

Ector County Independent School District

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 2027, Algebra I/Mathematics performance will meet or exceed the 2026-2027 Closing the Gaps stretch target of 48% at Meets Grade Level or Above. Mathematics growth will meet or exceed 82%. The 2026 accountability baseline was 16% Meets or Above in Mathematics.

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/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core Algebra I PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus. - Title One School-wide, Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

School Organization

Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives.
Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, English I EOC performance will contribute to campus RLA performance meeting or exceeding the 2026-2027 Closing the Gaps stretch target of 53% at Meets Grade Level or Above. RLA growth will meet or exceed 78%. The 2026 accountability baseline was 30% Meets or Above in RLA.

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/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core English I PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, English II EOC performance will contribute to campus RLA performance meeting or exceeding the 2026-2027 Closing the Gaps stretch target of 53% at Meets Grade Level or Above. RLA growth will meet or exceed 78%. The 2026 accountability baseline was 30% Meets or Above in RLA.

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%

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core English II PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
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 No Progress
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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, Biology/Science performance will increase from the 2026 accountability baseline of 55% Meets Grade Level or Above to at least 60% Meets Grade Level or Above.

HB3 Board Goal

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details	Reviews			
Strategy 1: Core Biology PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, U.S. History/Social Studies performance will increase from the 2026 accountability baseline of 37% Meets Grade Level or Above to at least 48% Meets Grade Level or Above, meeting the district Board Goal benchmark across tested content areas.

HB3 Board Goal

Evaluation Data Sources: STAAR EOC/accountability reports, district-approved interim/checkpoint assessments, common assessments, PLC data trackers, student work, and student-group performance reports

Strategy 1 Details		Reviews			
Strategy 1: Core U.S. History PLCs will use weekly/common data cycles, Opportunity Culture MCL support, and PDSA protocols to identify priority TEKS, student misconceptions, and next-step Tier I instructional responses. Strategy's Expected Result/Impact: More precise Tier I instruction, faster reteach cycles, increased student ownership of data, and growth in Meets/Masters performance. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chair, Core Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - Staff Quality, Recruitment, and Retention 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The 9-period Broncho Advantage schedule will provide targeted U.S. History intervention/acceleration, including dedicated support for EOC retesters and students below standard, while protecting access to electives and pathways whenever possible. Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 1 Funding Sources: PFE Activities to encourage and increase student involvement, participation in CTE/AP/IB/DC & AVID programming on campus - Title One School-wide		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:**Student Achievement**

Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. **Root Cause:** Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.

School Culture and Climate

Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause:** Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.

Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause:** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause:** Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

School Organization

Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. **Root Cause:** An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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 2027, Odessa High School will increase CCMR from the 2026 accountability baseline of 94% to 100% of graduates meeting at least one College, Career, or Military Readiness indicator, while maintaining 100% student access to an identified CCMR pathway.

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: PEIMS/CCMR tracker, TSIA, Dual Credit, AP/IB, CTE certification, military, college prep and accountability reports

Strategy 1 Details	Reviews			
Strategy 1: Implement the Broncho Advantage 9-period schedule to expand access to AP, IB, AVID, CTE, Dual Credit, college prep, certification, and targeted CCMR coursework so students can add opportunity without losing core programs, athletics, fine arts, or needed interventions. Strategy's Expected Result/Impact: Increased pathway participation, course completion, industry credentials, dual-credit attainment, and CCMR completion. Staff Responsible for Monitoring: Principal, CCMR/CTE Coordinators, Counselors, Master Schedule Team, AP/IB/AVID Coordinators, CTE Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Create a freshman-to-senior dual-credit readiness pipeline. Eligible freshmen will receive EDUC/TSIA readiness support, complete TSIA preparation/testing and Odessa College registration steps, and transition into EDUC 1300/dual-credit coursework. Seniors who are not yet CCMR-complete will be prioritized for targeted dual-credit, CTE certification, college-prep, or other qualifying opportunities. Strategy's Expected Result/Impact: Earlier exposure to college expectations and a structured senior completion pathway will increase dual-credit participation, TSIA readiness, persistence, and CCMR attainment. Staff Responsible for Monitoring: Principal, CCMR Coordinator, Dual Credit/EDUC Staff, Counselors, Odessa College Partners, CTE Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection. Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

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: Student daily attendance will increase from the final 2025-2026 baseline (88.6%) to 95% by May 2027.

