

Odem-Edroy Independent School District

Odem High School

2017-2018 Campus Improvement Plan



Mission Statement

To empower all students to be self-directed life-long learners in a changing world.

Vision

Odem High School students will grow personally and academically by collaborating with peers and teachers to develop critical thinking skills, problem solving skills, and social-emotional skills required for success in higher education and/or the workplace.

Core Beliefs

In implementing an instructional program that will enable us to achieve our mission, we will adhere to the following statements of belief:

In regard to students and learning, we believe that all students...

- must value self and others
- have the innate gifts and talents to become happy, successful, and productive citizens
- can acquire the skills, orientation, competencies, and knowledge necessary to continue a lifelong process of learning
- learn in different ways and at different times
- learn best in a safe and positive environment
- can enjoy the process of gaining knowledge

In regard to faculty, parents, and community, we believe that all faculty, parents, and community members must...

- provide a quality education
- provide all students with a safe and positive environment
- support all students
- establish an atmosphere based on dignity and mutual respect

-

encourage and motivate all students

Comprehensive Needs Assessment

Demographics

Demographics Summary

The community of Odem has a population of approximately 2,499 with 776 households and 633 residing families. OEISD consists of 4 campuses: Odem Elementary, Odem Intermediate, Odem Jr. High School, and Odem High School. The district serves approximately 988 students from PK3-12 grade. OHS currently has 288 students. OEISD is a Title I district with 71.81% of the students being economically disadvantaged.

The ethnic distribution at OHS is:

African American	0.67%
Hispanic	81.54%
White	16.78%
American Indian	0.67%
Two or More Races	.34%

71.81% of OHS students are Economically Disadvantaged. 1.68% are English Language Learners. 58.71% are At-Risk.

Demographics Strengths

Mobility rate for OHS went from 9.2% in 2015-16 to 9.8% in 2017-18 with a slight increase which is significantly lower than the state average of 16.2%

Attendance rates continue to rise: 2012-13 93.1%; 2013-14 94.6%; 2014-15 95

Enrollment in CTE courses remain steady: 2 - cosmetology; 8 - CNA; 5 - Craft Training.

Enrollment for Dual Credit courses remain steady with 49 students currently taking advantage of the Dual Credit.

Students continue to perform well in Biology (87%) and US History (94%) EOC, and EOC English I scores increased from 47% in 2016 to 58% in 2017 and English II EOC went from 70% in 2016 to 58% in 2017.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a high percentage of students needing credit recovery. **Root Cause:** A process is needed for progress monitoring, assigning credit recovery, and utilizing response to intervention strategies. District-wide strategies and procedures are not utilized.

Student Achievement

Student Achievement Summary

OHS Met Standard on Accountability Ratings in all areas under the performance index framework.

Index 1 69 (Target Score of 60) Student Achievement

Index 2 23 (Target Score of 17) Student Progress

Index 3 41 (Target Score of 30) Closing Performance Gaps

Index 4 76 (Target Score of 60) Postsecondary Readiness

2017 EOC Scores as follows:

	All Students	Hispanic	White	SPED	ECD	ELL
Biology	87%	86%	92%	*	85%	*
Algebra I	71%	73%	64%	*	70%	*
English I	58%	55%	70%	*	49%	*
English II	52%	51%	56%	*	46%	*
US History	94%	94%	93%	*	94%	*

OHS earned a Distinction Designations this year.

Student Achievement Strengths

OHS continues to meet Accountability Standards. Students continue to perform well in Biology and US History.

Increased enrollment in Dual Credit courses with higher passing rates.

Participation rates in ACT/SAT continue to increase slightly. **Average SAT score** increased from 1390 in 2015 to 1149 in 2016. **Average ACT score** increased from 18.0 in 2014 to 18.3 in 2015.

