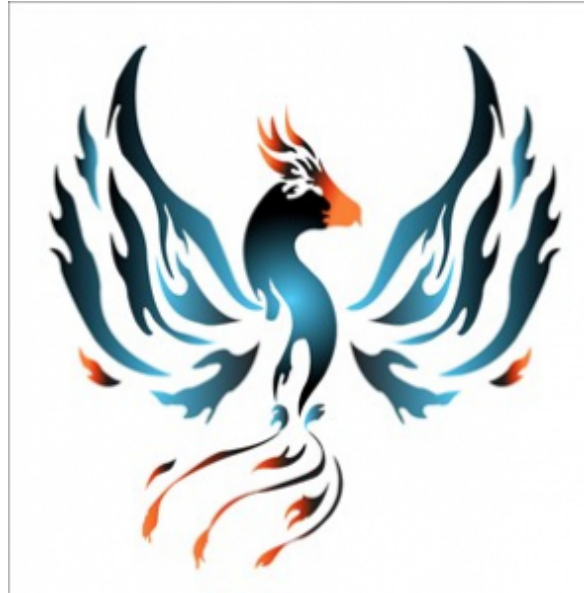


Ector County Independent School District

New Tech Odessa High School

2021-2022 Campus Improvement Plan



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

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Comprehensive Needs Assessment

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CTE Textbooks: Replacement of outdated equipment such as computers, printers, 3D printers, aerospace equipment, etc.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

At Risk Tutoring

Classworks

Literacy Initiatives for reading and math

Core Teacher Professional Development for at risk strategies

TAKS/EOC Course Remediation Teacher

Extended Year Services

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

George 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 **428** students. Due to current economic conditions, exactly **30.7%** 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 **76.2%**. NTO's white population comes in second with about **18.8%**. African Americans are low in numbers, approximately **1.9%**. NTO also has **1.7%** Asian and **1.4%** of two or more races. When it comes to gender population, NTO students are at **43.1%** male and female **56.9%** females. NTO's at-risk population is **45%**. NTO's English Learners (ELs) population is at **6.4%**. NTO has a high special population percentage based on total campus enrollment. Approximately **3.3%** of our student population receive special population services. There are **1.7%** of students receiving 504/Dyslexia services. NTO's G/T population is at **21.5%**. NTO's CTE population is at **75.4%**. 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. There is **4.7%** of students who are military connected.

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 Sophomores (10th Grade) enrollment by a decrease of 5%. 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 2020-21 school year, NTO had a **98.73%** 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 **97.1%** (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 **27:1**. The student-to-teacher ratio at NTO is approximately **17:1**. 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.	30.7%	55.1%	60.3%
Non-Educ. Dis..	69.3%	44.9%	39.7%
EL	6.4%	20.6%	20.3%
Student with Dis. Place.	6.4%	20.6%	20.3%
At-Risk	45%	60.3%	50.6%
Special Education	3.3%	9.1%	10.5%

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.	31.80%	51%	58.80%
Non-Educ. Dis..	68.20%	49%	41.20%
EL	2.40%	17.10%	18.80%

Eco. Dis. and Other

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%

Eco. Dis. and Other

Special Education	N/A	N/A	N/A
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Ethnic Distribution

2019-20	NTO	District	State
African American	1.9%	3.9%	12.6%
Hispanic	76.2%	77.2%	52.8%
White	18.8%	16.4%	27.0%
American Indian	0%	0.2%	0.4%
Asian	1.7%	.09%	4.6%
Pacific Islander	0%	0.3%	0.2%
2 or More Races	1.4%	1.1%	2.5%

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%

Ethnic Distribution

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%

Ethnic Distribution

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, July 20, 2021. <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, 50% of special education students received "At Approaches Grade Level or Above" during the Spring 2021 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Honors and eventually AP / Dual Credit classes. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 2 (Prioritized): For the English I STAAR EOC, 66.67% of special education students received "At Approaches Grade Level or Above" during the Spring 2021 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. Learning was interrupted due to the global pandemic (virtual learning).

Student Achievement

Student Achievement Summary

On the 2021 Spring STAAR EOCs, George H.W. Bush New Tech Odessa (NTO) learner groups achieved **88.05%** "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 education learners scored a **48.25%** on "approaches grade level." On average for all five EOCs, ELs scored a **49.89%** 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 **9.2** 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 (2019)

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)

2020-21	NTO	District	State
English I	84.56%	49.8%	TBD
English II	83.78%	54.91%	TBD
Algebra I	82.86%	54.3%	TBD
Biology	91.61%	71.08%	TBD
U.S. History	97.44%	81.1%	TBD

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%

STAAR EOCs (Approaches)

U.S. History	97%	88%	92%
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STAAR EOCs (Approaches)

2016-17	NTO	District	State
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)

2020-21	NTO	District	State
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STAAR EOCs (Meets Grade Level)

English I	72.79%	32.17%	TBD
English II	70.27%	39.48%	TBD
Algebra I	37.14%	21.92%	TBD
Biology	69.23%	37.57%	TBD
U.S. History	79.49%	52.59%	TBD

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%
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)

2020-21	NTO	District	State
English I	8.82%	3.05%	TBD
English II	6.31%	3.35%	TBD
Algebra I	16.19%	8.97%	TBD
Biology	23.78%	11.35%	TBD
U.S. History	50%	25.27%	TBD

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%

STAAR EOCs (Masters)

Algebra I	23%	11%	26%
Biology	36%	12%	21%
U.S. History	41%	19%	35%

TSIA

TSIA Results

Reading NTO	District	State
2018-19	57.6% 25.8%	33.4%
2017-18	59.1% 25.4%	32.1%

TSIA Results

Mathematics NTO	District	State
2018-19	18.2% 14.3%	24.7%
2017-18	27.3% 14.8%	23.7%

TSIA Results

Both Subject NTO	District	State
2018-19	16.7% 11.2%	18.8%
2017-18	24.2% 10.4%	18.1%

