

Ector County Independent School District
OCTECHS
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	Eco Dis Pop	2017 - 2018		Eco Dis Pop	2018 - 2019		Eco Dis Pop	2019 - 2020		Eco Dis Pop	2020 - 2021	
		Total Pop	Percent		Total Pop	Percent		Total Pop	Percent		Total Pop	Percent
068901014 - Odessa Career And Technical Early College H S	76	263	28.8973	116	319	36.3636	153	341	44.868	183	348	52.5862
	EL Pop	2017 - 2018		EL Pop	2018 - 2019		EL Pop	2019 - 2020		EL Pop	2020 - 2021	
		Total Pop	Percent		Total Pop	Percent		Total Pop	Percent		Total Pop	Percent
068901014 - Odessa Career And Technical Early College H S	6	263	2.2814	14	319	4.3887	28	341	8.2111	37	348	10.6322
	SPED Pop	2017 - 2018		SPED Pop	2018 - 2019		SPED Pop	2019 - 2020		SPED Pop	2020 - 2021	
		Total Pop	Percent		Total Pop	Percent		Total Pop	Percent		Total Pop	Percent
068901014 - Odessa Career And Technical Early College H S	6	263	2.2814	3	319	0.9404	6	341	1.7595	8	348	2.3017

Student Mobility Rate Report for OCTECHS

	Mobile Students	2021 - 2022		Mobile Students	2020 - 2021		Mobile Students	2019 - 2020	
		All Students	Mobility Rate		All Students	Mobility Rate		All Students	Mobility Rate
Odessa Career And Technical Early College H S	39	359	10.86%	40	365	10.96%	24	347	6.92%

Ethnic Distribution

Year	Hispanic	District	White	District	African American	District	Two or More	District	EcoDis	District
2022		47.4		50.32		40.08		46.13		45.65
2021										
2020	78.09		18.52				1.23		45.06	
2019	75.2	76.2	20.7	17.3	1.9	3.9	1.3	1.1	36.4	56.2
2018	69.23	75.5	26.92	18.1	2.75	3.9	1.1	1.0	28.9	50.9
2017	69.2	75.1	26.9	18.6	2.7	3.9	1.1	1.0	44.5	55.3
2016	68.6	74.9	25.5	18.9	3.9	3.9	2	.9	48	51.7

Gender

Year	Male %	District	Female %	District
2022				
2021				
2020	45.68		54.32	
2019	45.1	51	54.9	49
2018	41.3	51.1	58.7	48.9
2017	41.2	51.2	58.7	48.8
2016	40.6	51.1	59.3	48.9

Demographics Strengths

This data comes from our 2021 to 2022 STAAR test data.

Index 1:

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

Math - All Groups 100%

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

Index 2:

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Board Goal(s)	Indicator of Success	Measure	2019 (BL)		2021		2022	
			Baseline	Goal	Actual	Goal	Actual	Actual
1,2,3	Attendance	% student daily attendance	97.2%	94.0%	96.2%	94.5%	94.7%	94.7%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	48%	63%	NA	66%	82%	82%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	52% MOY 2021	50%	59%	52%	58%	58%
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	61% 42%	38% 44%	65% 47%	41% 49%	61% 49%	61% 49%
	English I Algebra I							
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	100%	21%	100%	23%	90%	90%
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	N/A	84%	Class of 2020 100%	86%	99%	99%
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	NA	51%	Class of 2019 75%	53%		
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	NA	31%	NA	33%		
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	77%	28%	79%	34%		

Board Goal(s)	Indicator of Success	Measure	2019 (BL)	2021	2022
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	51% Fall 2020	60% 52%	61% 43%

9th STAAR EOC 2022 Alg. 1

Current Campus	Total Students	Current Instructor	Approaches	Meets	Masters	Scale Score
	60	Jones, Danielle	90%	51.67%	33.33%	4113
OCTECHS	3	Perez, Adelle	33.33%	0%	0%	3358
	8	Virtual Teacher, Edgenuity	100%	12.50%	0%	3774

9th Grade Eng 1 EOC 2022

Current Campus	Total Students	Current Instructor	Approaches	Meets	Masters	Scale Score
	102	Ballard, Jelene	88.24%	63.73%	8.82%	4164
OCTECHS	4	Lopez, Pamela	25%	0%	0%	3710
	1	Virtual Teacher, Edgenuity	100%	0%	0%	3864