SAT/ACT Tested *Class of 2016* 67.2% - *Class of 2015* -62.9% **ACT/AboveCriterion** *Class of 2016* - 11.1% *Class of 2015* -6.8%

Average ACT Score All Subjects *Class of 2016* - 18.4 *Class of 2015* - 18.3 **English Language Arts** *Class of 2016*-18.2 18.2 *Class of 2015*- 18.0

Average ACT Score Mathematics *Class of 2016* -17.5 *Class of 2015* - 17.9 **Science** *Class of 2016* 19.0 *Class of 2015* - 18.8

Graduates Enrolled in Texas Institution of Higher Education (TX IHE) 2014-15 - 54.3% 2013-14 - 55.1%

Graduates in TX IHE Completing One Year Without Remediation 2014-15 - 41.7% 41.7% 2013-14 - 52.8%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Economically Disadvantaged students across all grade levels in Reading and Writing have seen a decrease in STAAR performance.

Root Cause: Students are not utilizing their strategies and strategies are not vertically aligned.

School Culture and Climate

School Culture and Climate Summary

OHS administration continues to work on building a positive school culture and supportive campus climate for all students and staff. Emphasis is on Kindness and Positivity towards others. Campus administrators meet with at risk students regularly.

Communication with parents continues to be a focus at OHS. Campus admin utilize social media outlets to keep parents and community informed of school events. Living Tree will be used districtwide to communicate with parents. OHS will also be using extracurricular activities such as football games, volleyball games, basketball games, etc. to make announcement to parents.

OHS continues to bring in outside presenters to address specific awareness topics. Secondary level as well a military personnel are invited to speak and present information to students who are interested.

School Culture and Climate Strengths

Staff feels supported with appropriate, content specific professional development. Staff continues to work on implementation of technology given adequate resources.

Students appreciate the flex schedule for dual credit courses and the opportunity to earn college credits while still participating in extra-curricular activities. Additional technology has been well received and utilized by all student groups.

Students at OHS are accepting of those with special needs. Conflicts are resolved swiftly when brought to attention of administrators. More eyes during passing period helps to reduce any disruptive and unwanted behavior in the hallways.

Efforts continue to raise Attendance of all students with the goal of 97%. Weekly challenges or incentives will continue to be used.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is an inequity in students who participate in non-academic extra-curricular activities and those participating in academic extra-curricular activities. **Root Cause:** As a small district, we do not have enough staff to sponsor/coach non-academic and academic extra-curricular activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OEISD provides new teachers with a 2 day orientation and a mentor. All teachers are involved in vertical team planning with content specialists and ESC consultants.

District wide training is provided in all 9 instructional strategies such as Kagan Cooperative Strategies, Thinking Maps, Model Classrooms Project (MCP), ESL Instruction, Crisis Management, and test security.

Stipends are provided in areas of need (Math, Science).

OHS teachers and administrators attend various PD throughout the year, specifically through the South Texas Curriculum Consortium (STCC). Elective teachers are also encouraged to attend PD related to their content. All returning teachers have received 30 hours of initial GT training or have attended AP Institute/Laying the Foundation. All OHS teachers have received at least 6 hours of GT training either at ESC or through online programs.

Summer PD offered so that teachers can earn PD exchange days.

Technology training continues in-house.

Staff Quality, Recruitment, and Retention Strengths

Strong instructional support from Content Specialists, Curriculum Director, ESC Consultants, and Campus Administrators.

OHS teachers are Highly Qualified in their fields or have recieved probationary certifications or District of Innovation qualifications.

Strong collaboration and support among all teachers at the campus.

Many teachers are becoming TECH savvy and are incorporating technology into their lesson plans and activities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In the past three years, our district has retired five teachers and promoted three teachers to administrative positions making it a challenge to hire experienced teachers in already hard-to-fill teaching positions. **Root Cause:** When we lose experienced teachers in our small district it is

difficult to attract experienced replacements due to minimal financial incentives and salaries not being competitive enough with surrounding districts so we mostly attract first-year teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OEISD/OHS uses the Texas Curriculum Management Program Cooperative (TCMPC) as its curriculum and provides teachers with training on TCMPC documents annually. Additionally, review of the instructional documents are completed during vertical planning with assistance from content specialists and ESC consultants, and unit assessments are reviewed in order to plan with the end in mind. Student products are identified in exemplar lessons and incorporated into the Three Part Objective (TPO as part of MPC).