SAT

SAT- Average Scores

All Subjects	NTO	District	State
2018-19	953	906	1027
2017-18	985	903	1036

ACT

ACT- Average Scores

All Subjects	NTO	District	State
2018-19	21.2	20.5	20.6
2017-18	985	903	1036

CCMR

Annual Dropout Rate	NTO	District	State
2018-19	.03	3.3%	.03
2017-18	.03	3.8%	.03

4-Year Longitudinal Rate

Class of 2019

NTO District State

4-Year Longitudinal Rate	NTO	District	State
Graduated	98.4%	83.3%	90.0%
Graduates, TxCHSE, and Cont	1.6%	0.04%	0.5%

4-Year Longitudinal Rate	NTO	District	State
Class of 2018			
Graduated	92.8%	83.7%	90.0%
Graduates, TxCHSE, and Cont	0%	0.4%	0.4%

5-Year Extended Longitudinal Rate	NTO	District	State
Class of 2018			
Graduated	100.0%	88.2%	92.3%
Graduates, TxCHSE, and Cont	0%	0.9%	0.6%

5-Year Extended Longitudinal Rate	NTO	District	State
Class of 2017			
Graduated	92.3%	88.3%	92.0%
Graduates, TxCHSE, and Cont	0%	1.0%	.6%

6-Year Extended Longitudinal Rate	NTO	District	State
Class of 2017			
Graduated	96.8%	88.7%	92.4%
Graduates, TxCHSE, and Cont	0%	1.3%	.7%

6-Year Extended Longitudinal Rate	NTO	District	State
Class of 2016			
Graduated	94.3%	90.7%	92.1%
Graduates, TxCHSE, and Cont	1.4%	1.3%	0.8%

4-Year Federal Graduation Rate without Exclusions	NTO	District	State
Class of 2019	96.9%	80.2%	90.0%
Class of 2018	91.4%	81.6%	90.0%

College, Career, and Military Ready (Annual Graduates)	NTO	District	State
2018-19	71.2%	58.0%	72.9%
2017-18	80.3%	55.7%	65.5%

McCoy, Kenneth. "Texas Academic Performance Reports." The Texas Education Agency, December 18, 2021. <https://tea.texas.gov/perfreport/tapr/index.html>

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Texas Education Agency. (n.d.). Federal Report Cards. Retrieved July 20, 2021, 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 56% 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. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 2 (Prioritized): The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 58% 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). Learning was interrupted due to the global pandemic (virtual learning).

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 97.1% (2021-22) due to the high level of accountability and engagement.

Panorama - Students (Spring 2021)

Student SEL & Well Being

Supportive Relationships	81%
Self-Management	73%
Social Awareness	66%
Self-Efficacy	45%

Student Supports + Environment

Rigorous Expecations	73%
School Climate	67%
Connectedness Indicator	55%
Sense of Belonging	48%
Engagement	32%

Panorama - Students (Fall 2020)

Student SEL & Well Being

Supportive Relationships	79%
Self-Management	72%

**Student SEL & Well
Being**

Social Awareness	65%
Self-Efficacy	41%

**Student Supports +
Environment**

Rigorous Expecations	69%
School Climate	68%
Connectedness Indicator	54%
Sense of Belonging	47%
Engagement	34%

Panorama - Teachers & Staff (Spring 2021)

Adult SEL & Well-Being

Teaching Efficacy	81%
Cultural Awareness and Action (Adult Focus)	69%
Faculty Growth Mindset	65%
Belonging	57%
Well-being	54%

**Staff Supports and
Environment**

Staff-Leadership Relationships	84%
School Leadership	79%
Student Mindset	74%
School Climate	67%
Feedback and Coaching	65%
Staff-Family Relationships	63%

Staff Supports and Environment

Professional Learning 59%

Panorama - Teachers & Staff (Fall 2020)

Adult SEL & Well-Being

Cultural Awareness and Action (Adult Focus) 67%
Teaching Efficacy 64%
Belonging 59%
Well-being 44%
Faculty Growth Mindset 41%

Staff Supports and Environment

Staff-Leadership Relationships 84%
School Leadership 78%
Feedback and Coaching 72%
Student Mindset 66%
School Climate 59%
Professional Learning 53%
Staff-Family Relationships 50%

Culture Survey - New Tech Network School Culture Survey

October 2019

School Connectedness 95.5% Positive
Learning Experiences 91.8% Positive

October 2019

Rules and Discipline Processes	79.6% Positive
Peer Relationships	93.7% Positive
Adult Relationships	92.5% Positive
College and Career Readiness	82.2% Positive

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 2% of learners were placed on suspension. Also in the previous year, less than 1.5% 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 July 27, 2021, 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): There is non-correlation between overall course failure rates (15%) to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 88.05%, meets is 65.72%, and masters is 21.02%. **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 **25** classroom teachers. NTO's Highly Qualified status is **100%** for the 2021-22 school year. From the 2020-21 to the 2021-22 school year, NTO had a **88%** teacher retention rate. NTO's three year teacher retention rate is **91.6%** 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 **17:1**. The average years of experience of teachers at the campus are **10.9 years**.

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 - 2019-20	NTO	Percent	District	State
African American	0.4	1.2	5.2%	10.8%
Hispanic	15.8	48.8%	40.1%	28.1%
White	17.1	49.8%	51.5%	57.7 %
American Indian	0	0%	0.4%	1.8%
Asian	1	2.9%	1.1%	1.7%
Pacific Inlander	0	0%	0.1%	0.2%
Two or More Races	0.1	0.2%	1.1%	1.1%

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 - 2019-20	NTO	Percent	District	State
Males	13.9%	40.5%	22%	23.8%
Females	20.4%	59.5%	78%	76.2%

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 - 2019-20	NTO	Percent	District	State
No Degrees	1.6	4.7%	7.8%	1.3%
Bachelors	29.0	84.4%	70.5%	73.4%
Masters	3.7	10.9%	20.9%	24.5%
Doctorate	0	0%	.08%	.07%

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 - 2019-20	NTO	Percent	District	State
Beginning Teachers	0.4	1.2%	17.9%	7.0%
1-5 Years Experience	17.8	51.8%	28.8%	28.9%
6-10 Years Experience	6.0	17.4 %	15.6%	19.0%
11-20 Years Experience	5.3	15.4%	21.3%	29.3%
Over 20 Years Experience	4.9	14.2%	16.4%	15.7%