10th Grade STAAR Eng 2 EOC

Current Campus	Total Students	Current Instructor	Approaches	Meets	Masters	Scale Score
	1	Ballard, Jelene	0%	0%	0%	3750
OCTECHS	78	Lopez, Pamela	91.03%	78.21%	7.69%	4277
	6	Wagner, Shelley	66.67%	33.33%	0%	3855

9th Grade STAAR EIC 2022 Biology

Current Campus	Total Students	Current Instructor	Approaches	Meets	Masters	Scale Score
	78	Cook, Magdeline	100%	93.59%	46.15%	4608
OCTECHS	3	Weinzel, Victoria	33.33%	33.33%	0%	3597

11th US History EOC 2022

Current Campus	Total Students	Current Instructor	Approaches	Meets	Masters	Scale Score
OCTECHS	8	OC Staff, OC	75%	62.50%	25%	4075
	63	Perales, Mark	95.24%	80.95%	42.86%	4371
	45	Profit, Bridgette	91.11%	77.78%	40%	4283

Student Achievement Strengths

9th STAAR EOC 2022 Alg. 1

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Problem Statements Identifying Student Achievement Needs

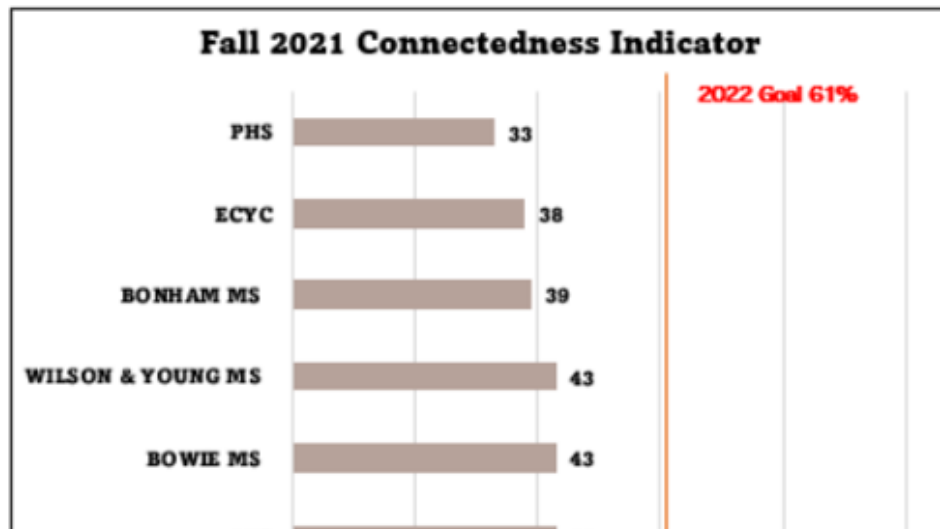
Problem Statement 1: Although OCTECHS met the target score in all indices, while the number of students reaching Meets or Masters has been the highest number so far, we would like it higher . **Root Cause:** Students are not accessing tutorials as frequently as they should throughout the course of study.

