

Ector County Independent School District

Odessa High School

Improvement Plan

2020-2021



Mission Statement

It is our Mission at Odessa High School to provide the opportunity for all students to learn at high levels so they are prepared for success in life, including college, career, and achieving their dreams.

Vision

It is our vision is to foster an environment where effective teaching and learning provide our students with all they need to lead the life they desire.

Core Beliefs

Each person has inherent worth and unique strengths.

Curiosity and learning are natural and grow without limit given stimulation and nurturing.

People are interdependent.

Each individual has a responsibility to add value to self and community.

Individuals are accountable for their choices and actions.

Education creates opportunity and opportunity creates a better world.

Progress improves and adds value to human life.

Fear limits life's potential; courage inspires living.

There is a difference between right and wrong.

Values learned at home affect a lifetime.

Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Needs Assessment Overview

Over 10 positions were closed due to lack of teacher applicants.

Over 10 long term subs were utilized all school year.

Tier 1 instruction lacks planning and data driven instruction to align with state tests and preparation.

Demographics

Demographics Summary

Year	Domain 1	Domain 2A	Domain 2B	Domain 3	Overall
2017	62	57	58	53	59
2018	67	65	60	53	63 (D)
2019	69	59	69	70	69 (D)

Odessa High Schools Demographics are as follows:

AA=2.3%

W=11.6%

H=84.6%

AMI=.3%

A=0.6%

PI=0.1%

Two=0.5%

Eco Dis=40.6%

ELL=14.8%

SPED=8.6%

Mobility=18.3%

Demographics Strengths

In Domain 2,

Hispanic student scores grew from 43% in 2017 to 67% in 2018 in English II in academic growth.

Algebra I scores increased in Hispanic students from 26% to 50%, White students from 32% to 52%, in Eco Dis students from 26% to 46% in a one year span and in EL students from 26% to 46% in a two year span.

Student Achievement

Student Achievement Summary

Year	Domain 1	Domain 2A	Domain 2B	Domain 3	Overall
2017	62	57	58	53	59
2018	67	65	60	53	63 (D)
2019	69	59	69	70	69 (D)

Student Achievement Strengths

In Domain 2,

Hispanic student scores grew from 43% in 2017 to 67% in 2018 in English II in academic growth.

Algebra I scores increased in Hispanic students from 26% to 50%, White students from 32% to 52%, in Eco Dis students from 26% to 46% in a one year span and in EL students from 26% to 46% in a two year span.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although the state testing was waived, last year's projected scores for Odessa High were at a 73 overall. **Root Cause:** Tier 1 instruction is not being driven by data and enhanced through planning.

School Culture and Climate

School Culture and Climate Summary

The overall school climate and culture of the campus is a work in progress. Teachers and staff work to hold students accountable for academics and behavior. There is student spirit and leadership on the campus but academic engagement needs to be fostered. Teachers and staff moral is good, but needs to be continuously encouraged by the administration.

School Culture and Climate Strengths

-OHS Corral system- 8 Corrals with 8 principals and 8 counselors to serve the students

-positive relationships between students and teachers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Administration works to motivate and encourage teachers but demands are overwhelming. **Root Cause:** Teachers are assigned many duties and work to compensate for the lack of staff.

Problem Statement 2 (Prioritized): Although there are systems in place, many are lacking detail and need to be evaluated and newly implemented. **Root Cause:** Teachers, students and administration need more accountability through procedures and routines.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus continuously works on recruiting and retaining teachers and staff using various resources.

Staff Quality, Recruitment, and Retention Strengths

Odessa High has a core cadre of teachers with experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Non-highly qualified teachers and long term subs are teaching in all areas. **Root Cause:** Lack of highly qualified pool of teachers applying to the district.

Problem Statement 2 (Prioritized): High need for coaching in curriculum and instruction. **Root Cause:** Non-highly qualified teachers without training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Odessa High continually strives to delivery quality instruction to students by training teachers on a continuous bases. The campus also uses student assessments to drive instruction to students though data analysis.

Curriculum, Instruction, and Assessment Strengths

- Three coaches for teachers
- Master scheduling that provides common planning for all departments and daily PLC for tested areas
- Aligning PD to meet campus needs (Relay Training, Region 18, Lead4ward)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers are not able to plan for learning using the PLC process as regularly as needed. **Root Cause:** Planning time has been limited and requirements for PLC in tested area are limited.

Parent and Community Engagement

Parent and Community Engagement Summary

Like many secondary schools, OHS continues to reach parents in through various modes of communication trying to access the help of parents to improve the educational experience and success of students.

Parent and Community Engagement Strengths

- Calendar events for parents such as Parent Portal Night, ESL Parent Night, Parent Meetings
- Open House in the fall
- Prime Time/Cinco de Mayo Celebration in the spring
- First in Family Banquet
- Teacher contact (call, email)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parental involvement and family connections are lacking consistency across the campus. **Root Cause:** Administrators and staff struggle with communicating and involving parents in all aspects of the school community.

