Ector County Independent School District

OCTECHS

Improvement Plan

2020-2021

Mission Statement

Vision

We, the community of Odessa Career and Technical Early College High School (OCTECHS), are committed to empowering a diverse body of students to develop and apply knowledge and skills in order to pursue individual goals for the future and become productive citizens who value life-long learning. We at OCTECHS envision a school in which:

All students produce college quality work.

All stakeholders work in a cooperative/collaborative relationship.

Students are self-motivated, independent learners who seek out their own education.

Students transition successfully to the workforce or an institution of higher learning.

Vision

Mission

We will accomplish the OCTECHS vision by designing rigorous curricula and support and intervention structures that ensure all students meet or exceed all expectations required to obtain a high school diploma and an associate degree.

Value Statement

Core Values

Being part of the OCTECHS community is an honor that must be cherished and upheld daily. OCTECHS students and staff will live by the core values we have set for our community. It is the *responsibility of all* community members to maintain and support the following values

RESPECT, RESPONSIBILITY, INITIATIVE, PRIDE, HONESTY & INTEGRITY

Respect: to consider worthy of high regard (esteem)

Responsibility: the quality of being dependable ([trustworthiness](#))

Initiative: energy shown in getting action started (ambition)

Pride: a sense of pleasure that comes from some act (self-worth)

Honesty: the quality or state of being truthful and fair (sincere)

Integrity: the quality of being honest and fair (virtue)

Collective Commitments

We will provide positive and immediate feedback to our students.

We will utilize specific instructional strategies, interventions, and tools adopted by both ECISD and OC.

We will create opportunities for parents to become involved with their child's education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution

Year	Hispanic	District	White	District	African American	District	Two or More	District	EcoDis	District
2020	78.09		18.52				1.23		45.06	
2019	75.2	76.2	20.7	17.3	1.9	3.9	1.3	1.1	36.4	56.2
2018	69.23	75.5	26.92	18.1	2.75	3.9	1.1	1.0	28.9	50.9
2017	69.2	75.1	26.9	18.6	2.7	3.9	1.1	1.0	44.5	55.3
2016	68.6	74.9	25.5	18.9	3.9	3.9	2	.9	48	51.7

Gender

Year	Male %	District	Female %	District
2020	45.68		54.32	
2019	45.1	51	54.9	49
2018	41.3	51.1	58.7	48.9
2017	41.2	51.2	58.7	48.8
2016	40.6	51.1	59.3	48.9

Demographics Strengths

This data comes from our 2018-2019 STAAR test data.

Index 1:

All Subjects - African American 91%, Hispanic 84%, White 93%

Math - All Groups 100%

Science - African American 95%, Hispanic 93%, White 100%

Index 2:

23% of Hispanic students exceeded progress on the Algebra 1 EOC

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to stay within the parameters of the district's sub-population groups. **Root Cause:** Depending on the demographics of our students that we recruit determines the sub-population numbers.

Student Achievement

Student Achievement Summary

Student Achievement Summary

Algebra 1 EOC Meets Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL
2019	61%	42%	43%	23%	-	100%	100%	58%	100%	23%
2018	55%	43%	-	-	-	-	-	44%	-	-
2017	48%	55%	47%	71%	-	-	-	46%	-	-

Algebra 1 EOC Approaches Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL
2019	85%	88%	88%	93%	83%	100%	83%	87%	71%	75%
2018	83%	92%	-	-	-	-	-	91%	-	-
2017	83%	100%	100%	100%	-	-	-	100%	-	-

English 1 EOC Meets Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL
2019		42%	43%	23%	-	100%	100%	58%	100%	23%
2018	55%	54%	-	-	-	-	-	89%	-	-
2017	48%	61%	57%	69%	-	-	-	62%	-	-

English 1 EOC Approaches Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL

Year										
2019		88%	88%	93%	83%	100%	83%	87%	71%	75%
2018	83%	79%	-	-	-	-	-	87%	-	-
2017	83%	75%	73%	81%	-	-	-	79%	-	-

Student Achievement Strengths

2018-2019

All Grades All Subjects - 2018/2019

At Approaches Grade Level or Above - 89%/90%

At Meets Grade Level or Above   - 65%/69%

At Masters Grade Level   - 17%/22%

Algebra 1 EOC - 2019

At Approaches Grade Level or Above   - 88%

At Meets Grade Level or Above   - 42%

At Masters Grade Level   - 13%

Biology EOC - 2018

At Approaches Grade Level or Above   - 100%

At Meets Grade Level or Above   - 87%

At Masters Grade Level   - 33%

U.S. History EOC - 2018

At Approaches Grade Level or Above   - 100%

At Meets Grade Level or Above   - 87%

At Masters Grade Level   - 61%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although OCTECHS met the target score in all indices, the number of students exceeding progress was far too low for All Subjects. **Root Cause:** Students need to access tutorials more frequently throughout the course of study.

