

Ector County Independent School District

New Tech Odessa High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

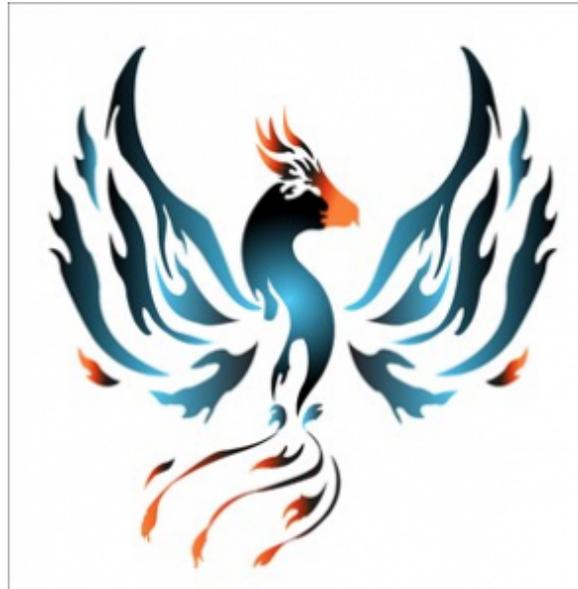
Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: August 25, 2020

Public Presentation Date: August 25, 2020

Mission Statement

"Our mission at New Tech Odessa is to develop learners who are college-ready, digitally literate, globally competent, and prepared to compete, connect, and cooperate with the rest of the world through an educational experience grounded in design and innovative thinking."

Vision

"To equip learners with academic and personal skills for college and career readiness through collaboration and meaningful work."

Core Beliefs

Trust, Respect, & Responsibility

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	7
Student Achievement	14
School Culture and Climate	28
Staff Quality, Recruitment, and Retention	31
Curriculum, Instruction, and Assessment	35
Parent and Community Engagement	39
School Context and Organization	41
Technology	44
Priority Problem Statements	46
Comprehensive Needs Assessment Data Documentation	50
Goals	52
Goal 1 : Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	52
Goal 2 : Invest in Talent: ECISD and NTO will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	65
Goal 3 : Learning Journey: ECISD and NTO will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	69
State Compensatory	93
Budget for New Tech Odessa High School	93
Personnel for New Tech Odessa High School	94
Plan Notes	95
Campus Funding Summary	97
Addendums	98

Comprehensive Needs Assessment

Revised/Approved: August 25, 2020

Needs Assessment Overview

Based on the data discussed in this needs assessment, the following programs and services will be offered at NTO:

Extended Year Services

Special Education Additives/ Stipends

Special Education Teachers

Speech Pathologists

Occupational Therapist

OT/PT Assistants

Special education instructional support staff

Furniture & equipmentsuch as gases, welding rods, metal, etc.

Teaching Materials

CTE Textbooks: Replacement of outdated equipment such as computers, printers, 3D printers, aerospace equipment, etc.

Software

Teacher & Student Travel such as Career & Technical Student Organization (CTSO) travel such as BPA, SkillsUSA, FFA, and FCCLA

Fees & Dues for things like PD

Certifications & Licensures Fees (for students)

Princeton Review Teacher and Materials

AP Exams

PSAT 8/9, PSAT-NMSQT, SAT SCHOOL DAY

Instructional Leadership of program

Decathlon Participation

TRAC Program: Student Pregnancy/Parent Services

Odyssey Ware: Credit Recovery

Summer Remediation for STAAR/EOC recovery: Targeted grades

Extended Year Services
At Risk Tutoring
Classworks
Literacy Initiatives for reading and math
Core Teacher Professional Development for at risk strategies
TAKS/EOC Course Remediation Teacher
ESL Specialist
Community Outreach Services
CCF's at high school campuses
Drop Out Prevention Counselors (SAS counselors)
Teacher Professional Development & Support
Classroom Materials
AVID Summer Institute
AVID Membership Fees
AVID tutors
AVID supplies and materials
AVID training
APIB Teachers
AVID College Field Trips
AVID teachers/ coordinator

Demographics

Demographics Summary

51.9George H.W. Bush New Tech Odessa (NTO) is an all-academic college prep high school, grades 9th-12th. NTO accepts enrollment from all six middle schools in the Ector County Independent School District (ECISD). Learners also come from private, charter, and home schooling. All sub-populations are represented on our campus since we are a microcosm of the ECISD community. The student population of NTO is **363** students. Due to current economic conditions, exactly **30.58%** of our student population is identified as economically disadvantaged (Free Lunch - **25.62%** and Reduced Lunch - **4.96%**). NTO has a high percentage of Hispanic students, about **76.31%**. NTO's white population comes in second with about **18.73%**. African Americans are low in numbers, approximately **1.93%**. NTO also has **1.65%** Asian and **1.38%** of two or more races. When it comes to gender population, NTO students are at **43.25%** male and female **56.7%** females. NTO's at risk population is **45.18%**. NTO's English Learners (ELs) population is at **6.34%**. NTO has a high special population percentage based on total campus enrollment. Approximately **3.31%** of our student population receive special population services. NTO's G/T population is at **21.49%**. NTO's CTE population is at **75.21%**. NTO's migrant population is at **0%**. NTO's homeless population is at **2.2%**. Since it's opening, the NTO student body representation has remained consistent.

Incoming freshman enrollment has consistently increased every year since NTO opened its doors in 2011. Due to high academic expectations and project-based learning instructional approach, we see a decline in our junior (11th Grade) enrollment by a decrease of 10 - 15%. At this level, learners are expected to take advanced courses such as AP and Dual Credit.

As a district, enrollment at every school has increased drastically within the last 5 years. Students from across the state and country are moving into the area even with the economic downturn. At NTO, the administration and staff are intentional in creating a strong campus culture that supports academic and behavioral expectations in order to create a positive learning environment. NTO has strong systems and structures in place to support our instructional approach of project-based learning. At this time, we do not have a migrant student population represented.

Because of our emphasis on college and career readiness and student centered instructional approach, dropout rates are low and completions rates are high. At the conclusion of the 2019-20 school year, NTO had a **100%** graduation rate.

The district and campus use state indicators to identify at risk students. NTO uses data and samples of learner work to identify students who are struggling academically or behaviorally. Instructional programs such as the Odyssey Ware Credit Recovery Program and an academic enrichment course are utilized to support these learners academically.

Identified special education students at NTO were identified as needing special education services in either elementary or middle school. We have had few special education referral requests. At NTO, special education learners consistently show progress both socially and academically and typically want to remain at the campus. Project-based learning supports and differentiates the learning needs of young people and assists in addressing learning gaps. This is due to student centered instruction, hands on learning opportunities, and the expectation of collaboration among learners.

Attendance rates at NTO hold steadily above the district at **95.9%** (2019-20) due to the high level of accountability and engagement. We follow the district guidelines and procedures in accounting for absences and tardiness. Project based learning encourages high levels of collaboration with both learners and staff, and results in fewer absences since learners are expected to contribute to their team regularly.

Our teachers use best practices and strategies in the classroom to support ELs. Projects are planned with heavy scaffolding. SIOP training is a requirement for all our teachers.

Regarding student-to-teacher ratio, the district ratio is set at **17:1**. The student-to-teacher ratio at NTO is approximately **15:1**. The average years of experience of teachers at the campus is **6.5 years**, with most of the teachers having 0-5 years of experience in the teaching field.