OEISD/OHS incorporates the nine instructional strategies that are aimed at increased student engagement and achievement through rigor and relevance: Higher Order Bloom's Taxonomy, Marzano's 9 High Yield Instructional Strategies, Kagan Cooperative Structures, Thinking Maps, Model Classrooms Project (MCP), Academic Vocabulary Development using Frayer Model and Interactive Journals, Concrete to Abstract Instruction geared towards transfer and apply in real world applications.

Curriculum, Instruction, and Assessment Strengths

Data meetings, RtI meetings, and DMAC data used to identify gaps in learning and to vertically align instruction.

UNIQUE curriculum for students in Life Skills classes.

Vertical team planning now includes and supports elective teachers. More PD for elective teachers, both on and off campus. Campus visits scheduled for Fine Arts teachers.

Power Hour incorporated into Master Schedule to provide tutorials and enrichment.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is an increase in technology resources and instructional strategies but not all teachers can attend trainings to help with implementation of these programs. **Root Cause:** Teachers, administrators and staff do not have a systematic way to share new learning gleaned from workshops and conferences.

Problem Statement 2: There is a need for structured vertical aligning in all areas (i.e. data meetings) to better address student needs. **Root Cause:** It is a challenge to find the time for teachers to meet during or after school to attend vertical alignment meetings.

Family and Community Involvement

Family and Community Involvement Summary

OEISD/OHS strives to increase family and community involvement through various programs - Veterans Day, Beautification Project, Anti-Bully Awareness, Mock Debates, College Night, Pep Rallies, extra-curricular events, Freshman Orientation, PreAP/AP Parent Meetings, FAFSA/Senior Night, NHS Parent Meetings.

OHS teachers send postcards to students each six weeks in order to communicate positive messages to parents.

Increased communication with parents via social media outlets (Living Tree), district/campus web pages, and weekly newsletters.

Campus principal is able to communicate with Spanish speaking parents/students.

Family and Community Involvement Strengths

Increased communication with parents with respect to changes in district policies and procedures.

Six week newsletter used to communicate campus events and activities, to inform parents of progress reporting, to promote literacy, promote perfect attendance, to spotlight students on campus, to spotlight teachers etc.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: There is more parental involvement at the elementary campus and less at the secondary level. **Root Cause:** The school does not have a systematic way to survey parents to get feedback as to why the involvement is greater at elementary.

School Context and Organization

School Context and Organization Summary

OHS continues to provide training on the use of technology to all teachers. Continued professional development on academic vocabulary development, cooperative learning, and other high yield strategies is important for all teachers and students.

Data drives instructional practices. Heat maps are reviewed to identify areas that continue to challenge our students.

Content specialists provide on-site support. Campus administrators are both T-TESS appraisers and instructional leaders.

OHS is working on improving Final Level II and Advanced Level III percentages on EOC assessments in addition to improving participation and scores on TSI, ACT, SAT assessments.

School Context and Organization Strengths

Power Hour is used to provide students with remediation and instructional support. After school tutorials are offered. Summer school is no longer being offered at OHS; thus Power Hour is of great importance with respect to Credit Recovery.

Mentor program is supportive of new teachers.

Support from content specialists.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need structured opportunities to have input in decision making and school practices. **Root Cause:** Campuses need training on how to effectively and efficiently create these opportunities

Technology

Technology Summary

Teachers continue to use web pages to communicate with parents and will begin using Living Tree this year (districtwide).

Implementation of technology continues to improve at OHS with the addition of electronic devices.

Think Through Math, Reading Plus, Study Island, and Naviance are implemented during Power Hour as well as during class as scheduled.

