

# Ector County Independent School District

## Odessa High School

### 2025-2026 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 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 64% to 70%.

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will receive highly engaging instructional support with a focus on tier one learning. <b>Strategy's Expected Result/Impact:</b> Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. <b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. <b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:





<b>Student Achievement</b>
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

**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 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 48% to 52%.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will receive highly engaging instructional support with a focus on tier one learning. <b>Strategy's Expected Result/Impact:</b> Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.  <b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

**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:** 5. By May of 2026, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 10% to 30%.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.  <b>Strategy's Expected Result/Impact:</b> Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. <b>Staff Responsible for Monitoring:</b> Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. <b>Strategy's Expected Result/Impact:</b> PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
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Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. <b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. <b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

**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:** 5. By May of 2026, the % of students performing at the MEETS level on English 1 EOC will increase from 25% to 40%.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.  <b>Strategy's Expected Result/Impact:</b> Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. <b>Staff Responsible for Monitoring:</b> Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. <b>Strategy's Expected Result/Impact:</b> PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
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Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. <b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. <b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

**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:** 5. By May of 2026, the % of students performing at the MEETS level on English 2 EOC will increase from 25% to 40%.

**Indicators of Success:**  
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Re-testers will be placed into remediation sections to focus on testing success and individualized, differentiated strategies to succeed in STAAR testing.  <b>Strategy's Expected Result/Impact:</b> Students who are DNM High will be pushed to Meets, students in DNM Low will be pushed to Approaches Levels. <b>Staff Responsible for Monitoring:</b> Principal, Administration, Instructional Coaches, Dept. Focused Remediation Staff  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 2. Implementation of PDSA Cycles to examine, rectify and improve student performance in EOC areas will provide focus and remediation in areas/TEKS where students struggle. <b>Strategy's Expected Result/Impact:</b> PLC data digging, focus on micro-areas of need in student performance will provide consistent practice and emphasis on applicable skills. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
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Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 3. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom. <b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 4. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. <b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.







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

**Performance Objective 6:** 5. By May of 2026, the % of students performing at the MEETS level on the Biology EOC will increase from 44% to 60%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2 - School Culture and Climate 1</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. <b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

#### Performance Objective 6 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
<b>Problem Statement 1:</b> Students behavior issues carry over into the school setting (referrals). <b>Root Cause:</b> Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

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

**Performance Objective 7:** 5. By May of 2026, the % of students performing at the MEETS level on the US History EOC will increase from 36% to 50%.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Utilization of Opportunity Culture MCL, PLC meetings and focused data digs will provide teachers with up to date, accurate progress monitoring for student success indicators. Students will keep individual student data trackers along with individual teacher data trackers focused on Meets and Masters comparisons. This will be highly visible in every EOC classroom.  <b>Strategy's Expected Result/Impact:</b> Awareness of performance progress and trends on both class-wide and individual bases. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
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Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2. AVID School-wide WICOR implementation and word study cycles with administrative reinforcement. <b>Strategy's Expected Result/Impact:</b> Students will focus on academic language in each EOC area that will be structured and implemented through AVID. ALL students will benefit from word studies that are cross-curricular in nature and beneficial to test-taking strategy. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
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<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Performance Objective 7 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.

**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:** Odessa HS will achieve a Spring '26 CCMR % of 92% of graduates considered College, Career & Military Ready.

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. By Spring of 2026 at least 75% of all students at Odessa HS will be considered AP/CTE/DC/IB/AVID. <b>Strategy's Expected Result/Impact:</b> Through Odessa HS's "Aspiration to Expectation" initiative, students will increase school connectedness through inclusion in programs and future preparation. This will result in a side-effect of increased student achievement of CCMR requirements. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors, AP Coordinator, IB Coordinator, AVID Coordinator.  <b>Title I:</b> 2.51, 2.52, 2.53, 2.531, 2.532, 2.535 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 2 <b>Funding Sources:</b> Tutorials, additional school-wide instructional support - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 2. The Odessa HS CCMR Task Force will meet monthly to mitigate, prepare and respond to student needs in achieving the targeted College, Career & Military achievement rate. <b>Strategy's Expected Result/Impact:</b> Maintaining awareness of changing standards, planning for future strategic road mapping and implementing actions to address current needs will provide Odessa HS with current and future success in CCMR expectations. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, CCMR Coordinators, CTE AP, CTE Task Force, Counselors.  <b>Title I:</b> 2.51, 2.52, 2.53, 2.531, 2.532 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 2		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:





School Culture and Climate
<b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

**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 Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.

**Indicators of Success:**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance rates <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increased parent notifications and education on attendance laws and policy. <b>Strategy's Expected Result/Impact:</b> Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff  <b>Title I:</b> 2.51, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



Performance Objective 2 Problem Statements:

School Culture and Climate
<b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

**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:** The Odessa HS Discipline Rate for students classified as Special Education will decrease from 20% in 2024-2025 to 15% by May 2026.

**Indicators of Success:**

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:** FOCUS (127/620 receiving at least one referral)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Disciplinary consequences for any student receiving special education services will require prior approval before a change of placement can take place. <b>Strategy's Expected Result/Impact:</b> Students receiving Special Education services will receive appropriate and intervention-focused services when behavior is a concern. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, MTSS Team  <b>Title I:</b> 2.51, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Disciplinary consequences for students receiving special education services will benefit from additional "case-by-case" strategies, interventions and placements before ISS, OSS or DAEP are approached as options. <b>Strategy's Expected Result/Impact:</b> Additional staff and student connectedness- students will benefit from mentor-type relationships throughout the Odessa HS staff. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, SpEd Staff  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

### Performance Objective 3 Problem Statements:

#### School Culture and Climate

**Problem Statement 1:** Students behavior issues carry over into the school setting (referrals). **Root Cause:** Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.

## Board Goal 4: Classroom Excellence

**Performance Objective 1:** The Odessa HS overall 2025-2026 Attendance Rate will increase from 89.8% to 92.5% by May 2026.

**Indicators of Success:**

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Clerks, APs and staff will complete Attendance Contacts, Contracts, Administrative Withdrawals and wellness checks on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance rates <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Increased parent notifications and education on attendance laws and policy. <b>Strategy's Expected Result/Impact:</b> Parents will receive additional notifications when students are not in class. Informational sessions will be held to discuss and demonstrate the importance of daily attendance. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Corral Staff  <b>Title I:</b> 2.51, 2.53 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 2		Formative			Summative
		Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.

Board Goal 4: Classroom Excellence

Performance Objective 2: Odessa HS will see the 2025-2026 student tardy rate decrease by 20% compared to the 2024-2025 school year.

Evaluation Data Sources: PEIMS, FOCUS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Creation of a tardy coordinator position at Odessa HS to monitor and address campus-wide tardy trends. <b>Strategy's Expected Result/Impact:</b> Increased awareness and vigilance in tardy trends across campus. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Weekly reporting, assignment and monitoring of student tardy trends and consequences assigned weekly. Utilization of the Student Handbook guidelines in parent contacts and tardy consequence escalation. <b>Strategy's Expected Result/Impact:</b> decrease in tardy prevalence across campus. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				





Performance Objective 2 Problem Statements:

School Culture and Climate
<p><b>Problem Statement 1:</b> Students behavior issues carry over into the school setting (referrals). <b>Root Cause:</b> Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.</p> <p><b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.</p>

## Board Goal 4: Classroom Excellence

**Performance Objective 3:** By May 2026, 50% of all students at Odessa HS will be classified AP/AVID/CTE/DUALCREDIT/IB.

**Evaluation Data Sources:** PEIMS, College Board,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students who are identified as needing additional supports via HB1416 will receive AVID school-wide pullouts and intervention services.  <b>Strategy's Expected Result/Impact:</b> Increased success rate and performance in retesting, connectedness through AVID inclusion. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, AVID Coordinator, AVID Staff  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase student CTE/AVID/AP/IB/DC enrollment.  <b>Strategy's Expected Result/Impact:</b> Increased CCMR success rate, classroom culture of excellence.  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				



Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
<b>Problem Statement 2:</b> High need for coaching in curriculum and instruction. <b>Root Cause:</b> Non-highly qualified teachers without training.

## Board Goal 4: Classroom Excellence

**Performance Objective 4:** AVID School-wide WICOR implementation and word study cycles with administrative reinforcement.