School Culture and Climate

School Culture and Climate Summary

OCTECHS is in its sixth year of adoption of the Early College High School model. With only 16 teachers and fewer than 400 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded environment. This has been possible by the creation of strong teaming with parents and staff. Students are not working toward college readiness, they are learning to thrive in a college environment, with academic rigor and expectations for their full engagement and responsibility at the college level. Instructors, both Odessa College and our ECISD instructors, are professional and model master-teacher qualities and work cooperatively to prepare our students for life after this experience including a career and senior college mindset simultaneously.

School Culture and Climate Strengths

•Focus on high-wage, high-skill, and high demand careers
•Students can earn an Associate of Applied Science (AAS) & students will earn certificates along the way
•Students take subject classes immediately and will be fully trained in the field with internships at the end of the program
•Students can transfer and earn a 4-year applied baccalaureate degree – OC, UTPB, Midland College, Texas Tech, South Texas College, Brazosport College, etc.
•What we offer our students? The opportunity to complete a High School Diploma <u>and</u> an Associate's Degree <u>at the same time.</u>
•One of only four CTE Early College High Schools in the nation. (All four are in Texas.)
•It provides life-changing credentials for OC TECHS graduates that will have an immediate and prolonged benefit to their families, the local economy and the college-going culture of Odessa itself.
•A CTE Early College High School provides a work-force ready opportunity. (60 hours—Associate's Degree in a field of study.)
  (Auto Technician, Diesel Technician, Business Leadership, Energy Technology, Criminal Justice,

Occupational Safety & Environmental Tech., Culinary Arts, Welding)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: It is important to improve support and offerings for after school and social engagement activities. **Root Cause:** The number of volunteers and activities remains constant. Additional volunteers is required to continue services.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OCTECHS is 100% Highly Qualified. We will maintain our high status by working with the ECISD HR department and maintaining a list of potential candidates as well as working with current ECISD teachers to fill positions via transfer when opening arise.

Staff Quality, Recruitment, and Retention Strengths

Thus far, there have been a number of quality applicants for each vacancy at OCTECHS because of the unique program and outstanding working conditions at the schools. We will maintain that standing by continuing our collaborative working environment and supporting our instructors and staff members in their mission to build our students toward success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher retention can be an issue at OCTECHS. **Root Cause:** With population increase and a fluid job positions, some teachers stay less then four years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCTECHS will continue to follow all district initiatives and implement best practices. This includes all programmed areas of curriculum, instruction, and data management driven to increase student achievement. We will also analyze and use data to make informed decisions about instructional practices. We will utilize the TRS including the scope and sequence. The principal will monitor lesson plans each week and complete classroom observations to verify that instruction matches planning. We will utilize tutoring in our LRC and after school credit recovery to support the needs of struggling students in all academic areas of learning. We will work closer with Odessa College to better align our practices and hopefully become a top tier high school as they have become one of the top community colleges in the nation.

Curriculum, Instruction, and Assessment Strengths

All sophomores and juniors will take the PSAT to identify their strengths and weaknesses necessary for college readiness. We will continue to share the AVID program campus wide as we prepare our students for success. Every student has access to daily TSI tutoring and frequent testing opportunities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

OCTECHS has had a very active and engaged group of parent volunteers that support extra activities for our students after school. Clubs, dances, participation in city and college activities are also supported by parents, staff and our student leadership organization. We plan to have parent information nights each semester in order to recruit and retain parent involvement. Administration has committed to sending out a quarterly newsletter with volunteer opportunities and events that are upcoming.

Parent and Community Engagement Strengths

Parent volunteers provide social gatherings for our students with a fall festival, Valentines Day social and in the Spring they coordinate a HS Prom and Project Graduation for students to attend and enjoy. The parents also raise money for our Christmas float for the Parade of Lights here in Odessa with the City. The parents supported College Signing Day for our incoming freshmen.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is not enough parent recruitment from freshmen year on. **Root Cause:** As students have fewer ECISD classes, our parent involvement diminishes.

School Context and Organization

School Context and Organization Summary

OCTECHS is a small ECHS located on the Odessa College campus serving approximately 400 students in grades 9-12. The school is organized serving students needs in the core areas via ECISD instructors and via college instructors for the eight student majors or programs of study.