Indicators of Success:

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

Evaluation Data Sources: PEIMS, FOCUS attendance reports, chronic absenteeism reports, weekly attendance dashboards

Strategy 1 Details	Reviews			
Strategy 1: Attendance clerks, administrators, counselors, sponsors/coaches, and support staff will use weekly student-level attendance monitoring, parent contacts, attendance plans/contracts, wellness checks, and escalation procedures for students demonstrating concerning trends. Strategy's Expected Result/Impact: Earlier intervention and coordinated adult follow-up will reduce chronic absenteeism and increase daily instructional time. Staff Responsible for Monitoring: Principal, Campus Administration, Attendance Staff, Counselors, Coaches/ Sponsors, Corral/Support Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement student attendance incentive and connectedness campaigns, including program-based accountability in fine arts, athletics, CTE, AVID, and other extracurricular groups, with recognition for improved and strong attendance. Strategy's Expected Result/Impact: Students experience stronger adult connection and positive reinforcement for being present, increasing attendance and reducing program-related eligibility concerns. Staff Responsible for Monitoring: Principal, Campus Administration, Attendance Leads, Fine Arts/Athletics/Program Sponsors, Student Council, Title I Leads Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

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: Exclusionary disciplinary infractions will decrease by at least 10% from the final 2025-2026 baseline by May 2027, with specific monitoring of special education and other disproportionately represented student groups. [ENTER FINAL BASELINE]

Evaluation Data Sources: FOCUS discipline reports, PEIMS discipline data, special education discipline monitoring, MTSS records

Strategy 1 Details	Reviews			
Strategy 1: Use consistent campus procedures, progressive interventions, restorative/problem-solving conferences, and case-by case review before exclusionary discipline when appropriate, with required consideration of student supports and disability-related needs. Strategy's Expected Result/Impact: Reduced loss of instructional time, improved consistency, and more effective intervention before repeated behavior escalates. Staff Responsible for Monitoring: Principal, Campus Administration, MTSS Team, Special Education Staff, Counselors Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Strengthen school connectedness through pathway participation, extracurricular involvement, mentoring/adult advocacy, positive behavior recognition, and consistent campus routines. Strategy's Expected Result/Impact: Students who are connected to adults and programs are more likely to attend, engage, and respond to behavioral expectations, reducing repeated referrals and exclusionary consequences. Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, Program Coordinators, Coaches/Sponsors, Student Support Staff Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 2 - School Organization 1		Formative			Summative
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 No Progress
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  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, core tested-area PLCs will demonstrate consistent implementation of data-driven Tier I planning, common assessment analysis, and targeted reteach/extension, as evidenced by walkthroughs, PLC products, and student performance growth.

Evaluation Data Sources: PLC agendas/products, walkthrough data, common assessments, coaching logs

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Protect common/daily PLC structures in tested areas and use Opportunity Culture MCLs/instructional coaches to lead short-cycle analysis and instructional response. Strategy's Expected Result/Impact: Greater instructional consistency and faster response to student misconceptions Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCL/MTRT, Department Chairs Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - 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 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details		Reviews			
Strategy 2: Continue AVID Schoolwide WICOR implementation with emphasis on writing, reading, academic vocabulary, inquiry, organization, and evidence-based student discourse across content areas. Strategy's Expected Result/Impact: Increased rigor, literacy across content, student ownership, and transfer of academic strategies into EOC and advanced coursework. Staff Responsible for Monitoring: Principal, AVID Coordinator, AVID Site Team, Campus Administration, Instructional Coaches, MCL/MTRT Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students do not consistently meet campus and district expectations at the Meets standard across all EOC content areas. Root Cause: Learning gaps, staffing variability, and inconsistent Tier I rigor require continued strategic staffing, PLC data cycles, and targeted intervention.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. Root Cause: Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Odessa High School will increase the percentage of students enrolled in at least one AP, IB, AVID, CTE, or Dual Credit course/program, with a campus expectation that every student has an identified advanced academic or career pathway.

