

Ector County Independent School District

Odessa Collegiate Academy

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness

Mission Statement

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

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

#ForgeTheFuture

Vision

Odessa Collegiate Academy will prepare students to be creative critical thinkers who are well-rounded, marketable, and ambitious in the competitive university setting.

Core Beliefs

CORE BELIEFS

We Believe:

- * A quality education is a fundamental right for every student
- * In preparing our graduates for success after high school
- * Engagement in teaching and learning is a shared responsibility among students, staff, and parents
- * In valuing the students, our staff, parents and the community
- * There is a pathway for success for every student to become a leader
- * In providing a consistent and viable education for every student
- * In recruiting, retaining, and developing the best staff
- * Student needs drive decisions

* In setting each other up for success

* In civic engagement and upholding community traditions

* In embracing diversity

* A safe, healthy climate is conducive to learning

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	13
School Context and Organization	14
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.	19
Goal 2: Odessa Collegiate Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and Campus goals and improve student learning.	31
Goal 3: Odessa Collegiate Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.	32
Goal 4: Odessa Collegiate Academy will provide and promote a safe climate that is conducive to learning.	34
Goal 5: Odessa Collegiate Academy will utilize financial resources in a responsible and data-driven manner to support student learning.	36
Goal 6: Odessa Collegiate Academy will utilize 1:1 technology to enhance instruction, create efficient processes, and increase communication and collaboration within the students, teachers, and parents.	37
Goal 7: Odessa Collegiate Academy will graduate 100% of its Seniors at the end of the 2019-2020 school year.	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Odessa Collegiate Academy (OCA) is in its 5th year of existence. The ECISD School Board approved the name change of the school from Falcon ECHS to Odessa Collegiate Academy on June 11, 2019, being that the high school is now located on the Odessa College campus and no longer at the University of Texas of the Permian Basin. The first graduating class of 28 students was on May 24, 2019 with 100% of the Seniors graduating.

Based on current district data, OCA's current enrollment is 326 which is 95 students higher than the enrollment of last school year (231, as of May 23, 2019). According to our current district data, there are currently 103 economically disadvantaged students, which is 32%, 15 students classified as English Learners (4.6%), 4 students classified as special education (1.2%), and 4 students classified as Homeless (1.2).

The current enrollment by race/ethnicity is; African American 10 (3.1%), Hispanic 192 (58.9%), White 104 (31.9%), American Indian 1 (.3%), Asian 14 (4.3%),

Pacific Islander 1 (.3%) and Multi Race 4 (1.2%)

Current Enrollment:

9th - 106 Students

10th - 95 Students

11th - 58 Students

12th - 67 Students

Total - 326 Students for the 2019-2020 school year

Demographics Strengths

OCA has a growing student population that includes Economically Disadvantaged, ELs, McKinney-Vento, EL, and Special Education students.

Below are 2018 - 2019 State Progress Measures and Ratings on our School Report Card that is posted on our school website. Our data come straight from TEA website and is reported on our School Report Card :

Overall - 88 out 100 - Letter Grade B for the school.

Index 1: Student Achievement:

OCA scored an 89 out of 100

Index 2: Student Progress

OCA scored a 75 out of 100

Index 3: Closing the Performance Gaps

OCA scored an 85 out of 100

Post Secondary Readiness

OCA was recognized by TEA with a Distinction for having a high Post Secondary Readiness Rate.

AVID School Wide for All Students

For the AVID program, 100% of ALL students, grades 9-12, are enrolled in the program. The campus also offers AVID 1, 2, 3, & 4 for grades 9th-12th. The campus implements AVID school-wide.

Every student is enrolled in either a core Pre AP classes or a minimum of one dual credit course per term for qualifying students.

The campus goal is to be at capacity with 100 students per grade level, grades 9th-12th, with an enrollment of 400 students at capacity and 100 students graduating each year (as we grow).

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus currently is not at full capacity for student enrollment. **Root Cause:** The campus was recently relocated from UTPB to the Odessa College campus and renamed Odessa Collegiate Academy on June 11, 2019. A barrier for the students to continue with dual credit courses has been a lack of passing scores for the TSI (college entrance readiness exam). A few students have been exited from the program due to lack of passing the TSI , poor attendance, and poor grades.

Problem Statement 2: The number of At-Risk, Economically Disadvantaged, EL, and SPED populations at the campus level are below the early college high school demographic expectations. **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk, Economically Disadvantaged, EL, SPED students, and minority students (overall) to apply for enrollment. OCA must look at options for lottery selection for the 2020-2021 school year.

