administration Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: A primary demographic challenge is that 10% of students selected via the lottery choose not to attend NTO. **Root Cause:** Learners want the comprehensive high school experience.

School Culture and Climate

Problem Statement 1: Student connectedness has been hindered because many learners must travel to other campuses for athletics, fine arts, and CTE programs, which can make them feel less invested in the NTO experience. **Root Cause:** Some learners spend more time at comprehensive high schools for electives than at NTO.