Digital portfolio for students is utilized.

Almost all classrooms have technology devices. The goal is to have 100% technology devices in all classrooms, devices have been ordered

Technology Strengths

Increased access to instructional technology resources and platforms.

Many teachers are tech savvy and can utilize various platforms for instructional purposes

Technology devices in about 90% of the classrooms. The goal is 100%.

Problem Statements Identifying Technology Needs

Problem Statement 1: Our district is well on their way to being 1:1 on every campus but training for integrating technology effectively and efficiently is infrequent and reactive. **Root Cause:** We do not have a systematic way to survey teachers to help us determine what kind of training teachers need.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 1: OHS will maintain and implement an aligned and comprehensive curriculum that provides relevant, rigorous, and meaningful learning opportunities.

Evaluation Data Source(s) 1: Review Implementation of TCMPC

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) TCMPC Training provided for new teachers.	1, 2, 3, 4, 8	Curriculum Director Campus Leaders Content Specialists	Training provided on the districts policies & procedures, classroom expectations Teacher Lesson Plans assistance through training				
				Funding Sources: 199 - Local Funds - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Training with curriculum specialists on effective instructional strategies for Elective teachers including the implementation of applicable student assessments to address the needs of all students.	1, 2, 3, 4, 8	Curriculum Campus Administrators	Creation and Implementation of YAG utilizing content specific TEKS Creation and Implementation of assessments addressing content specific TEKS Applicable Assessment Data				
				Funding Sources: 199 - Local Funds - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Additional training through STCC for both core content and elective teachers on breaking down the data and the use of differentiated instruction and research based district instructional activities to address difficult TEKS with rigor and relevance at Quadrant D level.	1, 2, 3, 4, 8	Curriculum Campus Administrators	Integration of additional instructional strategies and activities that allow students to demonstrate mastery of difficult TEKS				
				Funding Sources: 199 - Local Funds - \$0.00			

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Vertical planning focused on the review of data from Heat Maps to identify continued academic challenges across all grade levels, and to create lessons that include district instructional strategies.</p>	1, 2, 3, 4, 5, 8, 9, 10	Teachers Curriculum Campus Administrators	Unit assessment data reviews Vertical strategies taught throughout the district EOC data (as applicable) TSI, PSAT, ACT, SAT data (as applicable)				
	Funding Sources: 429 - EEIP Funds - \$0.00, 211 - Title 1 Funds - \$0.00, 199 - Local Funds - \$0.00						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Verbal or written sharing time of new learning will be implemented at OHS of staff who attend workshops/conferences</p>	1, 2, 3, 4, 5, 8, 9	Campus Administration Teachers	Implementation of new ideas New learning ideas for classroom teachers Professional learning communities				

Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 2: Increase use of technology in all classrooms

Evaluation Data Source(s) 2: Usage reports

Walkthroughs and observations

Student Digital Products

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Continued professional development for all OHS teachers on the integration of software and applications to enhance instruction as well as intervention strategies (Turnitin.com, Naviance, APEX, COMPASS, Google Docs)</p>	1, 2, 3, 4, 6, 8, 9	Technology Director Curriculum Campus Administrators	Usage Reports for specific programs Digital Literacy of students Digital products by students On-going development of digital portfolios				
Funding Sources: 199 - Local Funds - \$0.00							







Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 3: Fundamental math skills will be strengthened at all grade levels

Evaluation Data Source(s) 3: TCMPC Assessments, TSI, PSAT, SAT, ACT Math Scores

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Utilize software programs during Power Hour and incorporate concrete to abstract thinking in all math courses.</p>	1, 2, 3, 4, 9	Technology Director Curriculum Campus Administrators	<p>Student Achievement as demonstrated in Disaggregated Data from:</p> <p>Unit Assessments Benchmarks TSI, PSAT, SAT, ACT Math Scores Usage Reports</p>				
Funding Sources: 429 - EEIP Funds - \$0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 4: Expand college preparation awareness and offerings including (but not limited to) AP, PSAT, ACT, and SAT.