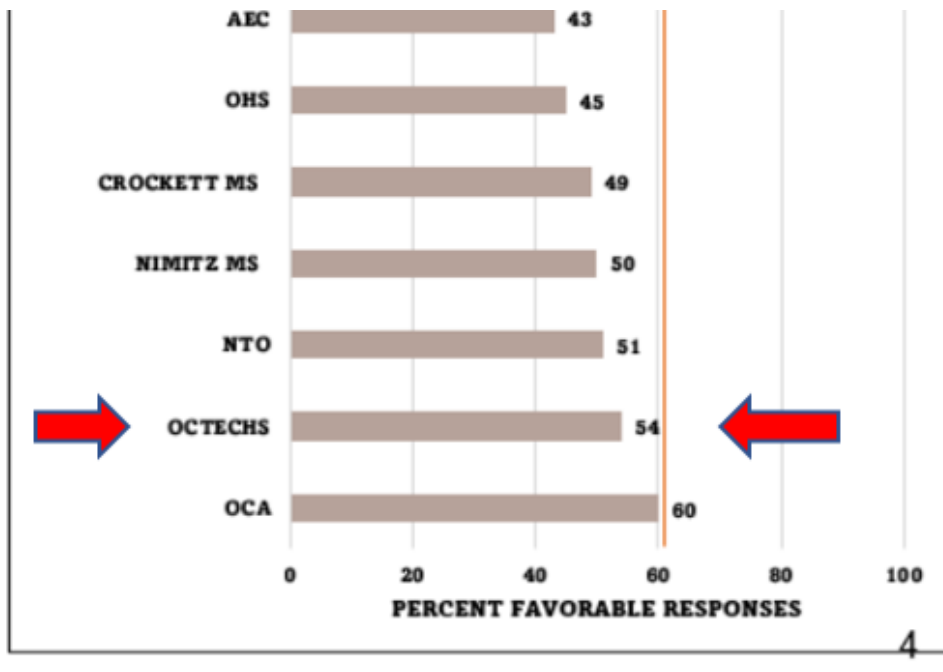
School Culture and Climate

School Culture and Climate Summary

OCTECHS is in its eighth year as an Early College High School and we will be applying to be a P-TECH Early College High School next year. With 17 teachers and 400 students, the school has learned how to become self-reliant, operating with one secretary, one clerk and one counselor. All three of these ladies do multiple jobs throughout the day. We are able to make this work because we have created strong partnerships with parents, students, staff and Odessa College. Students are learning how to thrive in a college environment, with academic rigor and expectations for their full engagement and responsibility at the college level. Instructors, both Odessa College and our ECISD instructors, are all highly qualified and fully certified, they are professional and all work cooperatively to prepare our students for life after this experience. About 50% of our students will enter the work force right after high school with the rest returning to college classes either here at OC or at UTPB to complete their BA or BS degrees.

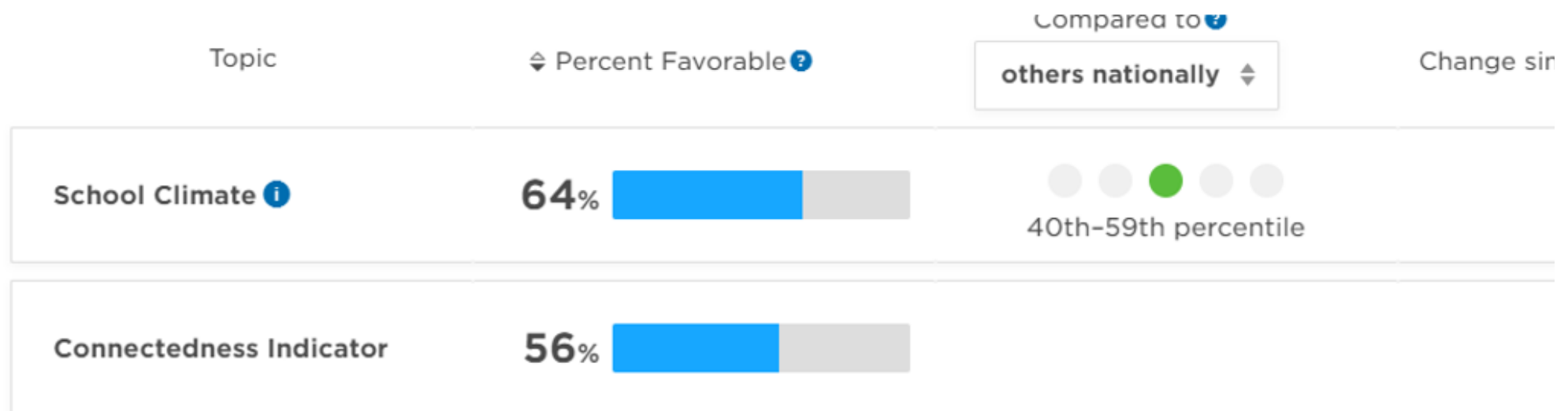
Fall 2021 Connectedness Indicator as scored by the Panorama Survey given to all students at OCTECHS.





The goal set by the district for all campuses was 61%, OCTECHS scored 54%.

In the Spring OCTECHS scored higher as indicated by the Panorama Data below.



⌵ Topic


Percent Favorable [?]

Compared to 

others nationally ⌵

Change since last survey


School Climate


 Teachers & Staff ⁱ
Teacher Survey

77% 


80th–99th percentile

 **21**
Greatest increase


 Students ⁱ
Grades 9–12

64% 


40th–59th percentile

 **2**

Belonging


 Teachers & Staff ⁱ
Teacher Survey

72% 


60th–79th percentile

 **23**
Greatest increase

Connectedness Indicator

 Students
Grades 9–12

56% 

 **2**

Cultural Awareness and Action (Adult Focus)