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%

Teacher by Years of Experience - 2018-19	NTO	Percent	District	State
Over 20 Years Experience	1.9	7.2%	16.9%	15.7%

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 2021-22 school year with zero teacher vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for or have experience with project-based learning can often be difficult. **Root Cause:** Competitive pay, promotional opportunities, and the West Texas landscape 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 2021	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5	Reporting Category 6
Number	5.8 (out of 8)	9.7 (out of 13)	9.4 (out of 13)	9.0 (out of 16)	6.8 (out of 9)	7.1 (out of 9)
Percent	72%	75%	72%	56%	75%	78%

*Average Score: 4158 *Total Students Tested: 137

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 2021	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5	Reporting Category 6
Number	6.3 (out of 8)	9.5 (out of 13)	9.1 (out of 13)	9.4 (out of 16)	7.1 (out of 9)	6.3 (out of 9)
Percent	79%	73%	70%	58%	79%	70%

*Average Score: 4145 *Total Students Tested: 111

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 2021	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5
Number	6.2 (out of 11)	5.2 (out of 12)	7.6 (out of 14)	5.9 (out of 11)	3.5 (out of 6)
Percent	56%	43%	54%	54%	59%

*Average Score: 3845 *Total Students Tested: 56

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 2021	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4	Reporting Category 5
Number	5.8 (out of 10)	6.1 (out of 10)	7.0 (out of 10)	7.0 (out of 10)	7.8 (out of 10)
Percent	58%	61%	70%	70%	78%

*Average Score: 4212 *Total Students Tested: 141

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 2021	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4
Number	22.3 (out of 30)	9.7 (out of 12)	7.2 (out of 10)	12.2 (out of 16)
Percent	74%	81%	72%	76%

*Average Score: 4465 *Total Students Tested: 80

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)
Percent	78%	76%	71%	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 2020-21 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 2020-21 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.

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 **50%** 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 **30%** 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:** Exactly 25% of teachers 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:** Adult learning time was interrupted due to the global pandemic and the adoption of an alternate district wide schedule for hybrid teaching (A/B Days).

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. At the conclusion of the 2020-21 school year, **100%** 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.

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 ten years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 100% of the SmartBoards on campus 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 last year. Also, lack of

consistent monitoring of proper laptop usage from students and adults (at-home). Also, a 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 56% 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. Learning was interrupted due to the global pandemic (virtual learning).

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 58% 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). Learning was interrupted due to the global pandemic (virtual learning).

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 2020-21 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.

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, 50% of special education students received "At Approaches Grade Level or Above" during the Spring 2021

administration.

Root Cause 7: Learners have learning gaps. For some learners, they are going from regular classes to Honors and eventually AP / Dual Credit classes. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 7 Areas: Demographics

Problem Statement 8: For the English I STAAR EOC, 66.67% of special education students received "At Approaches Grade Level or Above" during the Spring 2021 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. Learning was interrupted due to the global pandemic (virtual learning).

Problem Statement 8 Areas: Demographics

Problem Statement 9: There is non-correlation between overall course failure rates (15%) to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 88.05%, meets is 65.72%, and masters is 21.02%.

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 2021-22 school year with zero teacher vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for or have experience with project-based learning can often be difficult.

Root Cause 10: Competitive pay, promotional opportunities, and the West Texas landscape 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: Exactly 25% of teachers 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: Adult learning time was interrupted due to the global pandemic and the adoption of an alternate district wide schedule for hybrid teaching (A/B Days).

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: NTO has been in existence for over ten years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 100% of the SmartBoards on campus 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 last year. Also, lack of consistent monitoring of proper laptop usage from students and adults (at-home). Also, a 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 educate parents on project-based learning and how to use the new Echo system. Parents do not 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

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment 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

Student Data: Student Groups

- 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, 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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

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: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish home internet connectivity for students.</p> <p>Strategy's Expected Result/Impact: Increased student access to the internet from home to access digital curriculum and resources.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Standardize classroom instructional technology to include 1:1 staff mobile devices.</p> <p>Strategy's Expected Result/Impact: Provide digital mobility to staff by deploying all instructional staff mobile devices and work station peripherals such as monitor, keyboard, mouse and docking station.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a cyber-security plan, train all staff on processes and requirements. Establish procedures and processes to educate district staff on student data privacy and cyber-security staff and student responsibility according to Trusted Learning Environment Framework.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Reduction of data breach risk and damage to district digital resources.
 Increased security of student data.
Staff Responsible for Monitoring: Chief Technology Officer
 Director of Information Technology
 Director of Information Systems
 Director of Instructional Technology
Title I Schoolwide Elements: 2.5

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No Progress



Accomplished







Continue/Modify



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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 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish an operational data store and data warehouse to support data visualization tools to ensure EdFi data standards conformity.</p> <p>Strategy's Expected Result/Impact: Increased confidence in district data resources.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Replace iTCES with Ascender - Student Information System and develop student record retention processes.</p> <p>Strategy's Expected Result/Impact: Transition to new Student Information System platform and move physical student records to an online system.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology</p>	Formative			Summative
	Oct	Jan	Mar	May
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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 3: ECISD will 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish up to date design standards for buildings that align with current teaching standards.</p> <p>Strategy's Expected Result/Impact: Design Building standards that are up to date with current teaching practices will ensure teaching and learning is functioning at a high level.</p> <p>Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage with all stakeholders and outside experts to work collaboratively in the design and/or redesign of our learning environments. This will also include the development of a Long Range Facility Plan that will help guide the district in future decisions regarding facilities,</p> <p>Strategy's Expected Result/Impact: Update the Districts facilities to support the programs-practices and provide a plan for the future facility needs of the District. Provide equity in building designs across the District.</p> <p>Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
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