Student Achievement

Student Achievement Summary

OCA's overall accountability was a Letter Grade of "B", 88 out of 100.

The state accountability ratings are based on three performance indices:

Student Achievement:

OCA scored an 89 out of 100

Student Progress:

OCA scored 75 out of 100

Closing the Gaps:

OCA scored 85 out of 100

OCA earned a Distinction in Post Secondary Readiness

OCA ECHS Met Standard in the 2018-2019 school year.

Student Achievement Strengths

90% of OCA students scored at the Approaches Level (passed) for all EOC tested subjects.

67% of OCA students scored at the Meets Level for all EOC tested subjects.

21% of OCA students scored at the Masters Level for all EOC tested subjects.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although 90% of students passed their EOC's, only 21% scored at masters (2 point increase from the previous year) **Root Cause:**

Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 72% approaches to only 30% meets, and 9% masters.

Problem Statement 2: The school only met 1 Distinction from TEA this school year (last year, zero) which was a Distinction in Post Secondary Readiness. OCA did not receive a distinction in Academic Achievement in English/Language Arts, Mathematics, Science, Social Studies, and did not receive a distinction in the Top 25% for Comparative Academic Growth or Comparative Closing the Gaps. **Root Cause:** Students are not scoring high enough on EOC STAAR Exams.

Problem Statement 3: Students should be passing the Algebra I EOC at a much higher rate than 72% (Approaches) and should be passing at a much higher rate in ALL EOC tests concerning the Meets and Masters categories. **Root Cause:** Many students come to us with weak math skills from 8th grade. There also needs to be higher academic rigor and targeted tutoring in all EOC tested subjects to prepare our OCA students to be successful at a much higher rate.

School Culture and Climate

School Culture and Climate Summary

OCA is in the early stages of adoption of the ECHS model. With only 16 teachers and 326 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded environment. Students are not working toward college readiness, they are learning to thrive in a college environment, replete with academic rigor and expectations for their full engagement and responsibility. Instructors at both Odessa College and ECISD, are professional and model master-teacher qualities and work cooperatively to prepare our students for life after this experience including a career and senior college mindset simultaneously.

OCA is working diligently to close the performance gaps of our student body. We want to ensure best practices throughout campus which include pursuing an aligned curriculum throughout the district, updating classroom technology, training teachers in best practice solutions for struggling learners, best classroom management practices (CHAMPS), improved communications, providing early interventions, supporting professional learning communities and recruiting a quality teacher workforce.

Culture and climate is positive and supportive at OCA. The campus has high expectations of all stakeholders involved. TSI study opportunities are available through Odessa College with remediation. Expectations are set so that our students will leave us with the knowledge and skills necessary to pursue post-secondary education and careers. The campus is staffed one full-time teacher aimed at dual-credit facilitation to help strengthen and guide students as they matriculate through higher education.

OCA also uses the Youth Truth Survey annually for our students to survey their social and emotional needs while a student at our school.

School Culture and Climate Strengths

OCA works to provide best practice solutions to ensure all students learn and progress toward accomplishing our mission of making our student body world class leaders and life long learners. These include working toward an aligned curriculum, improved use of data to target early interventions for students, teacher support in job-embedded professional development, building the academic vocabulary of our student body, strategies to improve all student's higher-order thinking skills, instructional support programs for struggling students, and identification and support for the psycho-social needs of our students. Our faculty and staff work in unison toward the ultimate success of our students.

Strengths include a supportive School Board, Superintendent Leadership Team, and administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps.

Keeping expectations high where college readiness is the focus and students have the opportunity to be enrolled and participate as a college student.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus culture and climate is sensitive to change and is in need for stability, strong systems and structures, transparent communication, and an opportunity to build campus culture and create campus traditions. There also has been 3 principal changes in the last 3 school years.

Root Cause: The campus transitions from one college partner to another. The transition from a four year university (UTPB) to a community college (Odessa College) has different variables. including a lack of identity for the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OCA benefits from a variety of recruiting strategies to grow staff, including, increased recruiting participation by bilingual/ESL staff, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups which includes supplemental support staff that provides job embedded training and resources for teachers on our campuses. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. The district uses staff recognition programs in conjunction with other retention strategies. There are quarterly checkpoints to ensure all staff members have updates certification in compliance with the state.