Evaluation Data Source(s) 4: Increased number of students taking Pre-AP/AP/Dual Credit Courses

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Professional development for all teachers as applicable in GT instructional strategies to increase college/career readiness of students and Advanced Level III scores on applicable EOC assessments. (Pre-AP/AP Institutes, Laying the Foundation, 30 hour GT Training, 6 hour GT Update).</p>	1, 2, 3, 4, 8, 9	Curriculum Campus Administrators	Certificates of Attendance Increase in Level 3 Performance on EOC Improved scores in TSI, PSAT, SAT, ACT				
Funding Sources: 429 - EEIP Funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) OHS teachers will participate in Pre-AP and AP Institutes as well as Laying the Foundation and GT Training in order to increase academic rigor in all classrooms</p>	1, 3, 4, 5	Campus Leaders Secondary Counselors	Student Performance on state and national assessments Increase in student entry into community colleges and universities Increased number of students participating in college preparation sessions/initiatives				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Materials to assist staff with college preparation will be provided.</p>	1, 2, 3, 9, 10	Campus Leaders Secondary Counselors	Student Performance on state and national assessments Increase in student entry into community colleges and universities Increased number of students participating in college preparation sessions/initiatives				
							

Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 5: Campus administrators will increase their knowledge of unit IFD's in TCMPC by completing a revised principals IFD planning tool

Evaluation Data Source(s) 5: A collection of the completion of the revise IFD planning tool

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Administrators will review all IFDs and review key components of unit studies by completing a revised IFD planning tool.</p>	2, 4	Curriculum Campus Administrators	Completed IFD planning tool				
Funding Sources: 199 - Local Funds - \$0.00							

Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 6: OHS will utilize student assessments to analyze student performance on TEKS in all subjects

Evaluation Data Source(s) 6: Assessment Data

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize Curriculum specialists in all content areas to help teachers review and implement effective assessments that address TEKS and college/career readiness</p>	1, 2, 3, 4, 9	Curriculum Campus Administrators	Disaggregated Assessment Data from: Unit Assessments EOC, TSI, PSAT, ACT, SAT Student achievement in Electives Post Secondary Readiness				
Funding Sources: 199 - Local Funds - \$0.00							







Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 7: OHS create a system to ensure differentiated instruction/strategies are relevant, engaging, and incorporate 21st century learning skills.

Evaluation Data Source(s) 7: TEKS Resource System
Lead4ward Tools

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Training on Differentiated Instruction will continue to be provided to all teachers in OEISD in order to implement and assure 100% of our classrooms are transformational.</p>	1, 2, 3, 4, 5, 9, 10	Curriculum Director Campus Leaders Content Specialists	Student Performance Evidence of differentiated instruction and engaging strategies in lesson plans Evidence of differentiated student work Walk-through data citing differentiation and engagement strategies Assessments reflective of differentiation for students				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) New teachers will be trained on district instructional strategies.</p>	1, 3, 4, 5	Curriculum Campus Administrators	Student Achievement, Thinking Maps, Student Products Displayed, Walk-through data citing instructional strategies				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) OHS will continue to provide creative methods of recognition and support for all staff members by building an atmosphere where all staff members know they are appreciated, treasured, and acknowledged.</p>	1, 2, 5, 8	Campus administration Directors Superintendent	Positive climate as well as positive feedback from staff				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Rock Star Teacher awards given every six weeks as well as six week Teacher Instructional Strategy awards</p>	1, 2, 5, 8	Campus Administration Directors	Increase in staff recognition Increase in the use of instructional strategies				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: Research-Based Curriculum & Instruction

Improve curriculum and instruction to provide all OEISD students a well balanced and appropriate education

Performance Objective 8: OHS will follow the Board adopted District of Innovation Plan allowing the school district greater local control and flexibility regarding certain state-level regulations in an effort to utilize the designation to better serve students.