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 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment. Strategy's Expected Result/Impact: Proper maintenance of Fine Arts instruments and equipment will increase equipment life and reduce replacement costs. Staff Responsible for Monitoring: Director of Fine Arts	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: ECISD athletics will improve the inventory system to account for and secure all athletic equipment. Strategy's Expected Result/Impact: Accounting for all equipment will increase efficiency and allow for funds to be maximized. Staff Responsible for Monitoring: Executive Director for Athletics, Asst. Athletic Directors	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement Wi-Fi connectivity on all activity buses. Strategy's Expected Result/Impact: Providing Wi-Fi to students on activity buses will provide them with internet connectivity therefore increasing their learning opportunities. This will be the first phase of Wi-Fi implementation on some buses. Phase two will include buses with far reaching routes. Staff Responsible for Monitoring: Chief Operations Officer/Exec. Dir. Operations/Director of Transportation/ Technology	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Athletics will monitor students attendance and grades throughout the school year. Strategy's Expected Result/Impact: Improve attendance and academic grade percentages each six weeks. Staff Responsible for Monitoring: Athletic Directors-Athletic Department	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: PE/Health department will utilize new fitness gram technology IHT to monitor student's fitness and the input of fitness gram data on 43 campuses in ECISD to TEA. Strategy's Expected Result/Impact: Any student receiving PE credit in ECISD 3rd- 12th grade will have fitness gram data submitted to TEA . Staff Responsible for Monitoring: PE/Health Department will have access to monitor coaches and teachers fitness gram data.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 5: ECISD will embed technology for anytime, anywhere teaching and learning.





Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) Adaptive Technology Online Literacy Libraries Math Teach to One Eduphoria Brainchild Odysseyware (now Edgenuity) Imagine learning</p> <p>Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Platform.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Executive Directors of Leadership, Executive Directors of Instruction and Literacy, Content Coordinators, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere).</p> <p>Strategy's Expected Result/Impact: Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Equitable of access to all and creating technologically agile staff and learners.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Teachers, and Technology Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May
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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 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student growth to 54% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability and Assessment, Content Coordinators, C&I Specialists, Executive Director of C&I AVID Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will expand the elementary Fine Arts curriculum for grades 3-5 by incorporating UIL Music Memory to increase the amount and quality of learning and to provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Increase program offerings at 10% of elementary campuses to include UIL Music Memory.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts, Fine Arts Elementary Specialist</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All NTO 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.</p> <p>Strategy's Expected Result/Impact: All seniors enrolled in a post-secondary institution or military.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Student, Counselor, and Project Based Research Design Teacher</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas.</p> <p>Strategy's Expected Result/Impact: Increased overall EOC "Meets" scores by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: NTO will implement research based instructional models which enable personalized learning for all students, including Project Based Learning.</p> <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, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize the New Tech Network to support classroom teachers in current, research science-based project-based learning practices.</p> <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>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: The non-negotiable elements of project-based learning will be consistently explored during professional development to assist in creating connected learning, allow learners to offer facilitator feedback on project design, and allow for project critique using the Critical Friends protocol.</p> <p>Strategy's Expected Result/Impact: Increase sense of learner connectedness to their learning environment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Each NTO campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: The campus principal will conduct a minimum of 5 documented Echo Agenda (Lesson Plan) checks and provide timely and constructive feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 10 Details	Reviews			
<p>Strategy 10: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English II and Algebra I.</p> <p>Strategy's Expected Result/Impact: Increased growth target by 3% (Algebra I and English II).</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11 Details	Reviews			
<p>Strategy 11: 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.</p> <p>Strategy's Expected Result/Impact: Increased English I "Meets" scores by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: 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 and Formative Assessments.</p> <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, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
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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 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

Evaluation Data Sources: Recruit, support, retain teachers and principals and improve low-performing schools.





Strategy 1 Details	Reviews			
<p>Strategy 1: Assess SEL needs and readiness to implement Social-Emotional-Cultural framework.</p> <p>Strategy's Expected Result/Impact: Needs Assessment will identify areas of current strength and weaknesses regarding processes, systems, and behaviors that impact our readiness to implement a Social-Emotional-Cultural framework.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability Executive Director of Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will develop a plan for systemic SEL implementation including the role SEL plays in ECISD achieving its priorities and goals.</p> <p>Strategy's Expected Result/Impact: All ECISD staff will have a common, districtwide understanding and belief system concerning social emotional learning.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: ECISD will develop a SEL communication plan that highlights the importance of SEL for all students, parents, staff, and community members to include internal and external stakeholder groups.</p> <p>Strategy's Expected Result/Impact: All internal and external groups will understand the impact of SEL and will be critical partners who understand the importance of implementing social- emotional-cultural learning.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: ECISD PreK-12 SEL Framework and standards will be aligned with and integrated into curriculum and instruction.</p> <p>Strategy's Expected Result/Impact: SEL implicit and explicit instruction will be present in the classrooms, and will utilize SEL instruction.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, Curriculum Directors & Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Systems and structures will be developed to review disaggregated discipline data regularly, and to use data to address root causes of behavior.</p> <p>Strategy's Expected Result/Impact: ECISD discipline practices and policies will have evidence of alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that addresses the root causes of student behavior.</p> <p>Staff Responsible for Monitoring: Executive Director of Guidance and Counseling/Coordinator of SEL</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Increased SEL support in Phoenix Ignite (Advisory) lessons, 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.</p> <p>Strategy's Expected Result/Impact: Increased four-year campus graduation rate by .50%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults in our organization that creates systemic change where SEL can thrive.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will provide professional learning about SEL research and practice to central office leaders and staff from all departments and campuses, including foundational professional learning for all new staff.</p> <p>Strategy's Expected Result/Impact: 80% of staff will be trained in SEL research and practice.</p> <p>Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: A SEL professional learning plan will be implemented.</p> <p>Strategy's Expected Result/Impact: SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with Talent Development office.</p> <p>Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All ECISD staff will engage in ongoing SEL professional learning.</p> <p>Strategy's Expected Result/Impact: All staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students.</p> <p>Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Data will be continuously collected and evaluated regarding staff perception of work climate and use for continuous improvement of SEL implementation.</p> <p>Strategy's Expected Result/Impact: 95% participation in Panorama surveys. Data reports will be distributed at least twice a year to campuses for progress monitoring of SEL implementation and plans for improvement.</p> <p>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, SEL Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: 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> <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>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.