Eco. Dis. and Other

2019-20	NTO	District	State
Eco. Dis.	30.58%	TBD (TAPR)	TBD (TAPR)
Non-Educ. Dis..	69.42%	TBD (TAPR)	TBD (TAPR)
EL	6.38%	TBD (TAPR)	TBD (TAPR)
Student with Dis. Place.	1.2%	TBD (TAPR)	TBD (TAPR)
At-Risk	45.18%	TBD (TAPR)	TBD (TAPR)
Special Education	3.31%	TBD (TAPR)	TBD (TAPR)

Eco. Dis. and Other

2018-19	NTO	District	State
Eco. Dis.	36.7%	56.4%	60.6%
Non-Educ. Dis..	63.3%	43.6%	39.4%
EL	4.7%	18.6%	19.4%
Student with Dis. Place.	1.2%	2.0%	1.4%
At-Risk	51.9%	57.4%	50.1%
Special Education	6.7%	8.6%	9.6%

Eco. Dis. and Other

2017-18	NTO	District	State
---------	-----	----------	-------

Eco. Dis. and Other

Eco. Dis.	31.80%	51%	58.80%
Non-Educ. Dis..	68.20%	49%	41.20%
EL	2.40%	17.10%	18.80%
Student with Dis. Place.	0.30%	1.60%	1.30%
At-Risk	58%	57.40%	50.80%
Special Education	3%	N/A	N/A

Eco. Dis. and Other

2016-17	NTO	District	State
Eco. Dis.	36.10%	55.30%	59%
Non-Educ. Dis..	63.90%	44.70%	41%
EL	3.40%	16.70%	18.90%
Student with Dis. Place.	0.90%	1.60%	1.40%
At-Risk	51.70%	57.80%	50.30%
Special Education	3%	N/A	N/A

Eco. Dis. and Other

2015-16	NTO	District	State
Eco. Dis.	33.10%	51.70%	59%
Non-Educ. Dis..	66.90%	48.30%	41%
EL	3.30%	16.50%	18.50%
Student with Dis. Place.	0.60%	1.60%	1.40%
At-Risk	54.10%	58.20%	50.10%
Special Education	N/A	N/A	N/A

Eco. Dis. and Other

2014-15	NTO	District	State
Eco. Dis.	38.70%	48.10%	58.80%
Non-Educ. Dis..	61.30%	51.90%	41.20%
EL	2.70%	16.10%	18.20%
Student with Dis. Place.	1.40%	1.40%	1.50%
At-Risk	59.80%	61.90%	51.20%
Special Education	N/A	N/A	N/A

Ethnic Distribution

2019-20	NTO	District	State
African American	1.93%	TBD (TAPR)	TBD (TAPR)
Hispanic	76.31%	TBD (TAPR)	TBD (TAPR)
White	18.73%	TBD (TAPR)	TBD (TAPR)
American Indian	0%	TBD (TAPR)	TBD (TAPR)
Asian	1.65%	TBD (TAPR)	TBD (TAPR)
Pacific Islander	0%	TBD (TAPR)	TBD (TAPR)
2 or More Races	1.38%	TBD (TAPR)	TBD (TAPR)

Ethnic Distribution

2018-19	NTO	District	State
African American	1.9%	3.9%	12.6%
Hispanic	74.2%	76.3%	52.6%
White	20.6%	17.3%	27.4%
American Indian	0%	0.3%	0.4%
Asian	1.4%	0.9%	4.5%
Pacific Islander	0%	0.3%	0.2%
2 or More Races	1.9%	1.1%	2.4%

Ethnic Distribution

2017-18	NTO	District	State
African American	2.10%	3.90%	12.60%
Hispanic	71.20%	75.50%	52.40%
White	22.80%	18.20%	27.80%
American Indian	0%	0.30%	0.40%
Asian	2.40%	0.90%	4.40%
Pacific Islander	0%	0.30%	0.01%
2 or More Races	1.50%	1%	2.30%

Ethnic Distribution

2016-17	NTO	District	State
African American	2%	3.90%	12.60%
Hispanic	66.70%	75.10%	52.40%
White	27.20%	18.60%	28.10%
American Indian	0%	0.30%	0.40%
Asian	3.10%	0.90%	0.40%
Pacific Islander	0%	0.20%	0.10%
2 or More Races	1%	1%	2.20%

Ethnic Distribution

2015-16	NTO	District	State
African American	1.30%	3.90%	12.6
Hispanic	61.60%	74.90%	52.20%
White	33.40%	18.90%	28.50%
American Indian	0.30%	0.30%	0.40%
Asian	2.30%	0.90%	4%
Pacific Islander	0%	0.20%	0.10%
2 or More Races	1%	0.90%	2.10%

Ethnic Distribution

2014-15	NTO	District	State
African American	2.40%	3.80%	12.60%
Hispanic	57.60%	73.70%	52%
White	36.90%	20.10%	28.90%
American Indian	0.30%	0.30%	0.40%
Asian	0.90%	0.90%	3.90%
Pacific Islander	0%	0.20%	0.10%
2 or More Races	1.80%	1%	2%

References:

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2018.
<https://tea.texas.gov/perfreport/tapr/index.html>

OnData Suite. (n.d.). Retrieved August 20, 2020, from <https://126903.ondata.esc11.net/index.php/gate/login/>

Demographics Strengths

NTO has a strong emphasis of college and career readiness. This is done through the continuous support of the New Tech Network (NTN). NTN is a national network of schools who utilize project based learning, college readiness assessments, and other innovative methods of teaching and learning. NTO has a strong cultural foundation of trust, respect, and responsibility. NTO's campus culture intentionally empowers students academically and behaviorally. When it comes to instruction, project-based learning is our primary mode of instruction. Systematically, students are supported with flexible scheduling and a positive environment that welcomes innovation and risk-taking. NTO has a seamless use of technology, there is a 1:1 student laptop (MacbookPro or MacbookAir) assignment. In addition, the learning environment at NTO is set up to support school wide learning outcomes to promote future student success. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration.

Root Cause: Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 2 (Prioritized): For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Student Achievement Summary

On the 2019 STAAR EOCs, George H.W. Bush New Tech Odessa (NTO) learner groups achieved **90.8%** "At Approaches Grade Level or Above" standard. The student groups that scored lower on the STAAR EOCs include economically disadvantaged, special education, and ELLs. The difference in achievement between the two groups is due to learning gaps and small sample sizes of the mentioned learner populations.

Special education and ELs have the lower percentages under "At Approaches Grade Level or Above" and "Meets Grade Level." On average for all five EOCs, Special educations learners scored a **61.75%** on "approaches grade level." On average for all five EOCs, ELs scored a **80.75%** on "approaches grade level." These sub-populations also had the lower numbers for closing gaps and meeting growth expectations. These special populations also have the lower performance rates and participation rates.

Trends in the several years have demonstrated improvement in all areas and in all grade levels at NTO. Learners are instructed with focus on five school wide learning outcomes that the New Tech Network (NTN) model believes are building blocks for necessary 21st Century skills. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

Overall and as common across the state, areas of lowest performance are in both English I and English II STAAR EOCs. Learners bring an array of writing and reading gaps. NTO uses project-based learning to close the learning gaps as well as provide enrichment for all learners. Students on these assessments scored the lowest on Reporting Category 4, Writing Composition. On average for the 2018 English I and II STAAR EOCs, learners made a **9.8** out of a possible **16** points.

Individual student needs are identified by continuous evaluation of student work by teachers. NTO also uses frequent formative and summative assessments as required in 100% of the classrooms (non-negotiable elements of project-based learning). Teachers at NTO utilize the model of Professional Learning Communities (PLCs) to frequently look at appropriate interventions, monitor instruction, and adjust as needed. NTO's special education learners tend to score lower than the rest of the student population but demonstrate growth over time. As is with all learners, special education and other special population learners are enrolled in rigorous and demanding Honors (formerly Pre AP), AP, and/or Dual Credit core classes. The philosophy of the campus is that all learners can learn at higher levels and be successful when encouraged and supported.

NTO accepts learners who may need reinforcements and additional instructional support in academics and socially. When learners are not successful, teachers provide additional tutorials and workshops before and after school to lend their support. Teachers also meet with learners by appointment. Classroom projects include multiple opportunities for heavily scaffolded instruction as well as peer tutoring for learners. NTO has a full time special education case manager who frequently monitors effective and appropriate implementation of learner IEP and ensures learners are receiving all allowable accommodations.