All secondary AP/GT staff are AP/GT certified and all teachers are Highly Qualified in all subject areas. About half of our teachers have been to an AVID Summer Institute to be AVID trained. Most of our teachers have multiple preps within their certification to best support student scheduling needs.

Currently, OCA is fully staffed with 100% certified teachers.

Staff Quality, Recruitment, and Retention Strengths

Professional development is offered to all teachers and is ongoing throughout the school year through different learning modalities. These include best practice methodologies such as professional developers to model instruction on campus targeting reading, writing and math, data systems and depth and complexity of data, classroom management, AVID strategies, professional learning communities, language acquisition and closing the achievement gap for under-performing populations. Reimbursement of ESL supplemental testing fees and fees to attach supplemental to certificate is offered to increase number of ESL-certified teachers in the district. For a small campus, OCA has a 100% veteran staff. None of our teachers this school year (2019-2020) are 1st year teachers.

OCA faculty members are recruited from ECISD job fairs and the HR department. Odessa College provides dual credit professors that are more than willing to help students with being successful as ECHS students and first year college students. All OCA teachers are supportive of the leadership team, each other, and students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher candidates for vacant positions are limited and difficult to fill. **Root Cause:** Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional Coaches, ESL certified teachers, tutor support, and intervention services allow for the opportunity to close the achievement gap. STAAR, SBAs, DBAs, unit assessments, and TELPAS assessments allow for early identification of need and potential targets for intervention.

The campus has two full time AVID teachers on staff. The campus highly utilizes and promotes WICOR strategies. The AVID program incorporates WICOR as the basis for instruction across the curriculum to improve learning and access for all students (W - Writing to learn, I - Inquiry, C - Collaboration, O - Organization, R - Reading to learn).

All sophomores and juniors will be administered the PSAT/NMSQT. All seniors will take the ASVAB. Also, all incoming freshman are required to take the TSI in order to qualify students for dual credit courses.

Curriculum, Instruction, and Assessment Strengths

The Curriculum and Instruction Department has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students while protecting the integrity of an aligned curriculum. In collaboration with Odessa College, students have been offered TSI support and tutorial opportunities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All of our students have gaps in their learning. **Root Cause:** According to the ECHS blueprint, we must recruit from all tiers of learners. It is our responsibility to close the gaps that are apparent.

Parent and Community Engagement

Parent and Community Engagement Summary

OCA promotes family and community involvement through the Community Outreach Center, press releases, district and school websites, two new OCA social media sites, school newsletters, parent conferences, VIPS, and Parent Link. Family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, OCA Parent Nights, Orientation meetings, PTOs, and organizational booster clubs to name a few. Parents are also an integral part of helping to establish and form and continue school traditions.

The campus administration will visit frequently with parents and students to discuss campus needs, expectations, and any updates.

Parent and Community Engagement Strengths

Increased participation of family and community involvement through Volunteers in Public Schools and parent committee involvement at the campus and district level. Stakeholder surveys, OCA highlights, Parent/Community meetings for OCA programs provide opportunities for more involvement.

OCA provides opportunities for parents and students to learn of the educational benefits of our campus through multiple Parent Links, recruitment at each of the middle schools, Parent Nights at Odessa College and Informational Nights at OCA.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low family and community participation. **Root Cause:** Lack of past communication between the campus and stakeholders.

Problem Statement 2: OCA currently does not have an active VIPS group. **Root Cause:** The transition has caused many parents to leave the PTO and to have parent involvement to assist with student social activities.

School Context and Organization

School Context and Organization Summary

OCA is a stand alone early college high school on the OC campus. There are 326 students enrolled in grades 9th-12th, and we project another 100 students for the Freshmen class of the 2020-2021 school year. Our goal is to have 100 students per grade level and graduate 100 students per school year.

School Context and Organization Strengths

OCA is an all academic high school in which students have the opportunity to earn up to 60 college credit hours, a college associates degree, cost free, by the time they graduate high school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students struggle to pass the TSI assessment to qualify them for dual credit opportunities. **Root Cause:** There is a lack of intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative.

Technology

Technology Summary

OCA has interactive flat panels in each classroom. Teachers have laptops to enhance student achievement and supplement instruction. OCA students have the opportunity to have a Chromebook laptop and is a one-to-one campus. Teachers utilize Google Classroom along with all other Google programs such as Google Slides, Docs, Sheets, and Drive, in all classes. Students turn in their assignments to their college professors using Blackboard.