Strategy 1 Details	Reviews			
<p>Strategy 1: Pregnancy/Parenting services will be provided to ensure that barriers due to parenthood are removed and 85% of the students in the program are on track to graduate with their cohort.</p> <p>Strategy's Expected Result/Impact: Provided services include counseling, home-bound services, tutoring, and other services needed to ensure students' graduation. 85% of students will be on track to graduate with cohort.</p> <p>Staff Responsible for Monitoring: TPRS Coordinator TPRS Department</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will support at-risk students within electives to access rigorous courses, provide weekly content tutorials, and college and career experiences.</p> <p>Strategy's Expected Result/Impact: 95% of AVID students will meet CCMR expectations and will be accepted into post-secondary choice.</p> <p>Staff Responsible for Monitoring: AVID Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.</p> <p>Strategy's Expected Result/Impact: Creating a safe and orderly environment where learner needs are met to maximize learning and equity is at the forefront.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 10: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
<p>Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff, students, and parents. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. Required child abuse awareness posters for students will be displayed on all campuses, at student eye level. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Child prevention program.</p> <p>Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse.</p> <p>Staff Responsible for Monitoring: Guidance and Counseling, ECISD police Dept, Talent Development</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by Professional School Counselors and SAS Counselors. Students will receive suicide prevention training through the Professional School Counselors and SAS Counselors. Counselors will collaborate with ECISD police as needed. All School and SAS counselors will be trained yearly in ECISD crisis response procedures.</p> <p>Strategy's Expected Result/Impact: 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students.</p> <p>Staff Responsible for Monitoring: Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Conflict resolution and violence prevention programs will be offered. ECISD police officers will be trained in conflict resolution and de-escalation techniques and will address violence through municipal court and teen court programs. All school and SAS counselors will be trained yearly in conflict resolution methods.</p> <p>Strategy's Expected Result/Impact: 100% of counselors and police officers will be trained in conflict resolution methods.</p> <p>Staff Responsible for Monitoring: Chief of Police, Guidance and Counselors</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Programs that address harassment and dating violence will be offered to students. ECISD Police Officers will be trained in current law and investigation tactics (including social media investigations) concerning dating violence.</p> <p>Strategy's Expected Result/Impact: Students in all grades will be provided age appropriate lessons concerning harassment and dating violence. Human Growth and Development will also embed healthy relationship training. Training records will be maintained to ensure populations served.</p> <p>Staff Responsible for Monitoring: Police Chief, Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity in PK-12 to include, child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, child abuse, violence prevention, mental health warning signs, bullying, self efficacy, decision making, and other social-emotional topics.</p> <p>Strategy's Expected Result/Impact: Monthly reports will indicate alignment with program expectations.</p> <p>Staff Responsible for Monitoring: Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement.</p> <p>Staff Responsible for Monitoring: Guidance and counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Mental health awareness training will be presented by SAS Counselors and Professional School Counselors to all administrators, counselors, and campus staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency.</p> <p>Strategy's Expected Result/Impact: Staff will be better able to respond to students' needs in a trauma-informed approach.</p> <p>Staff Responsible for Monitoring: Executive Director of Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: First Responders will improve communication, coordinate services between agencies, establish and enhance safety mechanisms for students, staff, and faculty in their response to a critical incident. All SAS and school counselors will be trained in Critical Incident Stress Management. Training will also be offered to counselors in Psychological First Aid.</p> <p>Strategy's Expected Result/Impact: Critical Incident impact will be reduced due to timely communication and prevention measures trained and implemented prior to the incident.</p> <p>Staff Responsible for Monitoring: Police Dept, Nursing, Counseling</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: ECISD will plan and implement effective year-long strategies to help students prepare and actively transition to new campuses within ECISD.</p> <p>Strategy's Expected Result/Impact: By the end of 2022, 61% of students will respond favorably to the fact that "adults and peers in the school care about their learning as well as about them as individuals" as measured by the EOY 2022 Panorama student survey.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will be engaged in professional development opportunities to assist in creating a strong classroom culture.</p> <p>Strategy's Expected Result/Impact: Panorama Survey Data, Student Surveys, STAAR EOC Assessment Data, MAPS EOY Data, and Grade Reporting for each grading period.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11 Details	Reviews			
<p>Strategy 11: Teachers will be engage learners in Culture Week, Culture Days, and also summer onboarding opportunities to create a strong sense of school culture.</p> <p>Strategy's Expected Result/Impact: Increase sense of learner connectedness to their learning environment</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.





Evaluation Data Sources: Program evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will identify best practices in order to develop next practices and innovations. Test new ideas vigorously using experimental and quasi-experimental studies to test the effectiveness of promising innovations aligned to district needs.</p> <p>Strategy's Expected Result/Impact: Identify most recent research aligned to a district need or goal. Evidence of research would be shared and analyzed to improve practices and learner outcomes. Duplication of efforts will also be identified to allow efficient practices.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for program evaluation in ECISD.</p> <p>Strategy's Expected Result/Impact: Develop evidence based practice guidelines based on solid research that the education field is expected to follow. Increase the impact of successfully tested educational innovations to benefit more students and to foster policy and program development on a lasting basis.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Locally generated program evaluations for currently implemented programs aligned to the Strategic Plan. Locally generated evidence of program effectiveness and feasibility obtained through pilot, demonstration or experimental projects or through initial introduction in a limited number of local sites.</p> <p>Strategy's Expected Result/Impact: Local, federal and state program implementation will be evaluated by the research and evaluation department on a rotational and annual basis.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.