School Context and Organization Strengths

•Focus on high-wage, high-skill, and high demand careers
•Students can earn an Associate of Applied Science (AAS) & students will earn certificates along the way
•Students take subject classes immediately and will be fully trained in field at the end of the program
•Students can transfer and earn a 4-year applied baccalaureate degree – UTPB, Midland College, Texas Tech, South Texas College, Brazosport College, etc.
•What we offer our students? The opportunity to complete a High School Diploma <u>and</u> an Associate's Degree <u>at the same time.</u>
•One of only four CTE Early College High Schools in the nation. (All four are in Texas.)
•It provides life-changing credentials for OC TECHS graduates that will have an immediate and prolonged benefit to their families, the local economy and the college-going culture of Odessa itself.
•A CTE Early College High School provides a work-force ready opportunity. (60 hours—Associate's Degree in a field of study.)

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We are seeing an average of 10 students leave the program per year. **Root Cause:** Students leave OCTECHS due to not being

successful academically and behavioral issues.

Technology

Technology Summary

At OCTECHS, all classrooms are outfitted with teacher laptops, document cameras, projectors, and other general technology. We are a 1 to 1 campus with students having ChromeBooks.

Technology Strengths

At OCTECHS, teachers and students utilize technology often including digital textbooks, word processing, digital organization, research, etc. We also have a Instructional Technology Specialist that is specifically designated to our campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology will need updating and easier access to OC systems will improve student learning. Timely delivery and training on equipment and platforms needs to be improved. **Root Cause:** Aging technology and servers, along with uncertain delivery dates for needed equipment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Goals

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

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 96% in 2020 to 97% in 2021.

Strategy 1: We will ensure to schedule all students into 6 HS classes & 2 - 4 College classes each year to meet both ECISD and OC credit targets.		
Strategy's Expected Result/Impact: 97% of our students will earn six or more HS credits by the end of each year.		**Formative**
Staff Responsible for Monitoring: Staff will continue to encourage students to stay on track and not fall behind in either HS or OC classes throughout the school year.		**Oct**
		Jan
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	**Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Performance Objective 2: Post-secondary enrollment will increase 45% for our 2021 graduates.

Strategy 1: HS staff will strongly encourage students to seek additional Higher Education programs of study and/or enlistment into Military service upon graduation through AVID programs, College Fair events, and classroom discussions throughout the school year.	

		Formative
Strategy's Expected Result/Impact: We would like to double our Military service enlistment for this years graduation class.		
Staff Responsible for Monitoring: We will support and continue to inform students of the benefit of continued higher education.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Connect high school to career and college	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Summative**
		May
Comprehensive Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3: Annual student attendance will increase from 96% in 2020 to 97% in 2021.

Strategy 1: Working with Odessa College and our HS staff we will contact families of absent students within 24hrs to check for accuracy. We will continue to encourage students to attend classes every day, either virtually or in person so they do not fall behind. If a pattern of concern occurs we will hold a meeting with the parent/student/school to create a schedule for that student to make up lost contact time.		
Strategy's Expected Result/Impact: Overall attendance to improve to 97%.		**Formative**
Staff Responsible for Monitoring: All staff members on campus at OCTECHS and OC.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4: School will embed technology for anytime, anywhere teaching and learning.

Strategy 1: Teachers will make use existing technology and incorporate new technology into their teaching to ensure our ability to reach students in the classroom and Virtually throughout the school year. Teachers will attend scheduled tech training sessions and we will make use of district provided tech training as they become available.		
Strategy's Expected Result/Impact: 100% of our instructional staff will be able to use Google Classroom, Google Meets, Zoom & Juno technology to enhance classroom instruction.		**Formative**
		Oct
Staff Responsible for Monitoring: School administration and staff.		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		
Targeted Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that create a systematic change where SEL can thrive.

	Formative
Strategy 1: Through school counseling and training of HS staff we will increase our SEL effectiveness on campus by reducing the number of students who leave our program.	
Strategy's Expected Result/Impact: Fewer students leaving our program by choice each year.	**Oct**
Staff Responsible for Monitoring: HS Counselor, school admin and faculty.	**Jan**
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals **Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**May**
Comprehensive Support Strategy	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Performance Objective 6: 100% of AVID students will have a CCMR plan and/or acceptance.

Strategy 1: All students enrolled at OCTECHS will have a CCMR plan created and in place during their Freshmen year through AVID and we will continue to monitor the students progress throughout their time here.		
Strategy's Expected Result/Impact: Students will successfully complete their Associates Degree & HS graduation within 4 years.		**Formative**
Staff Responsible for Monitoring: All HS staff members.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Performance Objective 7: School will provide a safe and supportive learning environment.