OCA students have access to other forms of technology at the college. All students have access to the LRC (Learning Resource Center) with access to computers, printers, tutors, and other resources. Students also have access to the Fab Lab. The campus also has a Testing Center for the convenience of remediation and testing support.

Technology Strengths

OCA continues to move forward with technological changes. Odessa College and ECISD have provided the necessary technology for each classroom. This includes interactive projectors, laptop, Wifi access, document cameras, etc.

ECISD instructional technologists provide training and support for best instructional practices. OCA will implement the EdTech Innovators Badges for all teachers on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS. **Root Cause:** There is no training for students and parents in these technology areas.

Priority Problem Statements

Problem Statement 1: Although 90% of students passed their EOC's, only 21% scored at masters (2 point increase from the previous year)

Root Cause 1: Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 72% approaches to only 30% meets, and 9% masters.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals


Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 67% to 75% across all tested grade levels and content areas by May 2020.


Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) 1) Implement a consistent process to disaggregate data and monitor data.	2.4	Principal, Instructional Specialist, Core Tested Teachers	Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test.				
2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring and on Friday's after early dismissal.	2.4	Principal, teachers	Improved tests scores and higher passing rates				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 21% to 25% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.	2.4	Principal, tested teachers	Percent of students Mastering state tests will increase				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in ELA/Reading will increase by 10% by May 2020. Eng I/Eng II EOC combined from 75% to 85%

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.	2.4	Principal, tested teachers	Percent of students scoring at Meets level will increase for ELA				
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Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in Algebra I by May 2020.
Alg 1 EOC from 30% to 40%

Evaluation Data Source(s) 4: 2019, 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.	2.4	Principal, tested teachers	Percent of students scoring at Meets level in Algebra I will increase				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 2% for 11th Grade US History.

US History from 88% to 90%

Evaluation Data Source(s) 5: 2019, 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.	2.4	Principal, teachers	Percent of students scoring at Meets level will increase for US History				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 9% by May 2020.

Biology EOC from 61% to 70%.

Evaluation Data Source(s) 6: 2019, 2020 State Accountability

Summative Evaluation 6:

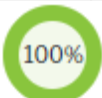



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college Build a foundation of reading and math 1) 1) 1) Increase rigor of Tier I instruction 2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.	2.4	Principal, Tested teachers	Percent of students scoring at Meets level will increase for Science (Biology).				
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Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 7: OCA will maintain the TEA Distinction Designation for Post Secondary Readiness

Evaluation Data Source(s) 7: 2019, 2020 State Accountability.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) 1) All (100%) students will graduate from high school and will have earned 45 or more dual credit hours	2.4	Principal, HS Counselor, College Counselor	OCA will maintain the TEA Distinction Designation for Post Secondary Readiness				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


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Performance Objective 8: 11th Grade students achieving the PSAT/NMSQT benchmark will increase 10% by May 2020.


Evaluation Data Source(s) 8: 2019, 2020 College Board Report


Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) 1) Student scores will increase on PSAT tests 2) PSAT testing strategies are implemented in their AVID classes	2.5	Principal, ELA and Math teachers, AVID teachers, HS and College counselors	PSAT scores will increase for students				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 9: OCA student attendance rate will increase from 96.3% to 97.5% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 9: Weekly attendance rates/reports , use of attendance contracts with students with more than 9 absences, and district comparison attendance rates from the 2018-2019 to 2019-2020 school year.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) 1)Contact students and parents or every absence 2) Monitor weekly attendance 3)Utilize attendance contracts as needed	2.6	Principal, Attendance Clerk, HS Counselor, Teachers	Improved student attendance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 10: The percentage of At Risk students that will graduate from OCA will be maintained at 100%. Accelerated instructional materials & remedial programs and tutorials will be offered to all At Risk students to help close the achievement gap.


Evaluation Data Source(s) 10: Graduation rates, drop out rates, course credits received

Summative Evaluation 10:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) 1) Monitor At-Risk students grades, credits, and attendance each 9 week grading period	2.6	Principal, teachers, HS counselor	100% of At-Risk students will graduate				




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Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 11: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

Evaluation Data Source(s) 11: TELPAS ratings 2019, 2020

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Use Sheltered Instruction strategies in all classes. Follow EL accommodations. Continue to train teachers on Sheltered Instruction strategies. Monitor EL Reading and Writing activities and assignments through ELA classes	2.6	Principal, ELA teachers, Instructional Coach	Increased TELPAS scores for EL students				
							

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.