School Culture and Climate Strengths

While we did not hit the target for School Culture in the Fall of 2021 we did meet the mark by Spring which shows that we are going in the correct direction at OCTECHS. Students and staff are working hard to recover from the COVID restrictions and distant learning situations. We have held more after school student engagement activities and continue to build up our tutoring and supports programs with ECISD staff and with Odessa College.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We continue to score lower in school culture and climate than we did in the past. **Root Cause:** COVID aftermath and the time needed to rebuild strong student/teacher/parent/school relationships.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Retention Rate

087 Retention Rates	2020 - 2021	2021 - 2022
District / Campus	[--] = No Data	
(068901014) - Odessa Career And Technical Early College H S	63.16%	88.89%

Years of Experience by Subject	2019 - 2020		2020 - 2021		2021 - 2022	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	1	5.2%	1	6.2%		
All Core Subjects	1	100	1	100		
Reading / ELA	1	100	0	0		
Mathematics	0	0	0	0		
Science	0	0	1	100		
Social Studies	0	0	0	0		
1 - 5 Years Experience	8.5	44.5	5	30.9	3	17.8
All Core Subjects	5.6	65.8	4.6	91.3	1.4	46.2
Reading / ELA	1	11.8	0	0	0	0
Mathematics	2	23.7	2	40	0.8	26.3
Science	1.6	18.4	1.6	31.3	0.6	19.9
Social Studies	1	11.8	1	20	0	0
6 - 10 Years Experience	2.1	11	2	12.3	4.2	24.9
All Core Subjects	1.9	89.6	1	49.2	1.5	34.5
Reading / ELA	0	0	1	49.2	0.5	12.9
Mathematics	1	48	0	0	0	0

Years of Experience by Subject		2019 - 2020		2020 - 2021		2021 - 2022	
Science	0	0	0	0	0.3	7.4	
Social Studies	0.9	41.7	0	0	0.6	14.2	
11 - 20 Years Experience	6.3	33	7.2	44.4	7.3	43.2	
All Core Subjects	3.5	55.9	4.2	59.2	2.4	33	
Reading / ELA	1.4	21.4	1.2	17.3	0.9	12.2	
Mathematics	0.1	1	1	13.9	0.5	7.1	
Science	1.1	16.8	0	0	0	0	
Social Studies	1.1	16.8	2	27.9	1	13.7	
Over 20 Years Experience	1.2	6.3	1	6.2	2.4	14.2	
All Core Subjects	0.7	55.4	1	100	1.1	44.4	
Reading / ELA	0.5	42.1	1	100	0.5	20	
Mathematics	0	0	0	0	0	0	
Science	0	0	0	0	0.6	24.4	
Social Studies	0.2	13.3	0	0	0	0	
Total Teacher FTEs	19.1	100	16.2	100	16.9	100	

Campus	Grade	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			Retention Rate
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	
068901014 - Odessa Career And Technical Early College HS	9	0	110	0.00%	0	99	0.00%	0	109	0.00%	0	117	0.00%	
068901014 - Odessa Career And Technical Early College HS	10	0	83	0.00%	0	83	0.00%	0	90	0.00%	0	87	0.00%	

Campus	Grade	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			Retai
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	
068901014 - Odessa Career And Technical Early College H S	11	0	70	0.00%	0	73	0.00%	0	77	0.00%	0	75	0.00%	
068901014 - Odessa Career And Technical Early College H S	12	-	-	-	0	64	0.00%	0	65	0.00%	2	69	2.90%	
068901014 - Odessa Career And Technical Early College H S	All	0	263	0.00%	0	319	0.00%	0	341	0.00%	2	348	0.57%	

Staff Quality, Recruitment, and Retention Strengths

We continue to have a number of quality applicants for each vacancy at OCTECHS because of the unique programs and outstanding working conditions on this campus. We will maintain that standing by continuing our collaborative working environment and supporting our instructors and staff members in their mission to build our students toward success in high school and in college.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher retention can be an issue at OCTECHS. **Root Cause:** With our programs expanding here at OCTECHS and a fluid job market for skilled workers in Odessa, some teachers have stay less then four years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCTECHS will continue to follow all district initiatives and implement best practices. This includes all programmed areas of curriculum, instruction, and data management driven to increase student achievement. We will also analyze and use data to make informed decisions about instructional practices, what needs to be retaught & then assess again. The principal will monitor lesson plans & meet with PLC teams each week. The Principal will complete classroom observations and conduct at least 6 walkthrough observations of each classroom & provide feedback to instructors to improve instruction and/or celebrate the successes shown. We will utilize targeted tutoring during homeroom, after school scheduled tutoring by subject area as well as our LRC tutoring program with Odessa College. We also provide after school credit recovery to support the needs of struggling students in all academic areas of learning. We will work closer with Odessa College to create additional opportunities for student success as well as to create new College Pathways to grow our program.