State Accountability Rating

Overall	90 / A
Domain I - Student Achievement	90 / A
Domain II - School Progress	87 / A
Domain III - Closing the Gaps	90 / A

STAAR EOC Exams

STAAR EOCs (Approaches)

2018-19	NTO	District	State
English I	88%	52%	68%
English II	82%	57%	68%
Algebra I	87%	67%	85%
Biology	98%	83%	88%
U.S. History	99%	90%	93%

STAAR EOCs (Approaches)

2017-18	NTO	District	State
English I	78%	53%	65%
English II	84%	58%	67%
Algebra I	88%	68%	83%
Biology	98%	83%	87%
U.S. History	97%	88%	92%

STAAR EOCs (Approaches)

2016-17	NTO	District	State
---------	------------	----------	-------

STAAR EOCs (Approaches)

English I	76%	49%	64%
English II	80%	54%	66%
Algebra I	94%	71%	83%
Biology	98%	83%	86%
U.S. History	99%	86%	91%

STAAR EOCs (Approaches)

2015-16	NTO	District	State
English I	76%	53%	65%
English II	85%	58%	67%
Algebra I	88%	61%	78%
Biology	84%	82%	87%
U.S. History	98%	88%	91%

STAAR EOCs (Approaches)

2014-15	NTO	District	State
English I	72%	57%	71%
English II	78%	62%	72%
Algebra I	77%	64%	81%
Biology	92%	83%	91%
U.S. History	91%	82%	91%

STAAR EOCs (Meets Grade Level)

2018-19	NTO	District	State
English I	70%	31%	50%
English II	63%	36%	49%
Algebra I	55%	30%	61%
Biology	74%	46%	62%

STAAR EOCs (Meets Grade Level)

U.S. History	86%	61%	73%
--------------	------------	-----	-----

STAAR EOCs (Meets Grade Level)

2017-18	NTO	District	State
English I	55%	30%	44%
English II	60%	36%	48%
Algebra I	33%	28%	55%
Biology	74%	45%	59%
U.S. History	71%	58%	70%

STAAR EOCs (Meets Grade Level)

2016-17	NTO	District	State
English I	57%	27%	43%
English II	*	34%	45%
Algebra I	47%	28%	48%
Biology	77%	46%	57%
U.S. History	76%	50%	66%

STAAR EOCs (Masters)

2018-19	NTO	District	State
English I	13%	4%	11%
English II	6%	3%	8%
Algebra I	16%	12%	37%
Biology	24%	11%	25%
U.S. History	55%	33%	45%

STAAR EOCs (Masters)

2017-18	NTO	District	State
English I	7%	2%	7%
English II	10%	3%	8%
Algebra I	14%	11%	32%
Biology	20%	11%	24%
U.S. History	31%	28%	40%

STAAR EOCs (Masters)

2016-17	NTO	District	State
English I	12%	2%	8%
English II	*	2%	6%
Algebra I	23%	11%	26%
Biology	36%	12%	21%
U.S. History	41%	19%	35%

Short Cycle Assessments

English I - 2019-20	Approaches	Meets	Masters
Unit 1	81.03%	56.9%	13.79%
Unit 2A	85.22%	55.65%	15.65%
Unit 2B	82.05%	77.78%	45.3%

English II - 2019-20	Approaches	Meets	Masters
Unit 1	85.56%	71.11%	16.67%
Unit 2B	81.4%	67.44%	20.93%

Algebra I - 2019-20	Approaches	Meets	Masters
Unit 1	92.75%	68.12%	53.62%

Biology - 2019-20	Approaches	Meets	Masters
Unit 2	91.67%	68.18%	29.55%
Unit 3	82.64%	41.32%	5.79%
Unit 4	93.58%	64.22%	26.61%

United States History - 2019-20	Approaches	Meets	Masters
Unit 1	64.00%	26.00%	14.00%

Benchmarks

English I - 2019-20	Approaches	Meets	Masters
Fall	82.61%	73.04%	28.7%

English I - 2019-20	Approaches	Meets	Masters
Spring	74.36%	62.39%	11.97%

English II - 2019-20	Approaches	Meets	Masters
Fall	90.00%	75.56%	26.67%

English II - 2019-20	Approaches	Meets	Masters
Spring	81.25%	75.00%	11.25%

PSAT/NMSQT

PSAT/NMSQT - 10th Grade

October 2018

Mean	870
Mean EW	438
Mean Math	432
Participation	92
Percentage by Sex	53% (Female) 46% (Female)

*20% Meet Both Benchmarks *52% Met ERW Benchmark *23% Met Math Benchmark

PSAT/NMSQT - 11th Grade

October 2018

Mean	952
Mean EW	494
Mean Math	457
Participation	60
Percentage by Sex	52% (Female)48% (Female)

*18% Meet Both Benchmarks *67% Met ERW Benchmark *18% Met Math Benchmark

PSAT/NMSQT - 10th Grade

October 2019

Mean	907
Mean EW	464
Mean Math	443
Participation	85
Percentage by Sex	55% (Female) 45% (Female)

*20% Meet Both Benchmarks *65% Met ERW Benchmark *26% Met Math Benchmark

PSAT/NMSQT - 11th Grade

October 2019

Mean	910
Mean EW	468
Mean Math	442
Participation	77
Percentage by Sex	60% (Female) 40% (Female)

*13% Meet Both Benchmarks *52% Met ERW Benchmark *13% Met Math Benchmark

SAT

SAT- 12th Grade

October 2018

Mean	941
Mean EW	495
Mean Math	447
Participation	32

SAT- 12th Grade

Percentage by Sex **75% (Female)** **25% (Female)**

*13% Meet Both Benchmarks *41% Met ERW Benchmark *13% Met Math Benchmark

SAT- 12th Grade

March/ April 2019

Mean **972**

Mean EW **501**

Mean Math **472**

Participation **60**

Percentage by Sex **52% (Female)** **48% (Female)**

*28% Meet Both Benchmarks *60% Met ERW Benchmark *30% Met Math Benchmark

Advanced Placement

Subject	Score (1)	Score (2)	Score (3)	Score (4)	Score (5)	Total Exams
Calculus AB	3	1	1	0	0	4
English						
Language and Composition	8	7	5	3	1	24
English						
Literature and Composition	5	2	1	0	10	8
Macroeconomics	2	2	0	0	10	4
Spanish						
Language and Culture	0	2	2	5	5	14
United States						
Government and Politics	1	0	0	0	0	1

Subject	Score (1)	Score (2)	Score (3)	Score (4)	Score (5)	Total Exams
United States History	10	3	3	0	0	16

CCMR

Annual Dropout Rate	State	District	NTO
2017-18	1.9%	3.8%	.03
2016-17	1.9%	3.8%	.03

4-Year Longitudinal Rate	State	District	NTO
Class of 2018			
Graduated	90.0%	93.7%	92.8%
Graduates, TxCHSE, and Cont	94.3%	89.9%	100%

4-Year Longitudinal Rate	State	District	NTO
Class of 2017			
Graduated	89.7%	84.3%	96.7%
Graduates, TxCHSE, and Cont	94.1%	90.1%	96.7%

5-Year Extended Longitudinal Rate Class of 2017	State	District	NTO
Graduated	92.0%	88.3%	92.3%
Graduates, TxCHSE, and Cont	93.7%	89.8%	96.9%

5-Year Extended Longitudinal Rate Class of 2016	State	District	NTO
Graduated	91.6%	90.4%	94.3%
Graduates, TxCHSE, and Cont	93.4%	91.8%	95.7%

6-Year Extended Longitudinal Rate Class of 2016	State	District	NTO
Graduated	92.1%	90.7%	94.3%
Graduates, TxCHSE, and Cont	93.4%	92.0%	95.7%

6-Year Extended Longitudinal Rate Class of 2015	State	District	NTO
Graduated	91.8%	90.2%	---
Graduates, TxCHSE, and Cont	93.3%	92.3%	---

4-Year Federal Graduation Rate without Exclusions	State	District	NTO
Class of 2018	90.0%	81.6%	91.4%
Class of 2017	89.7%	81.6%	90.6%

RHSP/DAP Graduates (Longitudinal Rate)	State	District	NTO
Class of 2018	68.5	70.8%	---
Class of 2017	88.5%	87.0%	97.9%

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	State	District	NTO
Class of 2018	86.8%	84.2%	96.9%
Class of 2017	85.9%	81.0%	81.0%

College, Career, and Military Ready (Annual Graduates)	State	District	NTO
2017-18	65.5%	55.7%	80.3%

References:

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2018. <https://tea.texas.gov/perfreport/tapr/index.html>

College Board - SAT, AP, and College Planning Tools. (2020, August 10). Retrieved August 22, 2020, from <https://www.collegeboard.org/>

Texas Education Agency. (n.d.). School Report Cards. Retrieved August 22, 2020, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/school-report-cards>

Texas Education Agency. (n.d.). Federal Report Cards. Retrieved August 22, 2020, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>

Student Achievement Strengths

NTO's strengths include the New Tech Network tenets which include project based learning, the seamless use of technology, and a strong school culture that empowers. NTO teachers are trained in offering interventions and additional support for all learners. NTO teachers are also trained on meeting the needs of special populations which includes special education, ELLs, 504, Homeless, gifted and talented, at risk, and economically disadvantaged learners.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2 (Prioritized): The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3 (Prioritized): NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic

Growth. NTO scored below both the district and state with a score of 63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

School Culture and Climate

School Culture and Climate Summary

Learners and staff at George H.W. Bush New Tech Odessa (NTO) commonly describe their school as a safe learning environment. Learners and staff feel included and valued, and they respond well to the engaging approach to teaching and learning. Most teachers at NTO would agree, and they understand the additional work and dedication it requires to implement project based learning as their primary mode of instruction. NTO maintains both high academic and behavioral expectations. NTO's instructional approach of project based learning requires thoughtful planning and heavy scaffolding to assist learners throughout the project based learning process. Evidence of a strong culture is NTO's attendance rates. Attendance rates hold steadily above the district average at **95.9%** (2019-20) due to the high level of accountability and engagement.

