

# Ector County Independent School District

## Odessa Collegiate Academy

### Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**

Postsecondary Readiness



**Board Approval Date:** August 24, 2020  
**Public Presentation Date:** September 14, 2020

# 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.**

**#BlueWolfFamily #ForgeTheFuture #teamECISD #LeadershipMatters**

*Follow us on our school Facebook or Twitter page @OCAwolves*

## Vision

*OUR students...THE future.*

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

## Core Beliefs

We Believe:

- We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Odessa Collegiate Academy (OCA) is in its 6th 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 the newly named Odessa Collegiate Academy was on May 22, 2020 with 100% of the Seniors graduating. All 66 of them. 59 of them earned their College Associate Degree from Odessa College. 3 of them earned their Core Completions Certificate of 42 hours. 3 of them earned 30 or more college hours.

Based on current district data, OCA's current enrollment is 377 which is 51 students higher than the enrollment of last school year. 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 - 117 Students

10th - 109 Students

11th - 98 Students

12th - 53 Students

**Total - 377 Students for the 2020-2021 school year and counting as of July 24, 2020**

### 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 Honors 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. OCA is currently at record enrollment of 377. It was at 212 in May of 2019. However, our goal is to be over 400 students. Also, our new MOU with ECISD and OC wants each grade level to be at 125 with the goal of the school to be at maximum enrollment of 500 students. It will help tremendously when we graduate our small Senior class (53 students) we inherited from Falcon ECHS, which is the last students from the old program.

**Problem Statement 2:** The number of At-Risk and Economic Disadvantaged populations at the campus level do not match or are higher than those populations on the District level. **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged students (overall) to apply for enrollment. OCA continues to enroll at-risk and economically disadvantage students. Though we have improved marginally, this is an area that needs to improve greatly with better targeted recruiting of at-risk and economically disadvantage students for our program.

# **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.

The was no accountability rating for the 2019-2020 school year due to the COVID-19 Crisis.

### **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.

This was for the 2018-2019 school year.

The was no accountability rating for the 2019-2020 school year due to the COVID-19 Crisis.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** 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 17 teachers and 377 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. All students qualify for college readiness in that all students who graduate have many more college hours than the 9 hour minimum. Almost all students graduate with over 60 college hours. Instructors at both Odessa College and ECISD, are professional and model master-teacher qualities and work cooperatively to prepare our students for a college university experience including being accepted into at least 3 universities.

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 their college coursework.

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, supportive college president and college administration at Odessa College, and campus administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps through Laying the Foundation training.

Keeping expectations high where college readiness is the focus and students have the opportunity to be enrolled, participate, and be successful 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 4 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. Though we are in our 2nd year as Odessa Collegiate Academy, the Seniors still see themselves as former Falcon students.

**Problem Statement 2:** Students struggle with remote learning and a loss of belonging due to school shutting down Spring Break (March of 2020) due to the COVID-19 crisis. **Root Cause:** COVID-19 Pandemic and working strictly from home for our students. Lack of dependable internet connection at home has also impacted our students.

# 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 Honors/GT staff are Honors/GT trained/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.

As of July 6, 2020, 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 veteran staff. Only 1 of our teachers this school year (2020-2021) 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 and the City of Odessa, Texas.

# 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 (student issued chromebooks) 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, TELPAS assessments, and TSI scores allow for early identification of need and potential targets for intervention.

OCA is an AVID school. All our students take AVID as an elective each school year. 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.

MAP training will be included for the 2020-21 school year for our STAAR tested areas.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** All of our students have gaps in their learning. **Root Cause:** All our students come to our school with gaps in their learning. It is our responsibility to close the gaps that are apparent on STAAR testing.

# 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 OCA social media sites, school newsletters, parent conferences, VIPS, Reind APP for all students, 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, and PTA 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, a much improved webpage and an active school Facebook page and Twitter page, 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 PTA and to have parent involvement to assist with student social activities. The PTA was started back up in the Spring of 2020 with the hopes of being much more active for the 2020-21 school year.