Board Goal(s)	Indicator of Success	Measure	2019 (BL)		2021		2022	
			Baseline	Goal	Actual	Goal	Actual	Actual
1,2,3	Attendance	% student daily attendance	97.2%	94.0%	96.2%	94.5%	94.7%	94.7%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	48%	63%	NA	66%	82%	82%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	52% MOY 2021	50%	59%	52%	58%	58%
1,3	English I and Algebra I college ready English I Algebra I	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	61%	38%	65%	41%	61%	61%
			42%	44%	47%	49%	49%	49%
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	100%	21%	100%	23%	90%	90%
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	N/A	84%	Class of 2020 100%	86%	99%	99%
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	NA	51%	Class of 2019 75%	53%		

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3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	NA	31%	NA	33%
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	77%	28%	79%	34%

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OCTECHS	8	OC Staff, OC	75%	62.50%	25%	4075
	63	Perales, Mark	95.24%	80.95%	42.86%	4371
	45	Profit, Bridgette	91.11%	77.78%	40%	4283

We have high quality and dedicated instructors for our students and the results are clear as you can see from the above stats.

Curriculum, Instruction, and Assessment Strengths

Are strengths: 1) All highly qualified and certified staff.

2) Targeted tutorials during Homeroom and after school 4 days a week.

3) Ten to fifteen day STAAR targeted reviews and multiple Saturday STAAR Blitz opportunities.

4) Dedicated Students and parents who support our programs and want their sons and daughters to succeed.

5) A dedicated Odessa College partnership.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All of our students have gaps in their learning as they arrive to OCTECHS. **Root Cause:** Students enter high school at below grade levels in math, reading and writing.

Parent and Community Engagement

Parent and Community Engagement Summary

OCTECHS has had a very active and engaged group of parent volunteers that support extra activities for our students after school. Clubs, dances, parades and participation in city and college activities are also supported by parents, staff and our student leadership organization. We have a monthly newsletter that informs about upcoming activities and we post this information on our Facebook and Campus pages too. We hold parent information nights at the beginning of each semester in order to improve parent knowledge of our programs and increase parent involvement in the school. Our Student leadership students support the OC Food bank and do numerous community supports with local retirement homes, MCH and the United Way.

OCTECHS admin, student leadership members and some staff meet once a month with the Spirit Club (Parent Led Volunteers) to plan out events and activities for our students and for our community.

Parent and Community Engagement Strengths

Parent volunteers provide social gatherings for our students with a Fall festival, Halloween Community "Trunk or Treat", Valentines Day social and in the Spring they coordinate with the HS Prom and they set up our annual Project Graduation for students to attend and enjoy. The parents also raise money for our OCTECHS Christmas float for the Parade of Lights here in Odessa with the City. The Spirit Club also supports our incoming Freshmen "College Signing Day" and our end of the year student celebration.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We only have 10% of OCTECHS parents actively involved with Spirit Club. **Root Cause:** Some parents do not know that the Spirit Club exists, both parents work and are unable to take time off for meetings and activities, and some are only able to donate funding to support activities from time to time.

School Context and Organization

School Context and Organization Summary

OCTECHS is a small ECHS located on the Odessa College campus serving approximately 400 students in grades 9-12. The school is organized to serve the students high school needs in the core areas with ECISD instructors and staff. We build 4 different Master Schedules each year and we run on a college Block Schedule Monday through Thursday with classes running 80 minutes in length from 8 AM until 4 PM. All high school required classes are flexed in between 8 college pathways of study that our students chose. They are: Automotive Technology, Business Management, Culinary Arts, Criminal Justice, Diesel Technology, Energy Technology, Occupational Safety & Environmental Technology (OSET), and Welding Tech. All OCTECHS students graduate with a High School diploma, a college Associates Degree & Industry Certification in one of the listed fields of study at no-cost. Students must maintain a 70% or higher GPA at all times and be in good standing with the College and the high school.

School Context and Organization Strengths

Students are guaranteed to earn their HS Diploma in 4 years.

Students are guaranteed to earn their college Associates Degree at no cost in 4 years as long as they maintain all passing grades and meet attendance requirements.

We provide life-changing credentials for OC TECHS graduates that will have an immediate and prolonged benefit to their families, the local economy and the college-going culture of Odessa itself.

All three are at no-cost to the student/parents.