Culture Survey - New Tech Network School Culture Survey

October 2019

School	95.5%
Connectedness	Positive
Learning	91.8%
Experiences	Positive
Rules and Discipline	79.6%
Processes	Positive
Peer Relationships	93.7%
Adult Relationships	Positive
College and Career Readiness	82.2%
	Positive

Panorama Staff Survey Results

Spring 2020	Percent Favorable
Staff-Leadership Relationships	96%

Spring 2020	Percent Favorable
School Leadership	93%
Feedback and Coaching	88%
School Climate	86%
Professional Learning	84%
Student Mindset	67%
Grit	62%
Staff-Family Relationships	59%

To support learners who are new to the campus, NTO hosts several events throughout the year. Some examples include the Incoming Freshmen Recruitment Meetings, Incoming Freshmen Celebrations, Summer Game Night, Open House, Culture Week, Culture Day, etc. Learners who are new to the environment are introduced to NTO through a first week learner orientation on campus expectations, technology usage, core values, project based learning, and other items that are relevant to both new and returning learners. These cultural events and processes create a sense of belonging not only for learners but for the staff as well. NTO also has a weekly advisory called Phoenix Ignite in which learners are assigned an advisory facilitator. Phoenix Ignite groups are mixed with underclassmen and upperclassmen, and during this time learners complete relevant activities focused around school needs and culture including social emotional learning (SEL).

At NTO, learners are expected to manage both academically and behaviorally. NTO has three main Core Values; Trust, Respect, and Responsibility. NTO's Core Values are an important part of learner and staff member's daily conversations and interactions.

NTO has minimal to few disciplinary referrals each school year (less than 2%). This is because of our disciplinary approach of being proactive with teachable moments, frequent reminders of school expectations, utilizing conflict resolution strategies, building professional relationships with learners, and strongly established school culture. When major disciplinary actions do occur, NTO administration follows district procedures and processes. The campus administration also makes collaborative decisions as to what is best for the learner and in compliance with district and state policies regarding student discipline. In the previous year, less than 1% of learners were placed on suspension. Also in the previous year, less than 1.2% of learners were placed in an alternative education center setting.

To promote safety, administrators have an open door policy and have daily conversations with all learners and staff. NTO believes that when professional relationships are established, there are less distractions and conflicts among learners. Teachers are also trained on detecting student abuse and neglect along with state and national requirements regarding reporting these matters. Learner assemblies also occur frequently to address issues, build unity, celebrate, and remind learners about expectations. These assemblies may include socials, guest speakers, school clubs, fundraisers, etc.

References:

Echo Buzz. (n.d.). Retrieved August 22, 2020, from <https://nto.echo-ntn.org/>

Education, P. (n.d.). Panorama Survey: Panorama Education. Retrieved August 22, 2020, from <https://www.panoramaed.com/panorama-student-survey>

School Culture and Climate Strengths

NTO is frequently commended for the level of learner engagement on learning and for having a strong campus culture where students love to learn and teachers love to work. NTO is founded on the principle that a strong culture empowers. NTO learners and teachers are very intentional about school culture and embed time in the weekly bell schedule and on specified days throughout the year to cultivate a culture of Trust, Respect, and Responsibility. The campus belief is that everyone on campus can build a strong school culture of high expectations and learning.

NTO is place where staff cultivates Trust, Respect, and Responsibility. Learners, parents, administration, and staff are intentional about building that culture. NTO actively practice these traits daily. NTO also plans culture days each semester to reinforce these traits. NTO also has addressed it's retention and enrollment by proactively calling parents, creating learner meetings, and conducting professional development around student centered learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2 (Prioritized): NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

George H.W. Bush New Tech Odessa's (NTO) has a total of **24** classroom teachers. NTO's Highly Qualified status is **100%** for the 2020-21 school year. From the 2019-20 to the 2020-21 school year, NTO had a **100%** teacher retention rate. NTO's three year teacher retention rate is **93.6%**. Due to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. For example, an English Language Arts vacancy for secondary may go unfilled by a certified candidate due to the lack of applicants.

Like most schools in the Ector County Independent School District (ECISD), NTO in past years has lost previous staff members due to leaving for other educational opportunities or changing professions all together, this is based on the 2017-18 school year. As per district, new teachers to the district are assigned a teacher mentor. New and returning staff are supported continuously through district, campus, and New Tech Network (NTN) professional learning opportunities. New staff members attend the New Tech Annual Conference hosted by the New Tech Network. NTO is also assigned an Instructional Specialist to support teacher learning and growth. NTO also has the unique opportunity to be assigned a New Tech Network School Development Coach as well as a New Tech Network College Access Coach that meet periodically with staff members.

Regarding student-to-teacher ratio, the district ratio is set at **27:1**. The student-to-teacher ratio at NTO is approximately **15:1**. The average years of experience of teachers at the campus are **6.5 years**, with most of the teachers having 0-5 years of experience in the teaching field.

Modeling and availability of district training and resources are a necessity to build the craft of all our teachers. Also, modeling and support from the New Tech Network (NTN) for project based learning best practices and methods are identified as a continual need. The campus is assigned a Campus Curriculum Facilitator who facilitates the learning of the adults to develop professional skills that will benefit the learning of their students.

District professional development exists in various forms such as face-to-face, campus visits, and online webinars. NTO also uses the regional education center, Region 18, to receive additional services for teachers and administrators. The New Tech Network (NTN) also hosts campus training, state available conferences, and an annual conference to support NTN schools. Professional development is followed up on weekly through a two hour adult learning session to support project development and increase learning capacity. Weekly PLCs are also held to implement school and district initiatives and to allow teachers to plan collaboratively. At times, teachers are assigned adult learning project teams and are asked to lead professional development workshops.

When in need, teachers are supported individually through adult learning, professional learning communities (PLCs), classroom observations, classroom walkthroughs, campus and district professional development, peer support, and obtaining additional resources as needed. Teachers frequently participate in data reviews, state standard mapping, and collaborative project planning.

To recruit highly effective qualified teachers, NTO works with the district Human Capital Department, administrators attend local and state job fairs, administrators leverage social media to promote job opportunities, and administrators with the New Tech Network team to seek possible candidates across the country. The interview consists of administrators, support staff, classroom teachers, and even learners.

Staff Information

Teachers by Ethnicity - 2018-19	NTO	Percent	District	State
African American	0	0%	4.9%	10.6%
Hispanic	13.4	51.5%	41.1%	27.7%
White	12.6	48.5%	51.6%	58.4 %
American Indian	0	0%	0.2%	0.3%
Asian	0	0%	1.1%	1.7%
Pacific Inlander	0	0%	0.1%	0.2%
Two or More Races	0	0%	0%	1.1%

Teachers by Sex - 2018-19	NTO	Percent	District	State
Males	11.3	43.6%	5.2%	23.8%
Females	14.7	56.4%	77.9%	76.2%

Teachers by Highest Degree Held - 2018-19	NTO	Percent	District	State
No Degrees	0.3	1.1%	5.2%	1.4%
Bachelors	15.6	60.0%	32.7%	28.9%
Masters	2.5	9.6%	22.7%	24.3%
Doctorate	0	0%	.06%	.07%

Teacher by Years of Experience - 2018-19	NTO	Percent	District	State
Beginning Teachers	1.2	4.6%	12.9%	7.0%
1-5 Years Experience	15.6	60.0%	32.7%	28.9%
6-10 Years Experience	4.1	15.7 %	15.6%	19.0%
11-20 Years Experience	3.3	12.5%	21.9%	29.3%
Over 20 Years Experience	1.9	7.2%	16.9%	15.7%

Number of Students Per Teacher - 2018-19	NTO	Percent	District	State
	13.8	N/A	17.3	15.1

References:

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2018. <https://tea.texas.gov/perfreport/tapr/index.html>

Staff Quality, Recruitment, and Retention Strengths

NTO has strongly established systems and structures to promote continuous professional development and adult learning for teachers. The collaborative culture at NTO allows for all teachers to work together throughout all the disciplines, whether core or elective, to improve student performance. When teachers have a need, they are provided with additional support to ensure success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult. **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

Problem Statement 2 (Prioritized): For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers. **Root Cause:** NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

English I and II STAAR EOCs

As a district and state wide, writing has proved to be an area of struggle. Specifically, at George H.W. Bush New Tech Odessa (NTO), learners struggle with inferencing and writing compositions. Learners also commonly find difficulty in the mechanics of writing that involves, capitalization, punctuation marks, especially where to place commas. Challenges also include writing clear compositions that directly address the prompts and provide textual evidence.