Evaluation Data Sources: PEIMS course enrollment, AP/IB/AVID/CTE/Dual Credit rosters, master schedule reports

Strategy 1 Details		Reviews			
Strategy 1: Use the 9-period Broncho Advantage schedule to remove schedule conflicts and expand student access to rigorous academic, career, fine arts, athletic, elective, and intervention opportunities. Strategy's Expected Result/Impact: More students participate in high-value pathways without sacrificing other programs; increased connectedness and CCMR attainment. Staff Responsible for Monitoring: Principal, Counselors, Master Schedule Team, Program Coordinators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Conduct intentional pathway recruitment and advising for students not currently enrolled in AP, IB, AVID, CTE, or Dual Credit, using student interest, readiness, and postsecondary goals. Strategy's Expected Result/Impact: Increased equitable access to rigorous programs and stronger student ownership of future plans. Staff Responsible for Monitoring: Counselors, CCMR/CTE Coordinators, AP/IB/AVID Coordinators, Administrators Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Odessa High School will strengthen teacher effectiveness and retention through strategic staffing, differentiated coaching, mentoring, and leadership development, with improvement in campus retention/certification indicators from the 2025-2026 baseline. [2025- 14% turnover rate, 2026-12.3% (29/235)]

Evaluation Data Sources: HR retention/certification data, staffing rosters, coaching logs, TTESS/walkthrough data

Strategy 1 Details		Reviews			
Strategy 1: Design staffing and class assignments around student need and teacher strengths, including strategic class-size differences, priority cohort placement, and manageable loads for developing teachers. Strategy's Expected Result/Impact: Instructional talent is concentrated where student need is greatest while developing teachers receive appropriate support and conditions for growth. Staff Responsible for Monitoring: Principal, Campus Administration, Department Chairs, MCLs Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Provide differentiated job-embedded support through MCLs, instructional coaches, mentors, PLC leaders, and leadership opportunities for high-capacity staff. Strategy's Expected Result/Impact: Improved teacher skill, retention, leadership capacity, and instructional consistency. Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Coaches, MCLs, Mentors Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause:** Educator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

Curriculum, Instruction, and Assessment

Problem Statement 1: Instructional capacity and certification/experience levels remain inconsistent across content areas. **Root Cause:** ducator shortages require differentiated coaching, strategic staffing, retention of high performers, and internal leadership development.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, student tardiness will decrease by at least 20% from the 2025-2026 baseline. [ENTER FINAL BASELINE]

Evaluation Data Sources: FOCUS tardy reports, classroom attendance, administrator weekly dashboards

Strategy 1 Details	Reviews			
Strategy 1: Continue centralized/assigned tardy monitoring with weekly trend reporting, student consequences/ interventions, and administrator follow-up. Strategy's Expected Result/Impact: Reduced lost instructional time and improved consistency of campus routines. Staff Responsible for Monitoring: Principal, Campus Administration, Tardy Coordinator/Assigned Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use parent communication, student education, positive recognition, and program accountability to reinforce on-time attendance. Strategy's Expected Result/Impact: Clear expectations plus positive reinforcement reduce repeated tardiness and increase class time Staff Responsible for Monitoring: Campus Administration, Teachers, Attendance Staff, Coaches/Sponsors Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate

Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. **Root Cause:** Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.

Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. **Root Cause:** : Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.

Family and Community Engagement

Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. **Root Cause:** The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness data will improve from the 2025-2026 baseline by at least 5 percentage points by May 2027.
[ENTER FINAL PANORAMA/LOCAL BASELINE]

Evaluation Data Sources: Panorama or district climate survey, student/staff feedback, participation data