Evaluation Data Sources: Superintendent's First 100 Days report to school board, staff, community; Superintendent's Getting Connected (2019-20); Staying Connected (2020-21); ECISD Live developed out of response to the COVID-19 pandemic is now an every-other-week community event with announcements and information; weekly press conference hosted by Dr. Muri was also born of the pandemic, now is a cornerstone of media relations efforts; weekly internal e-news and external e-newsletter promote strategic plan work; website is well-developed with Vision, Mission, Themes, & Projects plus related media that showcases examples of Strategic Plan work. Moving forward: printed pieces to accompany digital promotion and continuation of these efforts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Saturate the Ector County ISD market with key initiatives of the plan. Provide support materials (scripts, fliers, logos) to all district and campus leaders. Coordinate online and in-person information sessions for all staff to develop District ambassadors. Host community and media opportunities to celebrate victories in pursuing each of the Plan's objects and goals.</p> <p>Strategy's Expected Result/Impact: Staff and community will understand the goals of the strategic plan.</p> <p>Staff Responsible for Monitoring: Communications Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 13: Grow community partnerships that promote excellence in our schools.





Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Intentionally engage the community to increase awareness and opportunities for lasting partnerships. Will utilize four main approaches: Research and Collaboration; Create Awareness of Needs; Active Outreach; and Grant Writing.</p> <p>Staff Responsible for Monitoring: Education Foundation Director Communications Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.

Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
Strategy 1: Establish framework, develop, and implement plan for determining campus budgeting using equity based funding. Strategy's Expected Result/Impact: Provide specific program intent funds to the campus where the funds are generated and needed. Staff Responsible for Monitoring: CFO	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Establish framework, develop, and implement plan for determining departmental budgeting using modified zero based funding. Strategy's Expected Result/Impact: Provide directed funds to the departments for specific needs. Staff Responsible for Monitoring: CFO	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Goal

Evaluation Data Sources: Learning Management System (LMS)

Employee Performance Evaluations





Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Talent Development Department will focus on retaining staff through intentional and personalized support and professional learning 2021-2022.</p> <p>Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways.</p> <p>Staff Responsible for Monitoring: Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Adopt and implement a quality Mentor Model that supports and engages new staff 2021-2022.</p> <p>Strategy's Expected Result/Impact: Improved staff retention; improve employee effectiveness; develop career pathways</p> <p>Staff Responsible for Monitoring: Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify, adopt, train, and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach.</p> <p>Strategy's Expected Result/Impact: Teachers and principals are the primary influencers of student outcomes. With an increase in teacher/leader capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment.</p> <p>Staff Responsible for Monitoring: Principal Supervisors, Executive Director of Talent Development, EDs of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: ECISD will design a system of personalized professional learning which embeds the knowledge, skills and competencies required for teachers and leaders to provide personalized learning for students through:</p> <ol style="list-style-type: none"> 1. Content Learning which offers teachers choice and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 2 3. Math Solutions (Number Talks and About Teaching Mathematics) - Cohort 3 4. Advanced Academics NMSI Grant Laying the Foundation - Year 2 <p>Strategy's Expected Result/Impact: Teachers will have choice in professional learning and district will have differentiated opportunities for novice teachers through master teacher levels.</p> <p>Staff Responsible for Monitoring: Director of Professional Learning, C&I Division</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May

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 Accomplished
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 Discontinue

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

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2021-2022.





Evaluation Data Sources: Staffing models
 Equity Plan
 Opportunity Culture
 Teacher Incentive Allotment designations
 Staffing/Payroll Reports

Strategy 1 Details	Reviews			
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022. Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. Staff Responsible for Monitoring: Human Capital, Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement the TEA Teacher Incentive Allotment plan 2021-2022. Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers. Staff Responsible for Monitoring: Executive Director of Human Resources, Finance Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2021-2022.

Evaluation Data Sources: Number of candidates for the National Board Certification
 Number of National Board Components submitted for Consideration





Strategy 1 Details	Reviews			
<p>Strategy 1: Identify teachers and support them through the National Board Professional Teaching Standards process.</p> <p>Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2021-2022.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines





Strategy 1 Details	Reviews			
<p>Strategy 1: In 2021-2022 ECISD will optimize "Grow Our Own" programs and pipelines. Strategy's Expected Result/Impact: Increase quantity and quality of candidates. Increase interest in potential roles within the educational system. Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Talent Development; Executive Director CTE Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize innovative recruitment practices to meet current and future needs. Strategy's Expected Result/Impact: Increased candidate pool Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish the District as an Education Preparation Program (EPP). Strategy's Expected Result/Impact: Increase candidate pool Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Executive Director of Human Resources and Executive Director of Talent Development Strategy's Expected Result/Impact: Improve quality of candidates Staff Responsible for Monitoring: Executive Director of Talent Development and Executive Director of Human Resources Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy)</p> <p>Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Leadership Academy)</p> <p>Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Launch a principal residency program to prepare ECISD's highest-potential teachers to earn the certifications and job-embedded experiences to become top-performing campus leaders.</p> <p>Strategy's Expected Result/Impact: Intentionally expanding the assistant principal bench with vision-aligned and highly skilled internal candidates.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Athletic department will begin an Aspiring Head Coaches Academy to increase the learning processes in becoming a head coach.</p> <p>Strategy's Expected Result/Impact: Retain coaches to the district Better prepare a coach for the management and leadership of an athletic sports program</p> <p>Staff Responsible for Monitoring: Athletic Directors-Athletic Department</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: NTO teacher three-year retention rate will increase from 93.6% in 2020 to 94.6% in 2023.</p> <p>Strategy's Expected Result/Impact: Increased three-year teacher retention rate by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: 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: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment





Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.</p> <p>Strategy's Expected Result/Impact: Pre-K Circle Data, MAP Growth Assessment</p> <p>Staff Responsible for Monitoring: Build a foundation of reading and math</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will strengthen the instruction in PreK through 2nd grade classrooms by supporting the campus leaders and instructional coaches on the instructional framework implementation, through observation/feedback coaching.</p> <p>Strategy's Expected Result/Impact: % of 3rd grade students achieving the meets or master level in both reading and math on STAAR will increase from 24% in 2019 to 28% in 2022.</p> <p>Staff Responsible for Monitoring: Campus Leadership, EDs of Leadership, Instructional Coaches, C&I Specialists, Content Content Coordinators, Talent Development, EDs of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: 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 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: ECISD will 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 Aggressive Monitoring</p> <p>Strategy's Expected Result/Impact: Increased student outcomes for all grades and content areas by 10% each school year.</p> <p>Staff Responsible for Monitoring: Executive Director of Assessment, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECISD will implement year one work for establishing the foundation for personalized learning all students, teachers, campus leaders and district leaders. The strategies include the following: Blended Learning Balanced Literacy Develop competencies for students, teachers, and leaders for personalized learning</p> <p>Strategy's Expected Result/Impact: % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022.</p> <p>Staff Responsible for Monitoring: Instructional Technology Blended Learning Coordinator, C&I Division</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: ECISD will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), and plan for student mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: Higher level of teacher capacity and understanding of content resulting in increasing student outcomes by 10% in all content areas each year.</p> <p>Staff Responsible for Monitoring: Campus principals, EDLs, C&I Division, Relay Cohort 1, 2 and 3.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: ECISD will develop the competencies required for campus leaders to support personalized learning for students and teachers.</p> <p>Strategy's Expected Result/Impact: % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: ECISD will implement a Virtual Academy to provide quality instruction for our remote learners PreK-8 and support all teachers implementing virtual learning through 12th grade.</p> <p>Strategy's Expected Result/Impact: Increased implementation of learning models K-12 to ensure the number of students working on grade level will increase by 10% .</p> <p>Staff Responsible for Monitoring: Coordinator of Virtual Learning, RSSP Committee,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Learning Journey: 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 3: ECISD will promote SEL for all students across the district.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: SEL support will be provided through various methodologies to ensure psycho-social barriers are removed for struggling students</p> <p>Strategy's Expected Result/Impact: Increased attendance and credit acquisition</p> <p>Staff Responsible for Monitoring: Student Support Division</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Struggling students not meeting discipline expectations at the campuses, will have the opportunity to continue their education at grade appropriate alternative campuses when appropriate to continue their education.</p> <p>Strategy's Expected Result/Impact: Students will continue to receive instruction, complete credits and be on target to graduate or pass to the next grade level</p> <p>Staff Responsible for Monitoring: DAEP and campus administration, SAS counselors, EDLs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: 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 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement while continuously monitoring and improving systems to monitor, track and support ECISD alumni through post secondary and 6 years beyond. ACCESS and Naviance digital platforms will be used to support ECISD alumni through increased opportunity knowledge, life lessons, and connections to inquire along the journey.</p> <p>Strategy's Expected Result/Impact: 33% of students will complete post-secondary degree or certification program.</p> <p>Staff Responsible for Monitoring: District Directors Post Secondary Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment.</p> <p>Strategy's Expected Result/Impact: Percentage of students enrolling in Post-Secondary programs will increase by 10% .</p> <p>Staff Responsible for Monitoring: Director of AVID, Guidance & Counseling Dept.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Build a community of support made of internal and external stakeholders to assist students to and through their chosen post secondary pathway.</p> <p>Strategy's Expected Result/Impact: Post secondary enrollment Indicator Of Success will increase to 53%.</p> <p>Staff Responsible for Monitoring: Director of AVID, Guidance & Counseling Dept., Post Secondary Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to build strategic and intentional partnerships between ECISD, career experts, organizations and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation.</p> <p>Strategy's Expected Result/Impact: Increase FAFSA and TASFA completion rates by 35%.</p> <p>Staff Responsible for Monitoring: Director of AVID, Director of Guidance & Counseling, Post Secondary Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year.</p> <p>Strategy's Expected Result/Impact: All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB.</p> <p>Staff Responsible for Monitoring: Guidance and Counseling Accountability,</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: 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. Texas College Bridge online will be used to build college readiness for students who have not been successful in TSI. Texas College Bridge exempts students from the TSI for 24 months and provides CCMR.</p> <p>Strategy's Expected Result/Impact: 2021 graduates meeting the TSIA requirements will increase by 5%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Guidance and Counseling, Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: 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, and TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, TASFA, and scholarship information.</p> <p>Strategy's Expected Result/Impact: Verification of completion will be required and submitted to Guidance and Counseling Department.</p> <p>Increase FAFSA and TASFA completion rates by 35%.</p> <p>Staff Responsible for Monitoring: Campus Administration, Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: The NTO Counselor and Dean of Students will have a four-year plan for each student 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 along with their cohort group.</p> <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 Students, Counselor, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: 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.</p> <p>Strategy's Expected Result/Impact: Increased CCMR credit by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: 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 5: Students achieving the AP/IB passing standard will increase from 37% to 42% by May 2022.





Evaluation Data Sources: 2020 State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: The Advanced Academic Services Department in conjunction with the AP Campus Coordinator will support AP/IB Teachers in accessing webinars/training from College Board regarding AP resources in fall 2020-21.</p> <p>Strategy's Expected Result/Impact: Increased support for teachers as well as students by utilizing the College Board resources will yield an increase in AP exam results.</p> <p>Staff Responsible for Monitoring: Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The Advanced Academic Services Department will collaborate with the Curriculum and Instruction Department to develop a differentiated Scope and Sequence for Honors courses.</p> <p>Strategy's Expected Result/Impact: An aligned Scope and Sequence for Honors Core courses will support Advanced Placement courses to yield an increase in threes, fours, and fives on AP exams</p> <p>Staff Responsible for Monitoring: Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All AP teachers will have NMSI training and implement the strategies and practices in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased AP exams scores by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 6: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 26% to 31% by May 2022.