English I - Spring 2019	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5	Reporting Category 6
Number	5.9 (out of 8)	10.2 (out of 13)	10.7 (out of 13)	9.8 (out of 16)	6.9 (out of 9)	6.6 (out of 9)
Percent	73%	78%	82%	61%	77%	74%

*Average Score: 4257 *Total Students Tested: 101

English II - Spring 2019	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5	Reporting Category 6
Number	5.5 (out of 8)	9.7 (out of 13)	10.9 (out of 13)	9.2 (out of 16)	6.8 (out of 9)	7.2 (out of 9)
Percent	68%	74%	84%	57%	75%	80%

*Average Score: 4148 *Total Students Tested: 97

Algebra I STAAR EOC

In math, weakness include describing and graphing linear functions, equations, and inequalities.

Algebra I - Spring 2019	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5
Number	7.8 (out of 11)	5.0 (out of 12)	9.5 (out of 14)	7.1 (out of 11)	4.2 (out of 6)
Percent	71%	42%	38%	64%	70%

*Average Score: 4043 *Total Students Tested: 58

Biology STAAR EOC

In science, learners have difficulty with cell structure and function, mechanisms of genetics, and biological processes and systems.

Biology- Spring 2019	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5
Number	6.6 (out of 10)	6.6 (out of 10)	7.5 (out of 10)	6.6 (out of 10)	7.2 (out of 10)
Percent	66%	66%	75%	66%	72%

*Average Score: 4274 *Total Students Tested: 123

United States History STAAR EOC

In social studies, learners have difficulty with government & citizenship.

U.S. History - Spring 2019	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4
Number	23.5 (out of 30)	9.1 (out of 12)	7.1 (out of 10)	12.5 (out of 16)

U.S. History - Spring 2019 Percent	Reporting Category 1 78%	Reporting Category 2 76%	Reporting Category 3 71%	Reporting Category 4 78%
--	--------------------------------	--------------------------------	--------------------------------	--------------------------------

*Average Score: 4485 *Total Students Tested: 67

Teachers followed the TEKS Resource System's (TRS) scope and sequence, year at a glance, and unit assessments to pace project development. Learners were also benchmarked throughout the year. With this benchmark data, the information was reviewed by both teachers and learners. The facilitators use the scope and sequence to build projects and use resources to look at specificity of the student expectations. Teachers utilized district assessments to measure learning on the TEKS that they have covered in the projects. They also use formative assessments and conduct mini-workshops to provide intervention for low SEs.

Rigor and relevance of instruction align with the TEKS, ELPS and CCRS because the teachers are addressing the verbs from the SEs in their instruction. Learners are able to look at content learning and language objectives and make those connections to the real world. Learners are not just given the answers, they collaborate, research, analyze, and create during their course project/problem units.

Through school wide efforts, all subjects look at lowest SEs in the tested content and determine how they can support these content areas by addressing these lower TEKS in their classes. For example, electives supported Biology by drawing on essential vocabulary and electives aided Algebra I by showing learners how to interpret graphs and charts. Learners are expected to work and solve complex real-world problems with the project based learning model.

Short-cycle assessments are designed by collaborative content teams that use the scope and sequence to create these assessments. They are multiple choice, griddables, and short answer questions. Textbooks, district provided materials, computer software, web-based programs are aligned with TEKS, SIOP, AVID strategies, web-based programs and writing protocols are used for all learners.

Data from EOC results, short-cycle assessments, and teacher created tests are used to plan instruction individually and by grade level teams. During curriculum pre-planning, focus SEs are targeted in each six weeks and strategies are offered to help address these SEs. Campus initiatives target the focus writing SEs that are addressed in all content areas.

Because of being a project based learning campus, technology, questioning strategies, manipulatives, learning scaffolds, and differentiation are embedded in the PBL model. During professional development and Professional Learning Communities (PLCs), teachers are provided with an opportunity to be trained on strategies. They practice these strategies in the classroom.

Teachers are provided the readiness, supporting, and process standards in a format from Lead4ward. To address these TEKS, they are intentionally and systematically grouped together in projects and problems. PLCs are organized by content area teams. Interventions in the classroom, tutoring, and specialized intervention classes are implemented to provide individual assistance.

Content and language objectives are posted daily and verbally addressed to the learners. Agendas are also posted daily and made visible to all learners. Teachers use two different forms to plan each project. These planning forms are called the Project Planning Toolkit Form and the Problem Based Planning Form. Teachers also create a project calendar to map out the daily structure of each project day-by-day.

SIOP strategies are addressed in district professional development, and monitored by observations. Teachers are given opportunities to be trained in instructional and linguistic accommodations.

Curriculum, Instruction, and Assessment Strengths

NTO has a primary method of instruction, project-based learning. Project-based learning promotes critical thinking, collaboration, integration of technology, and differentiated approaches to teaching and learning that are grounded in innovative design. Assessments are grounded in five school wide learning outcomes adopted by the New Tech Network that include Knowledge & Thinking, Written Communication, Agency, Collaboration, and Oral Communication. Based on T-TESS data from the 2019-2020 school year, on average teacher scored at the "proficient" level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2 (Prioritized):

NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

Parent and Community Engagement

Parent and Community Engagement Summary

As a project-based learning (PBL) high school, George H.W. Bush New Tech Odessa's (NTO) blended learning environment and school culture encourage the motivation and engagement of all learners. The involvement of parents and community is a fundamental aspect to fulfill this objective. That is the reason why NTO makes parents and community members feel welcome, expects them to get involved in meaningful ways that support learning, and shares with them its school effectiveness in strong campus culture.

On the one hand, NTO focuses on a home and school connection to educate and engage parents in understanding how to support their children by:

Giving parents full access to Echo, NTO's learning management system (LMS). Echo allows parents to follow, on a daily basis, their child's learning process (agendas, assignments, projects, school wide learning outcomes, grades, etc.), and also to communicate with our staff when needed (parents who do not speak English have access to translated communications and to bilingual staff). About **80%** of parents have an Echo Parent Account.

Organizing social and informative events such as: Game Night, Registration, Open House, Culture Day, school day and after school socials, and other parent meetings. These events have a **60%** participation rate.

On the other hand, NTO focuses on community involvement (guest speakers, etc.) and partnerships (Complex Community Federal Credit Union, Odessa College, UTPB, several local companies and businesses, etc.) to share and show the type of work that learners are engaged in. Projects that NTO learners study and develop have a real-world connection. This project component builds strong ties with the community. Having learners sharing their final products with the community becomes an important part of the learners' learning process.

NTO has a solid internship program that offers seniors the opportunity to work for local companies. This fact helps them decide their future careers in a more realistic way and allows them to share their experiences in a final capstone project presented to parents and community members before graduation. NTO currently has **0** VIPS members.

Parent and Community Engagement Strengths

The campus is inviting and is always open for learner led tours. Project-based learning also lends well to involving parents and community members in learner's projects. They can serve as panel members, they can assist in teaching learners, or serve in other capacities. Members of the community, especially the business, medical, and educational sectors have also served as mentors to our senior class.

Now that NTO has been around for nine years, there is a familial tie with the campus since alumni serve as advocates for the campus. Community members have also shown high commitment and support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): An NTO VIPS group no longer exists to help support strong parental and volunteer involvement. **Root Cause:** There is not a lead staff member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 2 (Prioritized): 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

School Context and Organization

School Context and Organization Summary

Using the state assessment indicators of achievements, George H.W. Bush New Tech Odessa (NTO) will strive to target areas needing growth and improvement. As a campus and collaborative team, reviewing assessment data (i.e., Short Cycle Assessments, Benchmarks, TAPR, Federal Report Card, School Report Card, STAAR EOC Score Reports, etc.), and analyzing student work samples will guide the areas in need of focus called safeguards. Per the required growth measures, growth from English I to English II and 8th Grade Math to Algebra I, are essential. To monitor progress throughout the school year, staff will use classroom data based on informal assessment, formal assessments, short cycle assessments (district), benchmarks (district), project benchmarks, and final products.