Strategy 1 Details	Reviews			
Strategy 1: Implement From Aspiration to Expectation / Broncho Advantage messaging and student experiences that connect every student to a future pathway and communicate that graduation, CCMR, and postsecondary success are expected outcomes. This work will include the 9-period Broncho Advantage schedule, freshman EDUC/TSIA preparation and EDUC 1300 dual-credit coursework, senior dual-credit/CCMR completion opportunities, and expanded AP/IB/CTE/AVID/Dual Credit access. Strategy's Expected Result/Impact: Students understand why school matters, see a viable future pathway, and experience stronger belonging and purpose. Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, Program Coordinators, Student Leadership Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use incentive-based activities, student recognition, clubs/programs, fine arts, athletics, CTE, AVID, and student leadership to reward attendance, growth, citizenship, and participation. Strategy's Expected Result/Impact: Positive culture and recognition increase engagement, attendance, and student connection to campus. Staff Responsible for Monitoring: Principal, Campus Administration, Student Council, Coaches/Sponsors, Program Coordinators Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2 - School Organization 1	Formative			Summative
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Campus daily attendance remains below the long-term 95% expectation and chronic absenteeism/tardiness reduce instructional time. Root Cause: Home/family barriers, student mobility, weak school connection for some students, and inconsistent intervention require coordinated attendance systems and program connection.
Problem Statement 2: Exclusionary discipline and repeated behavior concerns reduce instructional time and disproportionately affect some high-need student groups. Root Cause: Students need proactive supports, consistent routines, adult connection, and case-by-case interventions before exclusionary placements.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, family/community participation in academic, CCMR, attendance, and pathway events will increase over the 2025-2026 baseline, with multiple opportunities each semester for meaningful two-way engagement.

Evaluation Data Sources: Campus calendar, sign-in data, SchoolStatus/email engagement, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Title I/Campus engagement leads will coordinate targeted family events and communication on attendance, graduation, 9-period scheduling, CCMR, dual credit/EDUC, CTE, AP/IB/AVID, and student supports. Strategy's Expected Result/Impact: Families better understand available opportunities and can make informed decisions with students. Staff Responsible for Monitoring: Principal, Title I Leads, Counselors, CCMR/CTE Coordinators, Program Coordinators Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Leverage Odessa College, industry, community organizations, booster groups, and alumni/community partners to expand student and family awareness of college, career, certification, and workforce opportunities. Strategy's Expected Result/Impact: Expanded community connection strengthens pathway relevance and supports postsecondary transitions. Staff Responsible for Monitoring: Principal, CCMR/CTE Coordinators, Counselors, Community/College Partners Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide	Formative			Summative
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Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family understanding and participation in attendance, CCMR, dual credit, and pathway decisions is inconsistent. Root Cause: The scale and complexity of the campus require more targeted, repeated, and program-specific communication with families.
School Organization
Problem Statement 1: Students need increased access to intervention and postsecondary pathways without losing athletics, fine arts, CTE, AVID, AP/IB, Dual Credit, or electives. Root Cause: An 8-period structure limited scheduling flexibility; a 9-period opportunity model and intentional pathway design are needed to increase access and individualization.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Odessa High School will reduce chronic absenteeism from the 2025-2026 baseline and demonstrate improved attendance among students involved in targeted campus programs and extracurricular groups. [ENTER BASELINE/TARGET]

Evaluation Data Sources: PEIMS attendance, chronic absenteeism, program attendance trackers, eligibility reports

Strategy 1 Details	Reviews			
Strategy 1: Coordinate attendance monitoring across fine arts, athletics, CTE, AVID, and student organizations, with sponsors/coaches receiving actionable data and intervening early with students. Strategy's Expected Result/Impact: Students experience additional layers of adult accountability and support before attendance problems become chronic. Staff Responsible for Monitoring: Principal, Campus Administration, Attendance Staff, Fine Arts/Athletics/Program Sponsors Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Broncho Spirit Cup logging and reward system for programs and student organizations- attendance, grades, community service, Non-profit engagement and parent/family participation & engagement. - Title One School-wide	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Use the 9-period day and individualized schedule supports to reduce barriers caused by course failure, intervention conflicts, and lack of access to engaging programs. Strategy's Expected Result/Impact: Students remain connected to high-interest programs while receiving required academic support, improving persistence and attendance. Staff Responsible for Monitoring: Principal, Counselors, Master Schedule Team, Program Coordinators Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
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