Strategy 1: Working with Odessa College we will provide campus routines and procedures that keep students and staff safe as they attend classes, move between classes, eat their meals and then exit the campus grounds.			
Strategy's Expected Result/Impact: We will see fewer safety violations on campus.			**Formative**
Staff Responsible for Monitoring: All HS and OC staff members.			**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None		**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			**Summative**
			May
0% No Progress	100% Accomplished	➡ Continue/Modify	✕ Discontinue

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

Performance Objective 1: The campus teacher retention rate will increase from 80% in 2020 to 90% in 2021.

Strategy 1: By hiring highly qualified staff and then training them on how to use current technology with their teaching we will increase increase overall job satisfaction rates that will result in higher teacher retention on our campus.l		**Formative**
Strategy's Expected Result/Impact: Fewer teachers leaving OCTECHS.		**Oct**
Staff Responsible for Monitoring: School Administration.		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

Strategy 1: OCTECHS teachers will take advantage of job-embedded professional learning opportunities offered by the district through targeted training sessions.	
Strategy's Expected Result/Impact: Teachers able to use available technology tools with confidence as they teach students in person and in virtual classroom settings.	**Formative**
	Oct
Staff Responsible for Monitoring: School administration.	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** None	
TEA Priorities: Recruit, support, retain teachers and principals **Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: ECISD 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: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase from 42% to 50% as measured by the 2021 STAAR assessment.

Strategy 1: We will increase Algebra 1 tutorial opportunities from 2 evenings a week to 4 and we will target our supports towards our struggling students.		
Strategy's Expected Result/Impact: Increased unit test scores and overall grades.		**Formative**
Staff Responsible for Monitoring: Math teachers, HS counselor and school admin.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May
Comprehensive Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase from 64% to 70% as measured by the 2021 STAAR assessment.

Strategy 1: We will provide additional in-class supports, use technology and offer after school tutoring for students throughout the school year. We will offer, in coordination with Odessa College, after school tutorials 4 nights a week for individuals seeking additional support.	
Strategy's Expected Result/Impact: Eng. 1 EOC test scores to rise above 70%.	**Formative**
Staff Responsible for Monitoring: English teachers, HS counselor & school administration.	**Oct**
Title I Schoolwide Elements: None **Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Summative** / **May**
Comprehensive Support Strategy	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 69% to 75% as measured by the 2021 STAAR assessment.

		Formative
Strategy 1: We will provide additional tutoring supports for students in all subject areas as needs are identified through weekly assessments and progress reporting. Teachers will offer after school tutoring sessions 1 day a week and the OC LRC tutoring option will be open Monday through Thursday until 10 PM, Saturdays from 10 AM to 2 PM and Sunday evenings from 6 PM to 11 PM throughout the school year.		

		Formative
Strategy's Expected Result/Impact: Increased STAAR testing scores by 6% this school year.		
Staff Responsible for Monitoring: HS teaching staff, HS counselor & school administration.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May
Comprehensive Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 90% to 93% as measured by the 2021 STAAR assessment.

Strategy 1: We will continue to provide regular instruction in all STAAR tested areas as well as providing additional tutoring after school 4 nights a week with Odessa College in the LRC. Teachers will also offer after school tutoring in their classrooms 1 afternoon a week by subject area and prior to STAAR testing we will hold English and Match STAAR Prep sessions on 2 Saturdays either Virtually or in-person.		
Strategy's Expected Result/Impact: 93% of our students taking the STAAR will meet or exceed the benchmark.		**Formative**
Staff Responsible for Monitoring: OCTECHS staff and school administration.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5: The percentage of students earning CCMR credit will continue from 100% in 2020 to 100% in 2021.

	Formative
Strategy 1: We will continue to enroll and support all OCTECHS students with their OC Pathways of study toward graduation and certification.	
Strategy's Expected Result/Impact: All students will graduate with their HS Diploma & College Associates Degree & Career Certification.	**Formative**
	Oct
Staff Responsible for Monitoring: All HS Staff and school administration.	**Jan**
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** None	**Summative**
	May
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Comprehensive Support Strategy	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 6: The four year campus graduation rate will increase from 90% in 2020 to 95% in 2021.

		Formative
Strategy 1: Each quarter our OCTECHS leadership team will review student transcripts and schedules to ensure they are making progress toward HS - College - & Program Graduation and Certification.		

		Formative
Strategy's Expected Result/Impact: 95% of our students will graduate on time with their classmates.		**Oct**
Staff Responsible for Monitoring: OCTECHS Leadership team.		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college	**Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 7: Implement innovative instructional models which enable personalized learning for all students.