Through adult learning and professional learning opportunities, teachers receive guidance and support in outlining project objectives heavily grounded in state standards, the student expectations (SEs) or TEKS. As a project based learning school and with the support of the New Tech Network, the campus goals are also outlined with school wide learning outcomes (i.e., knowledge and thinking, agency, collaboration, written communication, and oral communication). These strategies provide the framework for assessing student work, growth, and school wide focus. As a campus, benchmarks, scaffolding, and workshops are an expectation for each project.

The campus continuously identified the needs of the campus based on recruitment, enrollment at registration, budget availability, assessment data, first day count, club interest, special indicators, staffing, student work samples, and various others.

An essential goal of NTO is to become a learning organization that continuously seeks improvement. As a learning organization, there are parallel expectations for all participants. Since there is extensive and rigorous professional development at the beginning and throughout the school year, it is crucial and required that teachers feel a part of a team/family and contribute to the campus goals and vision. Weekly adult learning gatherings serve a purpose in reconnecting staff to main focus areas of improvement. NTO is continually seeking improvement and uses data to drive the instruction.

As a district, there is a calendar framework to assess student learning throughout the school year, these are called Short Cycle Assessments (SCAs). These assessments serve as a checkpoint to measure achievement of student expectations. As a project based learning campus, project checkpoints and benchmarks are also required to check for student understanding on a continual basis.

NTO will develop additional learning and collaborative learning opportunities through frequent adult learning and professional learning communities (PLCs). For PLCs, teachers meet weekly with their content area to focus on increasing professional practice to enhance student learning using data-driven decision making. All teachers are expected to play an active role in all adult learning opportunities. Distributive leadership is the leadership approach of our campus. As leaders, it is our responsibility to serve as instructional leaders and parallel the experience of the staff with that of the learners. It is everyone's job to achieve campus goals and vision.

As a faculty, norms are established to guide decision-making and other school practices. Decisions are made by allowing input from staff and stakeholders when relevant. Norms are collaboratively established and revisited throughout the school year. NTO also has a CCIS representative who serves as a voice between the campus and district. The campus also elects a DCIT representative to serve on the district improvement team. Administration also has an open

door policy when it comes to questions, concerns, or support. Also, the distributive leadership model at NTO lends to teachers having ownership of their school. Teachers are expected to contribute to the campus in various aspects for the benefit of student learning. For example, professional learning is often led by campus teachers, teachers offer after school extra-curricular clubs and organizations, etc.

The master schedule reflects the fact that NTO uses innovative methods of learning. The master schedule allows for cross-curricular lesson plan delivery, common planning, and allows for shuttling for learners to participate in classes at the local community college as well as UIL and unique course offerings at the comprehensive high schools and CTE sites. Since NTO is a small learning environment, there is a short transition from class to class. The campus is closed during lunch to allow for additional learning time. Staff and administrators are very thoughtful about instructional interruptions that occur and reduce them to the minimum extent possible. Unique and innovative courses unlike any others in the district and state are offered such as Project Based Research Design where learners complete an internship experience followed by a self-driven community project, Neuroscience, and Rocketry. The campus physical layout also promotes a collaborative learning environment with 1:1 laptop capabilities as well as offering learning spaces that are conducive to project-based learning practices (i.e., common areas, chairs on casters, tables on casters, classroom windows, etc.).

Campus funds are allocated based on departmental needs and necessities (data-based). The instructional leadership team involves the Principal, Dean of Students, Instructional Specialist, and teacher leaders. Classroom teachers are required to host before and after school workshops weekly to ensure additional support to all learners is offered. Campus administration works closely with the counselor and classroom teachers to best support students who are in need of credit recovery using the OdysseyWare program. The campus also runs a Writing Center with student tutors to reinforce our focus on literacy.

School Context and Organization Strengths

Strengths include that NTO has systems and structures in place to ensure that the instructional support of project based learning is supported. In adult learning and professional learning communities (PLCs), teachers learn about the state accountability system and measures. Adult learning and PLCs help promote instructional best practices, there is a focus of continual growth, and teachers are trained on project based learning pedagogy. The focus of every conversation should be centered around student learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 2 (Prioritized): Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products.. **Root Cause:** Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for

schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.

Technology

Technology Summary

Since George H.W. Bush New Tech Odessa (NTO) is a 21st Century learning environment, there is high emphasis of seamless use of technology in all classes. There is **1:1** laptop assignment (MacbookPro or MacbookAir). In addition, our learning environment is set up to support school wide learning outcomes to promote future student success, which includes technology. Various innovative products and additional software programs are made available to learners to promote the quality of their work. As a campus we promote ongoing technology support for teachers and learners. In collaboration with the New Tech Network, NTO also has a primary learning management system called Echo that is utilized by all classroom teachers. Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course requirements.

On staff, NTO also has a technology administrator to assist in managing learner and staff technology. NTO has access to internet and WIFI with updated protective filters for safe practice. The campus is assigned a Technology Specialist who is able to come to the campus to support our technology needs.

Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course.

Due to COVID-19, the campus offers all virtual or hybrid learning opportunities. The choice for the two were present to parents before the start of the school year. **97%** of learners have access to the internet at home. The highest professional development need for teachers is teaching virtual students at the same time as teaching face-to-face students. Due to small staffing and a tight master schedule, pure sections of virtual sections are not common.

Mode of Learning Choices (as of 08/19/2020)

Grade	Virtual Total	Virtual Percent	Hybrid Total	Hybrid Percent
9th Grade	59	41.3%	84	58.7%
10th Grade	56	47.9%	61	52.1%
11th Grade	49	55.1%	40	44.9%
12th Grade	40	50.6%	39	49.4%

Technology Strengths

At NTO, technology is readily available and is an integral part of curriculum and instruction on campus. Students are taught to manage technology as a resource and tool rather than a social media entertainment center. It is their pen and paper. This technology is also updated with relevant technology to prepare students with 21st Century skills.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 15% of SmartBoards require updating. 5% of projectors require updating. **Root Cause:** Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.

Problem Statement 2 (Prioritized): Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages. **Root Cause:** Required parent and student trainings were virtual this year. Also, lack of consistent monitoring of proper laptop usage by students and adults. Also, lack of filtering systems for laptops when students are at home.

Priority Problem Statements

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%.

Root Cause 1: Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%.

Root Cause 2: Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: NTO loses 5% of learners every year to the comprehensive high schools and other high school options.

Root Cause 3: Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The delivery and implementation of project-based learning sometimes varies from classroom to classroom.

Root Cause 4: Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners.

Root Cause 5: Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: An NTO VIPS group no longer exists to help support strong parental and volunteer involvement.

Root Cause 6: There is not a lead staff member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration.

Root Cause 7: Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 7 Areas: Demographics

Problem Statement 8: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration.

Root Cause 8: Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Problem Statement 8 Areas: Demographics

Problem Statement 9: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%.

Root Cause 9: Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult.

Root Cause 10: Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers.

Root Cause 11: NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Teachers do not commonly observe other teachers in the classroom to share best practices with one another.

Root Cause 12: Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products..

Root Cause 13: Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 15% of SmartBoards require updating. 5% of projectors require updating.

Root Cause 14: Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.

Problem Statement 14 Areas: Technology

Problem Statement 15: Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages.

Root Cause 15: Required parent and student trainings were virtual this year. Also, lack of consistent monitoring of proper laptop usage by students and adults. Also, lack of filtering systems for laptops when students are at home.

Problem Statement 15 Areas: Technology

Problem Statement 16: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level.

Root Cause 16: There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Problem Statement 16 Areas: Parent and Community Engagement

Problem Statement 17: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of 63.

Root Cause 17: Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

Problem Statement 17 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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 for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 25, 2020

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

Performance Objective 1: Performance Objective 1: The number of students that earn a minimum of six credits by the end of their 9th grade year will increase from 95% in 2020 to 96% in 2021.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Transcripts, and Grade Promotion Report

Summative Evaluation: None

Strategy 1: The high school counselor will have a four-year plan for each ninth grade learner and work with the administration team and teachers for scheduling, intervention, and credit remediation support via Credit Recovery (OdysseyWare) to ensure all learners have the appropriate amount of credits to be classified a sophomores next school year.

<p>Strategy's Expected Result/Impact: Fewer learners retained in the 9th grade, fewer learners removed from the program due to scheduling conflicts, and learner four-year plans that have a plan for credit remediation.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Student, Counselor, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Oct
	Jan
	Mar
<p>Problem Statements: Demographics 2 Student Achievement 1 School Culture and Climate 1</p> <p>Funding Sources: OdysseyWare State Comp Ed 199-11-6497-40-011-11- \$17,231</p>	Summative
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Performance Objective 2: Performance Objective 2: Post-secondary enrollment will increase 99% to 100% for our 2021 graduates. (Lagging indicator)

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: All seniors will be enrolled in Project Based Research Design course to have them complete FAFSA, complete college applications, complete an internship experience, complete a capstone project, and complete other tasks to prepare them for post-secondary readiness.