Evaluation Data Source(s) 8: District of Innovation committee, and SBDM committee

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>1) Teacher probationary contract may be used for a term of one school year and may be reviewed for two additional one year periods for a maximum of three years.</p>	1, 2, 3, 4, 5, 9	Campus Administrators Curriculum Director Superintendent	With the goal of supporting teacher growth as well as gathering performance data to evaluate employee's effectiveness.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) In order to best serve OHS students, decisions on certifications will be addressed locally. Campus principal may submit to the superintendent a request to allow a certified teacher to teach one subject area outside their field.</p>	1, 2, 3, 4	Superintendent Curriculum Director Campus Administrators	Serving the needs of OHS students Teacher growth in chosen area Performance data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) An individual with experience in a CTE field could be eligible to teach a vocational skill or course through a local teaching certificate. Campus principal will submit the request to the superintendent with the individual's credentials.</p>	1, 2, 3, 4	Superintendent Curriculum Director Campus Administrators	Asset to the CTE students Teacher asset to CTE program Allows more flexibility in scheduling as well as more options for our students in class offerings.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: High Quality Professional Development

Provide Staff Development for all personnel to meet identified needs in order to increase student performance

Performance Objective 1: Professional Development on High Yield Instructional Strategies for all OHS teachers

Evaluation Data Source(s) 1: Final Teacher Appraisal

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Continued PD in the high yield instructional strategies with a focus on rigor, relevance, and concrete to abstract instruction for the development of higher order thinking, transfer and apply, and real world application (product driven instruction, cooperative learning, academic vocabulary, differentiated instruction)</p>	1, 2, 3, 4, 9, 10	Curriculum Campus Administrators	<p>Implementation of high yield instructional strategies as observed during walkthroughs and observations</p> <p>Increased student engagement and achievement</p> <p>Improvement in applicable assessments (EOC, TSI, PSAT, ACT, SAT)</p>				
Funding Sources: 199 - Local Funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Continued PD focused on meeting the specific needs of students in special pops (SPED, 504, RtI, GT, ELL)</p>	1, 2, 3, 4, 9, 10	Teachers Curriculum Campus Administrators	<p>Implementation of instructional strategies designed for At Risk students as observed during walkthroughs and observations</p> <p>Increased student engagement and achievement</p> <p>Applicable assessment data (EOC, TSI, PSAT, ACT, SAT)</p>				
Funding Sources: 199 - Local Funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Writing teachers throughout the district receive training and begin to use the same strategy APE (Answer, Prove, Explain).</p>	1, 2, 3, 4, 9, 10	Campus Administration Curriculum Teachers	Once students enter HS the strategy does not have to be taught and students can focus on refining writing practices.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: High Quality Professional Development

Provide Staff Development for all personnel to meet identified needs in order to increase student performance

Performance Objective 2: Professional Development on Local, State and Federal Policies

Evaluation Data Source(s) 2: Final Teacher Appraisal

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Provide training on Test Security and use of accommodations for STAAR/EOC	4, 10	Teachers Campus Administrators Campus Testing Coordinator District Testing Coordinator	Compliance of all policies as identified by Campus Testing Coordinator (i.e. lack of Procedural or Serious Test Irregularities)				
				Funding Sources: 199 - Local Funds - \$0.00			
Critical Success Factors CSF 3 CSF 6 CSF 7 2) Provide annual training on district/campus policies with respect to employee conduct including social media platforms, purchasing processes, crisis management, and general procedures.	1, 2, 4, 10	Teachers Campus Administrators	Compliance with district/campus policies				
				Funding Sources: 199 - Local Funds - \$0.00			
Critical Success Factors CSF 3 CSF 6 CSF 7 3) Continued training on School Wellness Plan	1, 2, 4	District Nurse Staff SHAC Chairman Campus Administration	Compliance with School Wellness Plan				
				Funding Sources: 429 - EEIP Funds - \$0.00			







Goal 2: High Quality Professional Development

Provide Staff Development for all personnel to meet identified needs in order to increase student performance

Performance Objective 3: Provide quality ongoing Professional Development for teacher in the use and implementation of modern technology tools and best practice for instructional integration.