School Context and Organization

School Context and Organization Strengths

-many school organizations including AVID, SIP, Robotics, Chess Club, Spanish Club, Amnesty International, IB CAS

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Due to staff shortages, there are not enough qualified candidates for leadership roles and administration. **Root Cause:** Not able to train more teachers to take on leadership roles due to staff shortages.

Technology

Technology Summary

Technology continues to be a challenge for the campus due to budgets, student-device ratio, and the evolving nature of technology and technology programs.

Technology Strengths

The strengths of technology is the opportunity it give students to recover courses through Odysseyware and to deliver high quality instruction with certified teachers through Proximity Inc.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers and students need more resources for technology use. **Root Cause:** Limited resources for technology and infrastructure on campus to support technology.

Priority Problem Statements

Problem Statement 1: Teachers and students need more resources for technology use.

Root Cause 1: Limited resources for technology and infrastructure on campus to support technology.

Problem Statement 1 Areas: Technology

Problem Statement 2: Due to staff shortages, there are not enough qualified candidates for leadership roles and administration.

Root Cause 2: Not able to train more teachers to take on leadership roles due to staff shortages.

Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: Parental involvement and family connections are lacking consistency across the campus.

Root Cause 3: Administrators and staff struggle with communicating and involving parents in all aspects of the school community.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Teachers are not able to plan for learning using the PLC process as regularly as needed.

Root Cause 4: Planning time has been limited and requirements for PLC in tested area are limited.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: High need for coaching in curriculum and instruction.

Root Cause 5: Non-highly qualified teachers without training.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Non-highly qualified teachers and long term subs are teaching in all areas.

Root Cause 6: Lack of highly qualified pool of teachers applying to the district.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Administration works to motivate and encourage teachers but demands are overwhelming.

Root Cause 7: Teachers are assigned many duties and work to compensate for the lack of staff.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Although the state testing was waived, last year's projected scores for Odessa High were at a 73 overall.

Root Cause 8: Tier 1 instruction is not being driven by data and enhanced through planning.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Although there are systems in place, many are lacking detail and need to be evaluated and newly implemented.

Root Cause 9: Teachers, students and administration need more accountability through procedures and routines.

Problem Statement 9 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Goals


Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.


Performance Objective 1: Odessa High will provide technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1: Chromebooks will be provided to staff and students throughout the district, providing more access to online learning and new ways of teaching.

Strategy's Expected Result/Impact: None	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Odessa High will ensure efficient systems are in place to increase the success and to meet the needs of the students we serve.




Performance Objective 3: Odessa High will embed instructional technology into all professional learning to ensure that teaching and learning can take place effectively.

Strategy 1: All students will receive a device in order to continue remote learning when necessary or wanted.	
Strategy's Expected Result/Impact: None	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 4: Odessa High will provide a rigorous, relevant and engaging curriculum.

Strategy 1: Odessa High School will be partnering with several groups that will support curriculum and instruction for innovative teaching and learning. Those partners are NTN (Newtech Network), NMSI (National Math and Science Institute), Public Impact (with Opportunity Culture) and will all help in the creativity and streamlining of our curriculum and instruction at Odessa High School.

Strategy's Expected Result/Impact: None	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: Odessa High will provide and safe and supportive school environment.

Strategy 1: All safety management protocols will be followed and shared with teachers and students.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 6: Odessa High will pursue community partnerships that promote excellence in our schools.

Goal 2: Invest in Talent: Odessa High School will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Odessa High will offer a job-embedded, personalized professional learning system for teachers and administrators through the district.

Evaluation Data Sources: Learning Management System (LMS)





Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Odessa high teachers will volunteer to pilot the Schoology program.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Odessa High will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Staffing models





Equity Plan

Opportunity Culture

Teacher Incentive Allotment designations

Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: Odessa High has adopted Opportunity Culture and is providing instruction through new and innovative ways.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Odessa High will implement innovative instructional models which enable personalized learning for all students.





Targeted or ESF High Priority

Evaluation Data Sources: None





Summative Evaluation: None

Strategy 1: Odessa High is working with the district to provide Blended Learning and all Remote Learning.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Odessa High is partnering with NTN (Newtech Network) to provide systems that enable effective information for each teacher to easily access and be able to move a student forward in education.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	None	Summative
		May

Strategy 3: Odessa High will utilize Odyssey Ware as a credit recovery/acceleration/intervention to customize individual instruction.

Strategy's Expected Result/Impact: None		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: None		
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Odessa High will promote SEL for all students across the campus.

Strategy 1: Our lunches are combined with a 30 minute time for SEL strategies and learning.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: All counselors will work toward presenting and fostering social/emotional learning through presentations and classroom education in the classrooms.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Odessa High will create systems that support all graduating seniors to and through college, career and military decisions.

Performance Objective 4: Students achieving the AP/IB passing standard will increase from 12% to 14% by May 2021.

Evaluation Data Sources: 2020 State Accountability

Summative Evaluation: None

Performance Objective 5: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 11% to 15% by May 2021.

Evaluation Data Sources: 2021 College Board Report

Summative Evaluation: None

Campus Funding Summary

Addendums