Strategy's Expected Result/Impact: All seniors enrolled in a post-secondary institution or military.

Staff Responsible for Monitoring: Principal, Dean of Student, Counselor, and Project Based Research Design Teacher

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:

Curriculum, Instruction, and Assessment 1

Parent and Community Engagement 2

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 3: Performance Objective 3: Annual student attendance will increase from 95.9% in 2020 to 96.4% in 2021.

Evaluation Data Sources: Weekly Attendance Reports and SQL Reporting

Summative Evaluation: None

Strategy 1: Manage and monitor weekly attendance closely. Create incentives to promote high rates of weekly attendance. Create a safe and supportive environment where students want to come to school daily and teachers know and understand the context of student support needed. Create engaging learning through project-based learning to motivate student participation.

Strategy's Expected Result/Impact: Increased attendance rates for all grade levels by .5%.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Attendance Clerk, and Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: Parent and Community Engagement 2	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 4: Performance Objective 4: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: Implement universal free feeding to all elementary and secondary students.		
Strategy's Expected Result/Impact: Increased student attendance and performance of state assessments / accountability.		Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Cafeteria Staff, and Teachers		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: Performance Objective 5: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: Plan and implement effective transitions for Pre-K, 2nd, 5th and 8th grade, 8th to 9th, and 9th to post-secondary to maintain academic learning and support the social-emotional learning of students.

<p>Strategy's Expected Result/Impact: Increased transition 9th grade student performance, increased 12th grade student performance, and 100% college acceptance rate.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Cafeteria Staff, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Oct
	Jan
	Mar
<p>Problem Statements: Student Achievement 1 Parent and Community Engagement 2</p> <p>Funding Sources: None</p>	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 6: Performance Objective 6: NTO will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Internet Home Access Survey and LMS reporting data

Summative Evaluation: None

Strategy 1: Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) - Echo for NTO - and Adaptive Technology.	
Strategy's Expected Result/Impact: Equitable of access to all and creating technologically agile staff and learners.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Teachers, and Technology Administrator	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Technology 1, 2	May
Funding Sources: Macbooks Local 199-11-6397-99-011-11- \$137,400	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Technology	
Problem Statement 1: NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 15% of SmartBoards require updating. 5% of projectors require updating. Root Cause: Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.	
Problem Statement 2: Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages. Root Cause: Required parent and student trainings were virtual this year. Also, lack of consistent monitoring of proper laptop usage by students and adults. Also, lack of filtering systems for laptops when students are at home.	

Performance Objective 7: Performance Objective 7: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: NTN Culture Survey and Panorama Staff Survey results

Summative Evaluation: None

Strategy 1: Strategy 1: Staff will engage in professional learning about SEL research and practice.	
Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners SEL needs are met to maximize learning.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 1, 2, 3	May
Funding Sources: Just Say No Supplies Local 199-31-6396-01-011-99- \$250	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. Root Cause: Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.	
Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. Root Cause: Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).	
Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of 63. Root Cause: Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).	

Performance Objective 8: Performance Objective 8: 100% of our teen parents will be on track to graduate with their cohort.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: The campus will strive to remove barriers by offering support services such as counseling, home-bound, and tutoring.	
Strategy's Expected Result/Impact: All teen parents will graduate on time with their cohort group.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Teachers, and TPRS Assigned Counselor	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Parent and Community Engagement 2	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Parent and Community Engagement	
Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. Root Cause: There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.	

Performance Objective 9: Performance Objective 9: 100% of AVID students will have a CCMR plan and/or acceptance.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy: The campus will provide weekly content tutorials, and well as college/career experiences.	
Strategy's Expected Result/Impact: Increased enrollment in AVID electives and achieve 100% graduation and acceptance rate for all cohort groups.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, AVID Site Coordinator, and Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 10: Performance Objective 10: NTO will provide a safe and supportive learning environment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.	
Strategy's Expected Result/Impact: Following all legal obligations for child abuse. Creating a safe and orderly environment where learners SEL needs are met to maximize learning.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: School Culture and Climate 1, 2	May
Funding Sources: None	
Strategy 2: Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.	
Strategy's Expected Result/Impact: Following all legal obligations suicide prevention and support. Creating a safe and orderly environment where learners SEL needs are met to maximize learning.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: School Culture and Climate 1, 2	May
Funding Sources: None	

Strategy 3: Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners SEL needs are met to maximize learning.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, and Counselor	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: School Culture and Climate 1, 2	May
Funding Sources: None	

Strategy 4: Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners SEL needs are met to maximize learning.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and as needed SAS Counselor	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Demographics 2 School Culture and Climate 1	May
Funding Sources: None	

Strategy 5: Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners needs are met to maximize learning.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers.	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Demographics 1, 2	May
Funding Sources: None	

Strategy 6: Strategy 6: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners needs are met to maximize learning.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers.	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: School Culture and Climate 1	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

Strategy 7: Strategy 7: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners needs are met to maximize learning and equity is at the forefront.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers.	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: School Culture and Climate 2	Oct
Funding Sources: NTN College Access Grant Funds Donated Funds \$6,000	Jan
	Mar
	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average

approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

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

Performance Objective 1: Performance Objective 1: The campus teacher three year retention rate will increase from 93.6% in 2020 to 94.6% in 2023.

Evaluation Data Sources: Employee Performance Evaluations, Staff Retention Rates, Eduphoria STRIVE Reporting, and Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Performance Objective 1: The campus teacher three year retention rate will increase from 93.6% in 2020 to 94.6% in 2023.	
Strategy's Expected Result/Impact: Increased three year teacher retention rate by 1%.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, Dean of Students, Instructional Specialist, and Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult. Root Cause: Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.	
Problem Statement 2: For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers. Root Cause: NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.	

Performance Objective 2: Performance Objective 2: In 2020-21, NTO will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, and Eduphoria STRIVE Reporting

Summative Evaluation: None

Strategy 1: Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life long learners.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, Dean of Students, and Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: Student Achievement 1, 2, 3 School Culture and Climate 2 Curriculum, Instruction, and Assessment 1, 2 School Context and Organization 1	
Funding Sources: None	
Strategy 2: Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.	
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life long learners.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, Dean of Students, and Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: Staff Quality, Recruitment, and Retention 1	
Funding Sources: None	

Strategy 3: Strategy 3: Utilize the New Tech Network to support classroom teachers in current, research science based project-based learning practices.

<p>Strategy's Expected Result/Impact: Yearly support by a NTN Network Support Coach. Access to the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Instructional Specialist, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: NTN Fees Local 199-13-6497-00-011-11- \$25,000 NTN Staff Development Local 199-13-6411-00-011-11- \$40,000</p>	May



Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of 63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

School Culture and Climate

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult. **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and

building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

School Context and Organization

Problem Statement 1: Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

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

Performance Objective 1: Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card.

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A		Formative
Staff Responsible for Monitoring: N/A		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Performance Objective 2: 3rd grade reading "Meets" percentages will increase from ____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A		Formative
Staff Responsible for Monitoring: N/A		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: None	Mar
ESF Levers: None		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Performance Objective 3: 3rd grade math "Meets" percentages will increase from ____% (2019 STAAR) to ____ (+4% min.) ____ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A		Formative
Staff Responsible for Monitoring: N/A		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: None	Mar
ESF Levers: None		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Performance Objective 4: 6th grade reading "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A		Formative
Staff Responsible for Monitoring: N/A		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: Performance Objective 5: 6th grade math "Meets" percentages will increase from _____% (2019 STAAR) to _____(+4% min.)_____ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A		Formative
Staff Responsible for Monitoring: N/A		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 6: Performance Objective 6: 8th grade reading "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A		Formative
Staff Responsible for Monitoring: N/A		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 7: Performance Objective 7: 8th grade math "Meets" percentages will increase from _____% (2019 STAAR) to _____(+4% min.)_____ as measured by the 2021 STAAR assessment.

Strategy 1: N/A	
Strategy's Expected Result/Impact: N/A	Formative
Staff Responsible for Monitoring: N/A	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 8: Performance Objective 8: 8th grade science "Meets" percentages will increase from ____% (2019 STAAR) to ___(+5% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A		Formative
Staff Responsible for Monitoring: N/A		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 9: Performance Objective 9: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase from 55% (2019 STAAR) to 59% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in Algebra I. NTO will also have targeted. data-driven PLC work for the whole staff to support Algebra I learners.	
Strategy's Expected Result/Impact: Increased Algebra I "Meets" scores by 4%.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: School Culture and Climate 2	May
Funding Sources: ECISD Math Supplies Local 199.11-6399-79-011-11- \$800	
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Culture and Climate	
Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. Root Cause: Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.	