Evaluation Data Source(s) 3: PD Attendance logs, Walk through data citing increased use of technology in lesson delivery

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) In house staff development in the area of technology integration</p>	1, 2, 3, 4, 9	Campus leaders Technology staff Curriculum Director	Staffing needs in the area of technology (classroom & teachers) are met Master schedule reflects advanced courses to prepare students for real-world technological challenges in post-secondary life are met.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Create and maintain a new, fully functioning, district website and Parent Portal (Living Tree) that is user friendly and reflects the quality and vibrancy of OEISD</p>	1, 2, 6, 8, 9	Campus administration Technology staff Teachers	New Host Site District Webmaster New Website Increased number of views/visity to website				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Google Drive used for sharing the "Agreed To" strategies that are to be used subject by subject and campus to campus.</p>	2, 3, 4, 8, 9	Campus Administrators Teachers	Strategies to be used districtwide Students will be familiar with the strategy Student performance				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 3: Safe and Drug-Free Schools

Maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 1: OHS will implement programs that promote a safe and drug free academic environment

Evaluation Data Source(s) 1: Title IV - Final Safe and Drug Free Evaluation Report- All activities were completed and progress was made.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Implement a "Kindness Counts" campaign and put a positive focus on bullying awareness with various activities (Pep Rally, Positivity Videos, Student Created Posters) and promote the use of our Stop, Walk, & Talk reporting system	1, 2, 4, 6, 10	Students Teachers Counselors Campus Administrators	Reduction in number of bullying cases				
			Positive campus climate				
Funding Sources: 199 - Local Funds - \$0.00							
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 2) Promote a drug-free academic environment with activities during Red Ribbon Week, speakers from community organizations (MHMR, law enforcement) throughout the school year	1, 2, 4, 6, 10	Students Teachers Counselors Campus Administrators	Reduction of students being under the influence or in possession of drugs during the school day.				
			Positive campus climate				
Funding Sources: 199 - Local Funds - \$0.00							
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Provide Crisis Management training for all faculty & staff annually and conduct monthly drills to ensure students are aware of procedures	1, 2, 4, 6, 10	Teachers Campus Administrators	Reduction in time required for compliance during drills.				
			Annual report on drills completed				
Funding Sources: 199 - Local Funds - \$0.00							
4) Continue system of assigned parking for students and staff, and the monitoring of campus parking lots by safety officer.	1, 2, 6, 10	Students Teachers Safety Officer Campus Administrator	Compliance of procedures by students and staff				
			Improved awareness of guests on campus				
							

Goal 3: Safe and Drug-Free Schools

Maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 2: OHS will promote living a Healthy Lifestyle.

Evaluation Data Source(s) 2: Title IV - Final Safe and Drug Free Evaluation Report- All activities were completed and progress was made.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Continue to provide Abstinence training for students (and parents) using Aim for Success program	4, 6, 10	School Nurse SHAC Committee Campus Administrators	Reduction in Teen Pregnancy				
				Funding Sources: 199 - Local Funds - \$0.00			
Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7 2) Continue with PD in on how to spot child abuse and process of reporting to CPS	1, 2, 4, 10	Teachers Campus Administrators	Increased awareness of student behaviors that may indicators of abuse.				
				Funding Sources: 199 - Local Funds - \$0.00			







Goal 3: Safe and Drug-Free Schools

Maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 3: Promote a Keep it Clean environment

Evaluation Data Source(s) 3: Title IV - Final Safe and Drug Free Evaluation Report- All activities were completed and progress was made.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Campaign for a Litter Free District/Campus to increase community awareness through various school activities and Beautification project</p>	1, 2, 6	<p>Students Teachers OEISD Facilities Campus Administrators Central Office</p>	<p>Students taking ownership of litter and disposing of them properly</p> <p>Student products promoting the need to keep our campus cleaner than we found it</p>				
Funding Sources: 199 - Local Funds - \$0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 4: Parent and Community Involvement

To achieve academic success, OEISD will support active parental and community involvement.