Evaluation Data Sources: 2021 College Board Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Advanced Academic Services Department will offer a PSAT/SAT Bootcamp in the summer and fall of 2021 for top 80 incoming juniors based on their 10th grade PSAT scores.</p> <p>Strategy's Expected Result/Impact: PSAT Bootcamp scheduled summer 2021. Expected result of higher PSAT students meeting benchmark.</p> <p>Staff Responsible for Monitoring: AAS Dept, College Advisors/Counselors, Communications Dept.</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Offering PSAT/NMSQT support on 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.</p> <p>Strategy's Expected Result/Impact: Increased PSAT/NMSQT benchmark scores by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: 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 7: The Community Outreach Center (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. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously.</p> <p>Strategy's Expected Result/Impact: Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%.</p> <p>Staff Responsible for Monitoring: Director of School Attendance</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 8: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. Community Outreach Center (COC) staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1 Details	Reviews			
<p>Strategy 1: Social workers, Communities in Schools, and specialists will provide interventions to help remove barriers to school attendance and success.</p> <p>Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance increases to 94%.</p> <p>Staff Responsible for Monitoring: Director of School Attendance; Division of School Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates for all grade levels by .5%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Attendance Clerk, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Learning Journey: 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 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete a districtwide Quality Seats Analysis (QSA), as defined by the System of Great Schools program, which includes academic performance and growth data, an analysis of long-term academic trends, historical enrollment data, community input, and other measures.</p> <p>Strategy's Expected Result/Impact: Produce a comprehensive report covering the current state of every school within ECISD to be shared with district leadership and utilized as the foundation for future decision-making regarding change initiatives in both neighborhood and choice schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Quality Seats Analysis (QSA) to define multi-year district priorities and goals in order to deliver high-quality, best fit schools for every student in ECISD.</p> <p>Strategy's Expected Result/Impact: Produce a list of five district priorities (and a timeline for their completion) which align with ECISD's System of Great Schools "North Star Goal" and can be accomplished over a 3-5 year implementation period.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to implement high-fidelity charter authorizing policies, in alignment with Board Policy ELA, in order to oversee the work of previously-approved operating partners as well as identify opportunities for potential new partnerships to benefit ECISD students.</p> <p>Strategy's Expected Result/Impact: Collect substantive data in both quantitative and qualitative formats in order to support renewal, non-renewal, and termination decisions. Meet all stated documentation requirements of Board Policy ELA, TEA, and state and federal grant providers.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support, Director of Planning and School Choice</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement the annual Call for Quality Schools (CQS), which explains the district's needs and the rigorous evaluation process aligned with authorizing best practices, provides opportunities for community input, and allows for a fair and equitable evaluation process for all potential partners.</p> <p>Strategy's Expected Result/Impact: ECISD will receive multiple CQS applications from highly-qualified applicants in response to the Call, fully evaluate those potential partners, and select the applicant that best meets the needs of ECISD schools and students.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Based on the final Quality Seats Analysis (QSA), the Student and School Support Team, in collaboration with the Executive Directors of Leadership, will execute at least one strategic School Action.</p> <p>Strategy's Expected Result/Impact: One or more campuses will be newly-established or restarted in new and innovative ways to better support the identified needs of ECISD students. School Action Fund (SAF) grant funds may be utilized in order to further these efforts.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support, Executive Directors of Leadership</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop new mechanisms to help ECISD families choose high-quality, best fit schools for their children.</p> <p>Strategy's Expected Result/Impact: The annual publication of School Choice information in web-based and printed formats, which is clear and accessible to parents and families. Host multiple in-person and/or virtual opportunities for parents and families to learn about school options within ECISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Student and School Support, Director of Planning and School Choice</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Learning Journey: 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 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 88% (2020) to 95% by August 2024. The percentage of first-year grade 9 students earning 6 or more credits will increase from 90.7% (2020) to 96% by August 2024. The percentage of second-year high school students earning six or more credits will increase from 89.2% (Class of 2022 with 12+ Credits) to 95% by August 2024.





Strategy 1 Details	Reviews			
<p>Strategy 1: Each high school campus will monitor, track, and intervene on behalf of all 9th graders predicted to leave their freshman year without an Algebra I credit or 6+ credits overall. These monitoring and intervention strategies will also be applied to second-year high school students failing to earn 6 or more credits (12 total).</p> <p>Strategy's Expected Result/Impact: 95% of all freshmen will leave ECISD schools with 6+ credits, one of them being Algebra I. 95% of all sophomores will earn a minimum of 12 credits.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates for all grade levels by .5%.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Attendance Clerk, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Plan and implement effective transitions for 8th to 9th and 9th to post-secondary to maintain academic learning and support the social-emotional learning of students.</p> <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, and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: 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 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability ratings





Strategy 1 Details	Reviews			
<p>Strategy 1: Create and implement the ECISD RISE program. Strategy's Expected Result/Impact: Improve participating campus ratings to 80% (B) at a minimum by the end of 2023 Staff Responsible for Monitoring: Executive Directors of Leadership Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Redesign four struggling campuses using a blended learning model through the support of a technical assistance provider. Strategy's Expected Result/Impact: A minimum of 80% of all students at each school site will engage in personalized blended learning throughout the school day. Staff Responsible for Monitoring: Campus principals and Executive Directors of Leadership Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: 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 12: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Goal

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop tracking tools to collect current student college and career ready accountability indicators: SAT, TSIA, Dual Credit, IBCs, Level 1 or II certificates, College Prep Math/ELA, SpEd graduation plan, college enrollment. Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. Staff Responsible for Monitoring: CCMR Coordinator, Exec Director of Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Train all stakeholders in the use of the developed CCMR tracking tools, such as CCMR data dashboards and CCMR student data cards, to support students with their CCMR goals. Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. Staff Responsible for Monitoring: CCMR Coordinator, Exec Director of Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All NTO 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 Students, Counselor, and Project Based Research Design Teacher</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: 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 13: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 Goal

Evaluation Data Sources: Students enrolled in dual credit/advanced coursework and successfully taking AP exams with a score of 3 or higher, the number of IBC's earned, level 1 & 2 certificates earned, Naviance student survey data, students enrolling in CTE programs with career pathways aligned to regional workforce needs and student interest using Naviance survey data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify CTE programs with career pathways aligned to regional workforce needs and student interest. Train all stakeholders on the identified CTE programs and career pathways to promote career pathway awareness.</p> <p>Strategy's Expected Result/Impact: The percentage of students enrolled in CTE programs with career pathways will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%.</p> <p>Staff Responsible for Monitoring: CCMR coordinator, Exec Director of Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop college readiness tracking tools and checklists. Train all stakeholders on college readiness tools, checklists, and pathways to promote postsecondary enrollment after high school.</p> <p>Strategy's Expected Result/Impact: The percent of students enrolling and successfully completing advanced coursework/advanced exams/dual credit courses will increase by 10%. The percentage of students enrolling in postsecondary programs after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator, Executive Director of Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Addendums