**Evaluation Data Sources:** Eduphoria! Walk-throughs, Teacher/Student Feedback Surveys, Panorama

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AVID School-wide implementation of WICOR strategies- focus on writing across campus. <b>Strategy's Expected Result/Impact:</b> Increased writing practices and cross-curricular activity. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, AVID Coordinator, AVID Staff, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Development of WICOR Walk-Through form for administration to monitor and address writing and reading strategy in the classroom.  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

### Performance Objective 4 Problem Statements:





<b>Student Achievement</b>
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Non-highly qualified teachers and instructional facilitators are teaching in all areas. <b>Root Cause:</b> Lack of highly qualified pool of teachers applying to the district.
<b>Problem Statement 2:</b> High need for coaching in curriculum and instruction. <b>Root Cause:</b> Non-highly qualified teachers without training.

## Board Goal 5: Culture of Excellence

**Performance Objective 1:** School Connectedness Panorama Data will increase from 24% to 30% by May 2026.

**Evaluation Data Sources:** Panorama, Teacher/Student Feedback Surveys

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Students will receive highly engaging instructional support with a focus on tier one learning. <b>Strategy's Expected Result/Impact:</b> Tier one learning and increased student growth progress will result in higher RIT/success percentages along with higher first time tester success rates in STAAR testing as well. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Instructional Coach, MCL/MTRT  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534, 2.535 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2 - Staff Quality, Recruitment, and Retention 1, 2		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students will benefit from incentive-based activities and events to reward and focus on student success in the school setting. <b>Strategy's Expected Result/Impact:</b> Increase in student desire to succeed academically, focus on attendance and good citizenship. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, AP Coordinator, Broncho Polo Staff, Counseling Dept.  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1, 2		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Focus on staff professional development in soft skills and relationship-building. <b>Strategy's Expected Result/Impact:</b> Increase in student desire to succeed academically, focus on attendance and good citizenship. <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
<b>Problem Statement 1:</b> Students behavior issues carry over into the school setting (referrals). <b>Root Cause:</b> Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.  <b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Non-highly qualified teachers and instructional facilitators are teaching in all areas. <b>Root Cause:</b> Lack of highly qualified pool of teachers applying to the district.  <b>Problem Statement 2:</b> High need for coaching in curriculum and instruction. <b>Root Cause:</b> Non-highly qualified teachers without training.





## Board Goal 5: Culture of Excellence

**Performance Objective 2:** Increase student/parent/community connectedness through incentive-based events and inclusive activities for all on the Odessa HS campus throughout the 2025-2026 school year.

**Evaluation Data Sources:** Campus Calendar, Student/Teacher/Parent Feedback Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Creation of Title One Lead Team Members to coordinate, monitor and lead school/community/parent/student engagement events and activities. <b>Strategy's Expected Result/Impact:</b> Increase student/parent/community connectedness <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Title 1 Leads  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Budget and conduct cyclical planning to secure funding for community connectedness events and education opportunities for non-students associated with Odessa HS. <b>Strategy's Expected Result/Impact:</b> Increase student/parent/community connectedness <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Title 1 Leads  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain accurate reporting and complete submission to support Economically-Disadvantaged rate. <b>Strategy's Expected Result/Impact:</b> Increase student/parent/community connectedness, maintains equal comparison groups for accountability and funding <b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Title 1 Leads  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 2 - School Culture and Climate 1, 2	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Students do not meet board approved meets goals for achievement in ELA 1 & 2 EOC testing. <b>Root Cause:</b> Lack of consistency in ELA 1 & 2 staffing along with insufficient recruitment of highly qualified staff members certified and experienced in ELAR. Increased strategies, support and emphasis on ELAR is required on a campus-wide basis.
School Culture and Climate
<b>Problem Statement 1:</b> Students behavior issues carry over into the school setting (referrals). <b>Root Cause:</b> Students need additional personal and campus supports. Teachers, students and administration need more accountability through procedures and routines.  <b>Problem Statement 2:</b> Student attendance progressively deteriorates from the 9th grade to 12th grade levels. Campus-wide attendance performance is sub-90%. <b>Root Cause:</b> Campus layout and location creates obstacles with student mobility from class to class. There are substantial opportunities for students to fail to arrive to class in a timely manner due to both home/family dynamics off-campus and peer distractions while on campus. On-campus strategies and systems to deter truancy and tardiness do not accomplish desired expectations.