Performance Objective 10: Performance Objective 10: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase from 55% (2019 STAAR) to 59% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English I. NTO will also have targeted. data-driven PLC work for the whole staff to support Algebra I learners.							
Strategy's Expected Result/Impact: Increased English I "Meets" scores by 4%.	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Oct</td></tr> <tr><td>Jan</td></tr> <tr><td>Mar</td></tr> <tr><td>Summative</td></tr> <tr><td>May</td></tr> </table>	Formative	Oct	Jan	Mar	Summative	May
Formative							
Oct							
Jan							
Mar							
Summative							
May							
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers							
Title I Schoolwide Elements: None							
TEA Priorities: None							
ESF Levers: None							
Problem Statements: Demographics 2 Student Achievement 1 School Culture and Climate 2							
Funding Sources: ECISD ELA Supplies Local 199-11-6399-85-011-11- \$800							
 No Progress  Accomplished  Continue/Modify  Discontinue							
Demographics							
Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. Root Cause: Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.							
Student Achievement							
Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. Root Cause: Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.							
School Culture and Climate							
Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. Root Cause: Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.							

Performance Objective 11: Performance Objective 11: The percentage of students that Met Standard on all subjects/grades tested will increase from 70% (2019 STAAR) to 74% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas.							
Strategy's Expected Result/Impact: Increased "Meets" scores by 4% for all STAAR EOCS.	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Oct</td></tr> <tr><td>Jan</td></tr> <tr><td>Mar</td></tr> <tr><td>Summative</td></tr> <tr><td>May</td></tr> </table>	Formative	Oct	Jan	Mar	Summative	May
Formative							
Oct							
Jan							
Mar							
Summative							
May							
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers							
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: Demographics 1, 2 Student Achievement 1, 2, 3						
	Funding Sources: None						
 No Progress  Accomplished  Continue/Modify  Discontinue							
Demographics							
Problem Statement 1: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration. Root Cause: Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.							
Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. Root Cause: Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.							
Student Achievement							
Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. Root Cause: Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.							
Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. Root Cause: Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).							
Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of 63. Root Cause: Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).							

Performance Objective 12: Performance Objective 12: The percentage of students meeting or exceeding the growth target will increase from 66% (2019 STAAR) to 69% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English II and Algebra I.	
Strategy's Expected Result/Impact: Increased growth target by 3% (Algebra I and English II).	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 3	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
<p>Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of 63. Root Cause: Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).</p>	

Performance Objective 13: Performance Objective 13: The percentage of students earning CCMR credit will increase from 80.3% in 2020 to 82.3% in 2021.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks. Increase CTE certification tracks and exam certifications, offer AP/SAT/ASVAB testing, be targeted and strategic with TSI testing, and enroll all seniors in the Project Based Research Design course.

Strategy's Expected Result/Impact: Increased CCMR credit by 2%.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1	May
Funding Sources: Dual Credit Tuition Local 199-11-6229-00-011-11 \$150,000	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Performance Objective 14: Performance Objective 14: The four-year campus graduation rate will increase from 91.4% in 2020 to 92.4% in 2021.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: Increased SEL support, enroll all seniors in the Project Based Research Design course, increased support for high at-risk students, and one on one mentoring. Provide differentiated instruction through project-based learning to engage all learners.	
Strategy's Expected Result/Impact: Increased four-year campus graduation rate by 1%.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: School Culture and Climate 1, 2 Parent and Community Engagement 2	May
Funding Sources: Misc Graduation Needs Local 199-23-6499-02-011-99 \$4,000	
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Culture and Climate	
Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. Root Cause: Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.	
Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. Root Cause: Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.	
Parent and Community Engagement	
Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. Root Cause: There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.	

Performance Objective 15: Performance Objective 15: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring	
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners.	Formative Oct
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	
Title I Schoolwide Elements: None	Jan Mar
TEA Priorities: None	
ESF Levers: None	Summative May
Problem Statements: Curriculum, Instruction, and Assessment 1	
Funding Sources: None	
Strategy 2: Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning	
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners.	Formative Oct
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	
Title I Schoolwide Elements: None	Jan Mar
TEA Priorities: None	
ESF Levers: None	Summative May
Problem Statements: Curriculum, Instruction, and Assessment 1	
Funding Sources: None	

Strategy 3: Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

<p>Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>		Formative
		Oct
		Jan
	<p>Problem Statements: School Context and Organization 1, 2</p> <p>Funding Sources: None</p>	Mar
		Summative
		May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

School Context and Organization

Problem Statement 1: Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 2: Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products.. **Root Cause:** Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.

Performance Objective 16: Performance Objective 16: Create systems that support all graduating seniors to and through college, career and military decisions.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer the TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness.

<p>Strategy's Expected Result/Impact: Increased CCMR efforts, 100% graduation rate, and 100% admission to a college/university or military.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Strategy 2: Strategy 2: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information.

<p>Strategy's Expected Result/Impact: Increased CCMR efforts, 100% graduation rate, and 100% admission to a college/university or military.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a

lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Performance Objective 17: Performance Objective 17: Students achieving the AP/IB passing standard will increase from 28.4% to 30.4% by May 2021.

Evaluation Data Sources: College Board / AP Score Reporting

Summative Evaluation: None

Strategy 1: All AP teachers will have NMSI training and implement the strategies and practices in the classroom.	
Strategy's Expected Result/Impact: Increased AP exams scores by 2%.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1 School Context and Organization 2	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Curriculum, Instruction, and Assessment	
Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. Root Cause: Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.	
School Context and Organization	
Problem Statement 2: Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products.. Root Cause: Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.	

Performance Objective 18: Performance Objective 18: 11th grade students achieving the PSAT/NMSQT benchmark will increase from 18% to 21% by May 2021.

Evaluation Data Sources: College Board Score Reporting

Summative Evaluation: None

Strategy 1: Offering PSAT/NMSQT support campus, enrolling all Juniors in College Transition (SAT Prep.) course. Also, providing differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks.	
Strategy's Expected Result/Impact: Increased PSAT/NMSQT benchmark scores by 3%.	Formative
Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	May
Problem Statements: Curriculum, Instruction, and Assessment 1, 2	
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

Performance Objective 19: Performance Objective 19: The COC McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. (Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out.) 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, and SQL Reporting

Summative Evaluation: None

Strategy 1: Manage and monitor weekly attendance closely. Create incentives to promote high rates of weekly attendance. Create a safe and supportive environment where students want to come to school daily and teachers know and understand the context of student support needed. Create engaging learning through project-based learning to motivate student participation.

Strategy's Expected Result/Impact: 100% graduation rate.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:

Demographics 1, 2

Student Achievement 1, 2, 3

School Culture and Climate 1, 2

Curriculum, Instruction, and Assessment 1, 2

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics

Problem Statement 1: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of 63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

State Compensatory

Budget for New Tech Odessa High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$270,000.00
6100 Subtotal:		\$270,000.00

Personnel for New Tech Odessa High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
AVID Teacher	AVID Teacher	State Comp Ed	1
Instructional Specialist	Instructional Specialist	State Comp Ed	1
Special Education Teacher	Special Education Teacher	State Comp Ed	1

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

(SP2.2) Campuses will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)

(SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)

(SP2.7) Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal 1 PO 9)

(SP3.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal 4, PO 4)

(SP3.2) All campuses will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal 4)

Campus Funding Summary

Donated Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	7	NTN College Access Grant Funds		\$6,000.00
Sub-Total					\$6,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Macbooks	199-11-6397-99-011-11-	\$137,400.00
1	7	1	Just Say No Supplies	199-31-6396-01-011-99-	\$250.00
2	2	3	NTN Fees	199-13-6497-00-011-11-	\$25,000.00
2	2	3	NTN Staff Development	199-13-6411-00-011-11-	\$40,000.00
3	9	1	ECISD Math Supplies	199.11-6399-79-011-11-	\$800.00
3	10	1	ECISD ELA Supplies	199-11-6399-85-011-11-	\$800.00
3	13	1	Dual Credit Tuition	199-11-6229-00-011-11	\$150,000.00
3	14	1	Misc Graduation Needs	199-23-6499-02-011-99	\$4,000.00
Sub-Total					\$358,250.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	OdysseyWare	199-11-6497-40-011-11-	\$17,231.00
Sub-Total					\$17,231.00
Grand Total					\$381,481.00

Addendums