We are the largest ECHS in Texas by the number of career pathways we offer and we will be adding 2 new programs next fall and 2 more the year after.

Students can transfer and earn a 4-year applied baccalaureate degree – UTPB, Midland College, Texas Tech, South Texas College, Brazosport College, etc.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We continue to see an average of 7 - 10 students leaving the program per grade level each year. **Root Cause:** Students left OCTECHS during COVID for safety concerns, we also lost students due to families moving out of the district and we still lose students due to being unsuccessful academically and only one or two for behavioral issues.

Technology

Technology Summary

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

Technology Strengths

At OCTECHS, teachers and students utilize technology daily in the classrooms. We have digital textbooks, word processing, digital organization, research, etc. Odessa College classes use the Blackboard platform for all instruction, notes, assignments and assessments with our students. OCTECHS teachers use the Schoology platform that is supported by the district with a campus assigned Instructional Technology Specialist as well as having access to weekly Techytribe workshops offered by the ECISD technology department.

Problem Statements Identifying Technology Needs

Problem Statement 1: We are halfway through our technology upgrade with our students so we still have Juniors and Seniors with Chromebooks that are unable to run all OC and OCTECHS applications. **Root Cause:** As technology tools and platforms and delivery systems improve our Chromebooks are unable to open and operate them and/or open them at all.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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 Emergent Bilingual (EB) progress measure data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

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

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percent of students who meet the STAAR progress measure will increase from 66% to 69% by May of 2023.





High Priority

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. Strategy's Expected Result/Impact: Improvement in Tier 1 Instruction. Staff Responsible for Monitoring: Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach). TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement schedules to facilitate weekly and recurring data meetings with teachers. Strategy's Expected Result/Impact: Support and build effectiveness with teachers & the turnaround of student data within 24/48 hours. Staff Responsible for Monitoring: Admin Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create plans to reteach. Strategy's Expected Result/Impact: Closing the learning gap with students who are identified as at risk and build teacher effectiveness. Staff Responsible for Monitoring: Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach). TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The performance of OCTECHS student subgroups compared to their peers across the state of Texas will go from 34% to 43%.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: EOY STAAR 2023

Strategy 1 Details	Reviews			
Strategy 1: All staff are engaged in coordinated and pro-active planning to identify students who have significant learning gaps or who lack key foundation skills and provide them with timely interventions throughout the school year. Strategy's Expected Result/Impact: Close significant gaps and increase the passing rate of students retesting. Staff Responsible for Monitoring: Campus wide targeted intervention team. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All teachers use a student tracking system to monitor individual student progress and the intensity and schedule of interventions. Strategy's Expected Result/Impact: Close significant learning gaps and increase passing rate of students retesting while increasing student MAP scores. Staff Responsible for Monitoring: Campus Leadership team and classroom teachers. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers and school staff keep families informed and involved in the process of providing interventions for struggling learners. Strategy's Expected Result/Impact: Close significant learning gaps, increase the passing rate of students retesting and increase MAP scores. Staff Responsible for Monitoring: Campus Leadership team and classroom teachers. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of student daily attendance will go from 94.6 % to 94.7 % by the EOY.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Establish and implement multitiered systems of support to track and monitor student attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerks, teachers and school Admin Team. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Consistently track and analyze data to address individual student attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerks, teachers and Admin. Team. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Admin./Attendance Clerks will contact families/parents when students reach or exceed 5 absences from school and create a plan to increase student attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerks and Admin Team. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: The percentage of English 1 and Algebra 1 testers achieving Meets or Exceeds Standard on STAAR EOC will go from Eng. I - 61% to 65% & Alg. 1 - 49% to 55% by the EOY.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders reviewed disaggregated data to track and monitor the progress of all students and provide evidence base feedback to teachers. Strategy's Expected Result/Impact: Increase student performance on STAAR and EOC. Staff Responsible for Monitoring: Admin Team and Instructional Coach. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a planning process individually and in PLCs to analyze data, identify trends in student misconceptions and create plans to reteach. Strategy's Expected Result/Impact: Increase student performance on STAAR and EOC. Staff Responsible for Monitoring: Teachers, Instructional Coach and Admin Team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Student progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. Strategy's Expected Result/Impact: Increase student performance on STAAR and EOC. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach and Admin Team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: OCTECHS will increase End of Year RIT score Met or Exceeded individual Growth Projections based upon MAP from 54% to 56% by May 2023.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%





Evaluation Data Sources: MAP, BOY, MOY & EOY.