# School Context and Organization

## School Context and Organization Summary

OCA is a stand alone early college high school on the OC campus. There are 377 students enrolled in grades 9th-12th, and we project another 117 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 that is tuition 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. This is OCA's weakest area and in the need of the greatest growth for the 2020-21 school year.

# Technology

## Technology Summary

OCA has interactive flat panels (smartboards) in each classroom. Teachers have laptops and two monitors to enhance student achievement and supplement instruction. OCA students are issued a Chromebook laptop and our school is a one to one campus.

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. OCA will also pilot the Frontrow Juno Connect with Bluetooth and Lesson Capture and webcam for our school to teach remotely for our students who are home in our hybrid schedule model for the 2020-21 school year.

## 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 little 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 goals

## 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

## 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
- 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
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

### **Employee Data**

- 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

# 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 2021.

**Evaluation Data Sources:** State Accountability 2019, Interim Assessments 2020-2021, MAP tracking

**Summative Evaluation:** None

<b>Strategy 1:</b> 1) Implement a consistent process to disaggregate data and monitor data.	
<b>Strategy's Expected Result/Impact:</b> Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, interim assessments, released test and STAAR test.	<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, Core Tested Teachers	
<b>Title I Schoolwide Elements:</b> 2.4	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 2:** Offer flexible tutoring times across each subject. Built in advisory time for tutoring and on Friday's after early dismissal.

<b>Strategy's Expected Result/Impact:</b> Improved tests scores and higher passing rates		<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Principal, teachers, instructional coach		
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**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 2021.

**Evaluation Data Sources:** State Accountability 2019, Interim Assessments 2020-21, MAP Tracking

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Percent of students Mastering state tests will increase

**Staff Responsible for Monitoring:** Principal, tested teachers, instructional Coach

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Connect high school to career and college

**Funding Sources:**  
None

**ESF Levers:** None

**Formative**

**Oct**


**Jan**


**Mar**

**Summative**

**May**

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3:** Students achieving the Meets Standard on the state assessments in ELA/Reading will increase by 10% by May 2021.

Eng I/Eng II EOC combined from 75% to 85%

**Evaluation Data Sources:** State Accountability 2019, Interim Assessments 2020-21, MAP Tracking

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Percent of students scoring at Meets level will increase for ELA

**Staff Responsible for Monitoring:** Principal, tested teachers, Instructional Coach

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** None

**ESF Levers:** None

**Formative**

**Oct**


**Jan**


**Mar**

**Summative**

**May**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4:** Students achieving the Meets Standard on state assessments in Math will increase to above state average in Algebra I by May 2021.

Alg 1 EOC will move from 30% to 50%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2019 and 2021 State Accountability

**Summative Evaluation:** None

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Percent of students scoring at Meets level in Algebra I will increase	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, tested teachers, Instructional Coach	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>May</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**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 Sources:** 2019, 2021 State Accountability

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Percent of students scoring at Meets level will increase for US History

**Staff Responsible for Monitoring:** Principal, teachers

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** None

**ESF Levers:** None

**Formative**

**Oct**

**Jan**


**Mar**

**Summative**

**May**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Performance Objective 6:** Students achieving the Meets Standard on state assessments in Science will increase by 9% by May 2021.

Biology EOC from 61% to 70%.

**Evaluation Data Sources:** 2019, 2021 State Accountability

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Percent of students scoring at Meets level will increase for Science (Biology).

**Staff Responsible for Monitoring:** Principal, Tested teachers, Instructional Coach

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**Funding Sources:** None

**ESF Levers:** None

**Formative**

**Oct**


**Jan**


**Mar**

**Summative**

**May**

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

**Evaluation Data Sources:** 2019, 2021 State Accountability.





**Summative Evaluation:** None

<b>Strategy 1:</b> 1) All (100%) students will graduate from high school and will have earned 30 or more dual credit hours	
<b>Strategy's Expected Result/Impact:</b> OCA will maintain the TEA Distinction Designation for Post Secondary Readiness	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, HS Counselor, College Counselor, College Liaison	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 8:** 11th Grade students achieving the PSAT/NMSQT benchmark will increase 10% by May 2021.