Strategy 1: We have 8 different Pathways for students at OCTECHS and we will continue to guide and instruct students so they will be successful with whatever program of study they have chosen. We will provide tutoring assistance to every student throughout the school year and hold necessary parent/student/teacher meetings to ensure that positive effort and supports are in place for student success.		
Strategy's Expected Result/Impact: 95% of our students are successful with their programs of study at OCTECHS each year.		**Formative**
Staff Responsible for Monitoring: OCTECHS Staff, HS Counselor & School Administration.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 8: Create systems that support all graduating seniors to and through college, career and military decisions.

Strategy 1: We will continue to guide our seniors to and through their attainment of their Associated Degree here at OCTECHS and we will encourage students to continue their education and training at 4 year institutions and/or through Military service.		
Strategy's Expected Result/Impact: 100% of our graduating students will be College, career and military ready.		**Formative**
Staff Responsible for Monitoring: High school staff, HS counselor, HS administration.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
Comprehensive Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 9: The COC McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter.

Strategy 1: We will continue to work with our ELL students to reduce Drop Out rates from our campus by continuing to provide meaningful and job skills related instruction.		
Strategy's Expected Result/Impact: Reduced Drop Out rate for ELL or Homeless students.		**Formative**
Staff Responsible for Monitoring: HS Counselor and School Administration.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May
Comprehensive Support Strategy		
Targeted Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: OCTECHS will work to recruit and retain at-risk students who demonstrate the ability to successfully complete the required coursework of an ECHS.

Performance Objective 1: Recruitment of sub-pop groups will be within 5-10% points of the district norms, in order to meet the state benchmarks.

-Round 1: Fall Recruitment for the class of 2025 will begin September 28th and run for 5 weeks, either in person or via Facebook Live.

-Round 2: Spring Recruitment for the class of 2025 will begin January 18th and run for 5 weeks, either in person or via Facebook Live.

Strategy 1: As we recruit our 2021 to 2022 Freshmen this year we will continue to target our sub-pop groups throughout the district and in Ector County.		
Strategy's Expected Result/Impact: We will meet the State Benchmarks for Sub-pop groups for Early College High Schools.		**Formative**
Staff Responsible for Monitoring: HS Counselor, School Administration & Odessa College Leadership Team.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Connect high school to career and college	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**Summative**
Comprehensive Support Strategy		**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Goal 5: OCTECHS will establish and maintain strong partnerships with parents, the community, and local businesses.

Performance Objective 1: Building administration will create and send out/post quarterly newsletter and hold 2 Parent Information Nights/Facebook Live chats throughout the school year. (One in the fall and one in the spring semester.)

Strategy 1: We will set up a News letter that will be sent home to parents in September, November, February & April that will include important dates and information regarding Assessments, using Parent Portal, information from the HS Counselor & information from Odessa College.	
Strategy's Expected Result/Impact: Our goal is to have well informed parents that can become ambassadors or our programs here at OCTECHS.	**Formative**
	Oct
Staff Responsible for Monitoring: HS Counselor and School Administration	**Jan**
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: Connect high school to career and college **Funding Sources:** None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: OCTECHS, in conjunction with Odessa College, will create and utilize a tutorial program designed to target the successful completion of the Texas Success Initiative Assessment.

Performance Objective 1: Working with the Odessa College Testing Center and OCTECHS Testing Coordinator, we will come up with a calendar of assessment times and opportunities for all students needing to take and pass TSI.

-We plan to have the calendar created by August 31st.

Strategy 1: We will target TSI Tutorials with a 3 days prior to assessment tutoring sessions that will be held in the LRC with various grade levels as they are scheduled to test this Fall and coming Spring Semester.		
Strategy's Expected Result/Impact: More students will take and pass their TSI assessments during the first round.		**Formative**
Staff Responsible for Monitoring: English & Math teachers, HS counselor & school administration.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Summative**
		May
Comprehensive Support Strategy		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Performance Objective 2: Working with Odessa College in the LRC, we will develop a test-prep program for our incoming freshmen and existing students to use prior to taking the TSI.

-We plan to have the program running by September 30th.

Strategy 1: We will coordinate our TSI tutoring with Odessa College TSI tutoring that is available in the LRC. We will create a calendar schedule that will follow safety guidelines for students and staff while still providing opportunities for student to be prepped prior to taking the TSI this Fall.		
Strategy's Expected Result/Impact: More students passing the TSI assessment the first round of testing.		**Formative**
Staff Responsible for Monitoring: English & Math teachers, HS counselor and Administration.		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Summative**
Comprehensive Support Strategy		**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Campus Funding Summary

Addendums