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership Team will review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. Strategy's Expected Result/Impact: Improve student achievement. Increase student growth based on MAP data. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach and Admin Team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP data to meet with students to track individual student growth throughout the school year. Strategy's Expected Result/Impact: Increase in student achievement. Increase student individual growth based on MAP data. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach and Admin Team. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: High dosage tutoring will be implemented using MAP data for specific students to create individual instruction to increase student growth. Strategy's Expected Result/Impact: Improvement in individual student growth for MAP. Staff Responsible for Monitoring: Teachers, Instructional Coach and Admin Team. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
Strategy 1: All OCTECHS seniors will be enrolled in AVID to have them complete FAFSA, complete at least 3 college applications and complete Odessa College program specific internships, complete their Associates Degree, and they will complete all other courses and tasks to prepare them for post-secondary readiness, the military and/or the workforce. Strategy's Expected Result/Impact: All seniors enrolled in either a post-secondary program or employed or serving in the military. Staff Responsible for Monitoring: Principal, Counselor and Teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Each quarter our OCTECHS leadership team will review student transcripts and schedules to ensure they are making progress toward HS - College or Military Readiness & Program Graduation and Certification. Strategy's Expected Result/Impact: 97% of our students will graduate on time with their classmates. Staff Responsible for Monitoring: Principal, Counselor, Teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: We have 8 different Pathways for students at OCTECHS and we will continue to guide and instruct students so they will be successful with whatever program of study they have chosen. We will provide tutoring assistance to every student throughout the school year and hold necessary parent/student/teacher meetings to ensure that positive effort and supports are in place for student success. Strategy's Expected Result/Impact: 96% of our students will be successful with their programs of study at OCTECHS each year. Staff Responsible for Monitoring: Principal, Counselor, Teachers.	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





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

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS teachers will host Homeroom and After School targeted tutoring sessions and also After School Credit Recovery using the Edgenuity platform to support at-risk students in accessing rigorous courses, provide content support, and to ensure students are on track with their cohort group to graduate on time. Strategy's Expected Result/Impact: 100% of students will meet CCMR expectations and will be accepted into post-secondary programs, the military and/or employed in the workforce. Staff Responsible for Monitoring: Principal, Counselor, Campus Instructional Specialist and Teachers.	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 10: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS staff will be awareness trained regarding child abuse/maltreatment of children will be provided to all staff. The Counselor will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. All new staff will be trained during required new employee training on Social Emotional Learning (SEL). Strategy's Expected Result/Impact: 100% compliance in recognizing and reporting signs of abuse. Staff Responsible for Monitoring: Principal, Counselor, Instructional Specialist and Teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS staff will receive Suicide Prevention education training through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures. Age appropriate Suicide Prevention training will be provided to all students. Strategy's Expected Result/Impact: 100% of all campus staff will be trained in suicide prevention. Age appropriate training will be provided to all OCTECHS students. Staff Responsible for Monitoring: Principal, Counselor, Campus Instructional Coach and Teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: OCTECHS will follow 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 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. Strategy's Expected Result/Impact: Monthly reports will indicate alignment with program expectations. Staff Responsible for Monitoring: Principal, Counselor, Campus Instructional Coach and Teachers.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: OCTECHS teachers and staff will be engaged in professional development opportunities to assist in creating a strong classroom culture. Strategy's Expected Result/Impact: OCTECHS campus numbers will show improvement as indicated with the following survey and assessment results using the Panorama Survey Data, Student Surveys, STAAR EOC Assessment Data, MAPS EOY Data, and Grade Reporting for each grading period. Staff Responsible for Monitoring: Principal, Counselor, Campus Instructional Coach and Teachers.	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 11: 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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: In 2022-23, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

- HB3 Board Goal**
- Evaluation Data Sources:** Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will host bi-weekly PLCs and Adult Learning opportunities that are differentiated, address learning gaps, strengthen student development, model practice, and allow for staff collaboration. Strategy's Expected Result/Impact: Increase staff retention, improve employee effectiveness, and overall increase in student performance. Staff Responsible for Monitoring: Principal, Campus Instructional Coach and Teachers.	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2022-2023.

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2022-2023.

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: OCTECHS students meeting at least one CCMR accountability indicator will continue to be 100%.