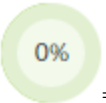

Performance Objective 12: OCA Seniors will increase by 9% the number Associates Degrees from Odessa College from the Class of 2019 to 2020.

Class of 2019 - 20 of 28 Seniors - 71%

Class of 2020 - 54 of 67 Seniors - 80%

Evaluation Data Source(s) 12: Number of Seniors graduating with Associates Degrees from Odessa College in May 2020

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) Monitor all students so they are on track to graduate with 60 dual credit hours and earn an Associates Degree by the end of their Senior year.		Principal, HS and College Counselor	Increase the number of students who earn an Associates Degree from Odessa College				
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Goal 2: Odessa Collegiate Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and Campus goals and improve student learning.

Performance Objective 1: OCA will limit teacher vacancies and be fully staffed every school year with 100% certified teachers.


Evaluation Data Source(s) 1: TAPR Report - Retention

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Recruit and maintain highly qualified teachers each year. Support teachers with instructional professional development. Maintain a safe and supportive environment so teachers want to stay and teach at our school. Recognize teacher accomplishments.		Principal	Decrease the teacher turnover rate				




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Goal 3: Odessa Collegiate Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Streamline the flow of communication so that parents and students are efficiently directed to the proper OCA Faculty member or OC Faculty member in order to have their questions answered in a timely manner.


Evaluation Data Source(s) 1: Yearly campus survey completed in May

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Use Parentlink for contacting parents by phone, text, and email. Use the campus Facebook and Twitter sites to communicate important information to parents and students. Keep the school webpage updated with pertinent information. Ensure all parent calls and emails are returned within 24 hours. Have parent meetings at least once a semester.	3.2	Principal, office staff, teachers	Improved communication with parents and students throughout the school year.				




= Accomplished



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Goal 3: Odessa Collegiate Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Encourage partnerships with community members and increase parent participation in our campus PTO.

Evaluation Data Source(s) 2: Survey to PTO members in May 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Invite parents and business/community members to attend PTO meetings. Develop a PTO membership drive and have monthly scheduled meetings. Publicize parent meetings and minutes of the meetings often.	3.2	Principal	Increased membership in our PTO and community partners				


Goal 4: Odessa Collegiate Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs and counseling services will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.


Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Promote counseling services to our students and have our counselor visit classrooms and also do social/emotional presentations in classrooms.		Principal, counselor	Maintain a safe environment and atmosphere where students trust where to go in times of social/emotional needs				




= Accomplished



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Goal 4: Odessa Collegiate Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: OCA will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Faculty members will attend yearly social/emotional training from our counselor and crisis training from the principal		Principal, counselor	Maintain a safe environment for all students at all times.				

Goal 5: Odessa Collegiate Academy will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Use student data to make budgetary decisions to meet the needs of students

Evaluation Data Source(s) 1: Budgets, 3 year campus budget trends, needs as requested by options list provided by teachers/principal.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) OCA will review student data quarterly to determine needs to drive budgetary decisions		Principal, CIT	Expected result is to allow student needs to drive budgetary decisions				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: Odessa Collegiate Academy will utilize 1:1 technology to enhance instruction, create efficient processes, and increase communication and collaboration within the students, teachers, and parents.

Performance Objective 1: 100% of the campus improvement plan will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) OCA will meet with the Campus Leadership Team to create and align the campus CIP with the district DIP		Principal, Leadership Team	Expected results will be aligned CIP and DIP				
							

Goal 6: Odessa Collegiate Academy will utilize 1:1 technology to enhance instruction, create efficient processes, and increase communication and collaboration within the students, teachers, and parents.

Performance Objective 2: Increase the use of parent portal activity from XX% to 90% by 2020.

Evaluation Data Source(s) 2: txConnect administrator reports.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Ensure every parent registers their student through Parent Portal. Show all parents how use parent portal through beginning of year orientations	3.1	Principal using Parent Portal usage reports	Improved usage of parent portal by OCA parents and move to a more paperless environment				

Goal 7: Odessa Collegiate Academy will graduate 100% of its Seniors at the end of the 2019-2020 school year.

Performance Objective 1: OCA will maintain a 100% graduation rate for its Seniors, the Class of 2020.

Evaluation Data Source(s) 1: 2019 and 2020 State Accountability Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) OCA will monitor the progress of all Senior students and develop plans for students who fall behind and are at risk of not graduating.	2.6	Principal, HS and College Counselors, Senior teachers	100% of Seniors will graduate on time				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							