

Ector County Independent School District

Odessa Collegiate Academy

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

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

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

#BlueWolfFamily #ForgeTheFuture #teamECISD #Leadership Matters

#GrowingForwardTogether

Follow us on our school Facebook page: ECISD - Odessa Collegiate Academy

Vision

OUR students...THE future.

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

Value Statement

We Value and Believe:

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

Table of Contents

Board Goals 4

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. 4

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. 14

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029. 15

Board Goal 4: Classroom Excellence 21

Board Goal 5: Culture of Excellence 29

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: The percentage of English I EOC testers achieving Meets will increase from 87% to 90%(or higher), and will improve for Masters from 24% to 33%(or higher).

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for English I Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for English I Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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:

Student Achievement
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

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: The percentage of English II EOC testers achieving Meets will remain at 95%(or higher) and will improve for Masters from 21% to 25%(or higher).

HB3 Board Goal

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for English II Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for English II Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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:

Student Achievement
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

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

Performance Objective 3: The percentage of Algebra I EOC testers achieving Meets will increase from 86% to 90%(or higher) and for Masters from 55% to 60%(or higher).

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for Algebra I Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for Algebra I Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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 3 Problem Statements:

Student Achievement
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

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

Performance Objective 4: The percentage of Biology EOC testers achieving Meets will increase from 93% to 95% (or higher) and will improve for Masters from 49% to 55% (or higher).

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR EOC May 2027 Results for Biology

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for Biology Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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 4 Problem Statements:

Student Achievement

Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause:** Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

Curriculum, Instruction, and Assessment

Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). **Root Cause:** Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

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

Performance Objective 5: The percentage of U.S. History EOC testers achieving Meets will increase from 93% to 95% or higher and will improve for Masters from 48% to 52% or higher.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR EOC May 2027 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers 2nd semester when students are taking US History by Odessa College professors. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC on US History Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Being that U.S. History is taught by various Odessa College professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Friday AVID classes. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC for US History Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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 5 Problem Statements:

Student Achievement
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although 98% of students passed ALL their EOC's (Approaches), and 91% scored at the Meets Level, only 37% scored at Masters Level for 2026 for all tests combined (English I, English II, Algebra I, Biology, and US History). Root Cause: Lack of carry over from Approaches to Meets, and Meets to Masters. Scores in English I Masters was only at 24% and English II Masters at 21%.

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: OCA will maintain a 100% CCMR rate for 2027.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
Strategy 1: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). Strategy's Expected Result/Impact: Maintain a 100% rate for CCMR Staff Responsible for Monitoring: Principal, Counselor, OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. Strategy's Expected Result/Impact: All OCA Students will be TSI compliant in Reading, Writing, & Math Staff Responsible for Monitoring: Principal, Counselor, OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Students struggle to pass the TSI assessment in Reading/Writing and/or Math to qualify them for dual credit opportunities. Root Cause: There is a lack of campus wide intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative. This is OCA's weakest area and in the need of the greatest growth for the 2026-27 school year.

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

Performance Objective 2: The percentage of OCA student attendance will increase from 96.5% (May 2026) to 96.7% by the end of May 2027.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Weekly Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. Strategy's Expected Result/Impact: Increase Student Attendance Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly. Track daily some at-risk students and those students on attendance contracts / probation. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. **Root Cause:** We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

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: OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2026-27 school year.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

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

Strategy 1 Details	Reviews			
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents. Strategy's Expected Result/Impact: Positive School Learning Environment with very few discipline referrals Staff Responsible for Monitoring: Principal, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize the SAS Counselor Department to assist with student conflict-resolution situations as needed. Strategy's Expected Result/Impact: Positive School Culture that promotes a way to resolve student conflict-resolution situations in a timely manner. Staff Responsible for Monitoring: Principal, Counselor, SAS Dept. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. Root Cause: We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

Board Goal 4: Classroom Excellence

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

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

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

Board Goal 4: Classroom Excellence

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

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

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

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: PEIMS Reports, Reports from Information Systems

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our 2026-27 9th grade At-Risk (46.77%) and campus Eco Dis (57.09%) student populations do not match and/or not higher than the District At-Risk (79.5%) and Eco Dis (66.95%) populations **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged 8th Grade students for next year's 9th grade class. Though we have improved, this is an area that needs to improve greatly with better targeted recruiting of At-Risk and Economically Disadvantage students for OCA.

Family and Community Engagement

Problem Statement 1: Parents attend grade level parent meetings twice a year at a high level, but there is low family participation at student events. **Root Cause:** Lack of parent interest in helping with our student activities and fund raising opportunities for the school.

Board Goal 4: Classroom Excellence

Performance Objective 4: Review and ensure all family income surveys in Focus Parent Portal are fully completed.

Evaluation Data Sources: PEIMS Reports, Reports from Information Systems and Focus

Strategy 1 Details	Reviews			
Strategy 1: By October 2, 2026, review ALL current students income surveys, grades 9-12, in their Focus parent portal registration, and look for inconsistencies that would disqualify a student for economic disadvantage status. Strategy's Expected Result/Impact: Have more accurate income survey information from parents that will help OCA be in more compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Registrar TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Contact families that have inconsistencies in their income survey (from last year to this year) and give them the opportunity to make corrections for more accurate information. Strategy's Expected Result/Impact: Identify accurately all economic disadvantage families to be more accurately in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, Registrar, Choice School Office, EDL TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Family and Community Engagement

Problem Statement 1: Parents attend grade level parent meetings twice a year at a high level, but there is low family participation at student events. **Root Cause:** Lack of parent interest in helping with our student activities and fund raising opportunities for the school.

Board Goal 5: Culture of Excellence

Performance Objective 1: OCA will increase School Connectedness from 72% (Spring 2026) to 75% (Spring 2027).

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Embed AVID strategies / activities, grades 9-12. Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs Staff Responsible for Monitoring: ALL OCA Teachers, AVID teachers, Counselor, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize a SAS Crisis Counselor as needed to have a proactive and responsive student support system for students with the goal of a more positive learning environment. Strategy's Expected Result/Impact: All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. Staff Responsible for Monitoring: Principal, Academic Counselor, SAS Counselor, all Teachers, Campus Nurse, OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Based on our Panorama Survey in May 2026, school connectedness is at 72%%. **Root Cause:** We have post COVID-19 pandemic concerns as all our students are in face to face instruction and many of our students are not engaged enough at school. The attraction of student cell phones (though banned during the school day) and social media (doom scrolling) also play a role in students not engaging enough in the social aspect of our school including classroom participation.

Board Goal 5: Culture of Excellence

Performance Objective 2: 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. Also, through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university, career environment, and as a global citizen. Strategy's Expected Result/Impact: Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. Also, give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. Staff Responsible for Monitoring: AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Technology 1				

Strategy 2 Details		Reviews			
Strategy 2: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. Strategy's Expected Result/Impact: Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. Staff Responsible for Monitoring: Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher candidates for science positions are limited and difficult to fill. Root Cause: Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County and the City of Odessa, Texas. Certified Math and Science teachers are especially hard to find. Note - a certified international teacher was hired over the summer to fill our open Chemistry position.
Technology
Problem Statement 1: There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS. Root Cause: There is little training for students and especially for our parents in these technology areas.