High Priority





HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Yearly CCMR Report

Strategy 1 Details	Reviews			
Strategy 1: Teachers & the HS Counselor will pull student data to identify students who have not met CCMR accountability by the end of their Freshmen year. Strategy's Expected Result/Impact: To Increase campus CCMR accountability. Staff Responsible for Monitoring: Counselor and HS teachers, Admin Team. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS Counselor and Odessa College Liaison will look at transcripts and courses to ensure students will meet CCMR accountability by HS graduation. Strategy's Expected Result/Impact: Increase campus CCMR accountability and students will prepare for post-secondary education. Staff Responsible for Monitoring: HS counselor and Odessa College Liaison, Campus Admin Team. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Counselor will meet with students to create a plan to either enroll students into classes or prepare for TSI. Strategy's Expected Result/Impact: Increase campus CCMR accountability and students will be prepared for post-secondary education. Staff Responsible for Monitoring: Counselor & Admin Team. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: OCTECHS 4 year graduation rate will maintain at 98% or above.

High Priority





HB3 Board Goal

Indicators of Success:

4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns. Strategy's Expected Result/Impact: Identify struggling students and intervene early to decrease dropout rates. Staff Responsible for Monitoring: Classroom teachers, attendance clerks, counselor and Admin Team. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Targeted individual support will be provided for students who have fallen off track and a plan will be created that will lead to successful HS graduation. Strategy's Expected Result/Impact: Maintain and/or Increase student graduate rate. Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor & Admin Team. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Improve individual and family support to facilitate monitoring of students, create connectedness to the school. Strategy's Expected Result/Impact: Increase graduation rate and parent involvement. Staff Responsible for Monitoring: Teachers, counselor & Admin Team. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: The percentage of students enrolling in postsecondary programs after high school graduation or entering the work force will increase from 53% to 60%.





HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus
Texas Workforce Commission (TWC)

Strategy 1 Details	Reviews			
Strategy 1: All OCTECHS Seniors will be enrolled in an AVID course to have them complete FAFSA, complete college applications, complete their college program internship experience, complete their associates degree plan, and complete other tasks to prepare them for post-secondary readiness or the world of work. Strategy's Expected Result/Impact: Seniors enrolled in a post-secondary institution, employed in the workforce or military. Staff Responsible for Monitoring: Principal, Counselor, Campus Instructional Coach and Teachers. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: OCTECHS will work with Odessa College to increase student enrollment in the BAAS program. Strategy's Expected Result/Impact: Increase post secondary enrollment. Staff Responsible for Monitoring: HS Counselor, OC Liaison & Admin Team. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: OCTECHS and OC will increase the number of meaningful internships that will increase employment opportunities and they will invite Military recruiters to present to HS Seniors & Juniors. Strategy's Expected Result/Impact: Increase CCMR and employment opportunities. Staff Responsible for Monitoring: OCTECHS counselor, Admin Team and AVID Coordinator. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: OCTECHS will increase school connectedness from 61% to 62% by the EOY 2023.

High Priority





HB3 Board Goal

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Implementation of SEL curriculum using 7 Mindsets School wide. Strategy's Expected Result/Impact: Improve student emotional and academic performance. Staff Responsible for Monitoring: Teachers, Counselor and Admin Team. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implimentation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. Strategy's Expected Result/Impact: Improve students connection to school and create positive interactions. Staff Responsible for Monitoring: Teachers, Counselor & Admin Team. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Create connections between OCTECHS and families through the presentation of timely information and opportunities for students/Parents/Staff to engage in afterschool activities. Strategy's Expected Result/Impact: Increase student/parent connectedness and family involvement. Staff Responsible for Monitoring: Teachers, Counselors & Admin Team. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

State Compensatory

Budget for OCTECHS

Total SCE Funds:

Total FTEs Funded by SCE: 2.3

Brief Description of SCE Services and/or Programs

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Personnel for OCTECHS

<u>Name</u>	<u>Position</u>	<u>FTE</u>
AVID Teacher	AVID Teacher	1
Instructional Specialist	Instructional Specialist/Coach	1
Special Education Teacher	Special Education Teacher	0.3

2022-2023 Campus Improvement Team

Committee Role	Name	Position
Administrator	Karl Miller	Principal
Instructional Specialist	TBD TBD	Instructional Specialist
Counselor	Cynthia Lane	Campus Counselor
Classroom Teacher	Magdaline Cook	Science Teacher
Classroom Teacher	Adelle Perez	Math Teacher
Classroom Teacher	Bridgette Profit	History Teacher
Classroom Teacher	Pamela Lopez	English Teacher
Classroom Teacher	Cecilia Varela	Foreign Language Teacher
Classroom Teacher	Pablo Davila	Special Education Teacher
Classroom Teacher	Holly Powell	AVID Teacher