**Evaluation Data Sources:** 2019, 2020, 2021 College Board Report

**Summative Evaluation:** None





<b>Strategy 1:</b> 1) Student scores will increase on PSAT tests 2) PSAT testing strategies are implemented in their AVID classes		
<b>Strategy's Expected Result/Impact:</b> PSAT scores will increase for students		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, ELA and Math teachers, AVID teachers, HS and College counselors		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 9:** OCA student attendance rate will maintain an attendance rate of 97.0% or higher by May 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Weekly attendance rates/reports , use of attendance contracts with students with more than 9 absences, and district comparison attendance rates from the 2019-2020 and 2020-2021 school year.





**Summative Evaluation:** None

<b>Strategy 1:</b> 1)Contact students and parents or every absence 2) Monitor weekly attendance 3)Utilize attendance contracts as needed		
<b>Strategy's Expected Result/Impact:</b> Improved student attendance		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk, HS Counselor, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**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 Sources:** Graduation rates, drop out rates, course credits received





**Summative Evaluation:** None

<b>Strategy 1:</b> 1) Monitor At-Risk students grades, credits, and attendance each 9 week grading period	
<b>Strategy's Expected Result/Impact:</b> 100% of At-Risk students will graduate	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, teachers, HS counselor, OC College Liaison	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 11:** English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021.

**Evaluation Data Sources:** TELPAS ratings 2019, 2020 (if published), and 2021

**Summative Evaluation:** None

<b>Strategy 1:</b> 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	
<b>Strategy's Expected Result/Impact:</b> Increased TELPAS scores for EL students	<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Principal, ELA teachers, Instructional Coach	
<b>Title I Schoolwide Elements:</b> 2.6	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 12:** OCA Seniors will increase the number Associates Degrees from Odessa College from the Class of 2019 , 2020, and 2021.

Class of 2019 - 20 of 28 Seniors - 71%

Class of 2020 - 59 of 66 Seniors - 89%

Class of 2021 - 50 of 53 Seniors - 94% is the new goal

**Evaluation Data Sources:** Number of Seniors graduating with Associates Degrees from Odessa College in May 2021

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Increase the number of students who earn an Associates Degree from Odessa College

**Staff Responsible for Monitoring:** Principal, HS and College Counselor

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Connect high school to career and college

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify







Discontinue

**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 Sources:** TAPR Report - Retention

**Summative Evaluation:** None

<b>Strategy 1:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Decrease the teacher turnover rate	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	



**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 Sources:** Yearly campus survey completed

**Summative Evaluation:** None

**Strategy 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. Set up ALL students - 100% of them in the grade level Remind APP. Have parent meetings at least once a semester.

**Strategy's Expected Result/Impact:** Improved communication with parents and students throughout the school year.

**Staff Responsible for Monitoring:** Principal, office staff, teachers

**Title I Schoolwide Elements:** 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Oct**


**Jan**


**Mar**


**Summative**

**May**

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

**Evaluation Data Sources:** Survey to PTA members in May 2021

**Summative Evaluation:** None





<b>Strategy 1:</b> Invite parents and business/community members to attend PTA meetings. Develop a PTA membership drive and have monthly scheduled meetings. Publicize parent meetings and minutes of the meetings often.		
<b>Strategy's Expected Result/Impact:</b> Increased membership in our PTA and community partners		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Office Staff to assist		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**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 Sources:** Program rosters, attendance data, completion and graduation rates





**Summative Evaluation:** None

<b>Strategy 1:</b> Promote counseling services to our students and have our counselor visit classrooms and also do social/emotional presentations in classrooms.							
<b>Strategy's Expected Result/Impact:</b> Maintain a safe environment and atmosphere where students trust where to go in times of social/emotional needs	<table border="1"> <tr><td><b>Formative</b></td></tr> <tr><td><b>Oct</b></td></tr> <tr><td><b>Jan</b></td></tr> <tr><td><b>Mar</b></td></tr> <tr><td><b>Summative</b></td></tr> <tr><td><b>May</b></td></tr> </table>	<b>Formative</b>	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>Summative</b>	<b>May</b>
<b>Formative</b>							
<b>Oct</b>							
<b>Jan</b>							
<b>Mar</b>							
<b>Summative</b>							
<b>May</b>							
<b>Staff Responsible for Monitoring:</b> Principal, counselor							
<b>Title I Schoolwide Elements:</b> None							
<b>TEA Priorities:</b> None							
<b>ESF Levers:</b> None							
<b>Problem Statements:</b> None							
<b>Funding Sources:</b> None							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>							

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

**Evaluation Data Sources:** Staff sign-in, archived training documents

**Summative Evaluation:** None





<b>Strategy 1:</b> Faculty members will attend yearly social/emotional training from our counselor and crisis training from the principal	
<b>Strategy's Expected Result/Impact:</b> Maintain a safe environment for all students at all times.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**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 Sources:** Budgets, 3 year campus budget trends, needs as requested by options list provided by teachers/principal.

**Summative Evaluation:** None





<b>Strategy 1:</b> OCA will review student data quarterly to determine needs to drive budgetary decisions		
<b>Strategy's Expected Result/Impact:</b> Expected result is to allow student needs to drive budgetary decisions	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>	
<b>Staff Responsible for Monitoring:</b> Principal, CIT		
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Connect high school to career and college		<b>Funding Sources:</b> None
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**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 2020.

**Evaluation Data Sources:** 2020-2021 Campus improvement Plans





**Summative Evaluation:** None

<b>Strategy 1:</b> OCA will meet with the Campus Leadership Team quarterly (each 9 week grading period) to create and align the campus CIP with the district DIP							
<b>Strategy's Expected Result/Impact:</b> Expected results will be aligned CIP and DIP	<table border="1"> <tr><td><b>Formative</b></td></tr> <tr><td><b>Oct</b></td></tr> <tr><td><b>Jan</b></td></tr> <tr><td><b>Mar</b></td></tr> <tr><td><b>Summative</b></td></tr> <tr><td><b>May</b></td></tr> </table>	<b>Formative</b>	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>Summative</b>	<b>May</b>
<b>Formative</b>							
<b>Oct</b>							
<b>Jan</b>							
<b>Mar</b>							
<b>Summative</b>							
<b>May</b>							
<b>Staff Responsible for Monitoring:</b> Principal, Leadership Team							
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None						
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None						
<b>ESF Levers:</b> None							
 No Progress  Accomplished  Continue/Modify  Discontinue							

**Performance Objective 2:** Increase the use of parent portal activity from to 90% by October 2021.

**Evaluation Data Sources:** txConnect administrator reports.

**Summative Evaluation:** None





<b>Strategy 1:</b> Ensure every parent registers their student through Parent Portal. Show all parents how use parent portal through beginning of year orientations	
<b>Strategy's Expected Result/Impact:</b> Improved usage of parent portal by OCA parents and move to a more paperless environment. Also, all registration for OCA will be online.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal using Parent Portal usage reports, office staff to assist	
<b>Title I Schoolwide Elements:</b> 3.1	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None
<b>ESF Levers:</b> None	
	<b>Summative</b>
	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 7:** Odessa Collegiate Academy will graduate 100% of its Seniors at the end of the 2020-2021 school year.

**Performance Objective 1:** OCA will maintain a 100% graduation rate for its Seniors, the Class of 2021.

**Evaluation Data Sources:** 2019, 2020 (if published) and 2021 State Accountability Reports

**Summative Evaluation:** None

<b>Strategy 1:</b> OCA will monitor the progress of all Senior students and develop plans for students who fall behind and are at risk of not graduating.	
<b>Strategy's Expected Result/Impact:</b> 100% of Seniors will graduate on time	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, HS and College Counselors, Senior teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	



# Campus Funding Summary

# Addendums