Performance Objective 1: Improve Parental Involvement by Increasing Communication and Transparency of Campus Activities.

Evaluation Data Source(s) 1: Parental Attendance records or sign in sheets.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Utilize social media outlets to improve communication with parents on a regular basis regarding various events and activities</p>	1, 2, 6, 10	Teachers Counselor Campus Administrators	<p>Parental awareness of campus events and activities related to their children</p> <p>Increased parental attendance at campus events and activities</p>				
Funding Sources: 199 - Local Funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Continue positive communications with parents using Parent Postcards</p>	1, 2, 6	Teachers Campus Administrators	Postcards mailed out as scheduled to build positive relationship				
Funding Sources: 199 - Local Funds - \$0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Promote Parental Involvement Conference</p>	1, 2, 4, 6, 10	Campus Administrators Federal Programs Administrator Counselor	Establish positive relationships between OHS staff and parents				
Funding Sources: 211 - Title 1 Funds - \$0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Announcements will be made at High School football games and other related school functions to inform parents of upcoming events.</p>	1, 2, 6	Campus administrators	<p>Inform Parents of upcoming events</p> <p>Increase Parental Involvement</p> <p>Increase student Involvement</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 4: Parent and Community Involvement

To achieve academic success, OEISD will support active parental and community involvement.

Performance Objective 2: OHS will provide ongoing communication initiatives and positive recognitions for students, staff, and community

Evaluation Data Source(s) 2: Newsletters, website, Facebook, Universal app

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Implement and maintain consistent communication initiatives across the district so parents are informed partners with schools.</p>	1, 2, 6, 9	Campus administrators Technology staff Teachers	Teachers and parents utilizing common app and newsletters				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Plan and deliver banquets honoring student achievements</p>	1, 2, 6	Sponsors Booster Clubs District staff assigned	Successful banquets for academics, athletics, and fine arts				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>3) Implement highly visible recognition of sholarships offered throughout the school year to recognize and motivate students.</p>	2, 6, 8	High School Counselor Administrators Secreterial Staff Teachers Parents Students	End of the year up to date scholarship wall in high school Wall postings: pictures, printing, student contributions, college letters of acceptance, or Trade School acceptance letters				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 5: Mastery for At-Risk Students

Improve RTI program to provide students who experience difficulty in academic achievement the opportunity for growth.

Performance Objective 1: Reduce achievement gaps of all student populations on State assessments and Norm Referenced Assessments used to establish Post-Secondary Readiness

Evaluation Data Source(s) 1: TAPR, EOC, TSI, PSAT, ACT, SAT

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective and timely remediation through RtI support during Power Hour</p>	1, 2, 8, 9, 10	Teachers Counselor Campus Administrators	<p>Increased student achievement in all EOC tested subjects at Final Level II</p> <p>Increased student success in Dual Credit courses</p> <p>Reduction of college remediation courses</p>				
Funding Sources: 199 - Local Funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Ensure that students receive intervention strategies that will increase post-secondary readiness</p>	1, 2, 8, 9, 10	Teachers Counselor Campus Administrators	<p>Increased student achievement in all EOC tested subjects at Advanced Level III</p> <p>Increased student participation and achievement in TSI, PSAT, SAT, ACT</p> <p>Reduction in the need for college remediation courses</p> <p>Increased completion rate of Yr1 at Post-Secondary level</p>				
Funding Sources: 199 - Local Funds - \$0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 5: Mastery for At-Risk Students

Improve RTI program to provide students who experience difficulty in academic achievement the opportunity for growth.

Performance Objective 2: OHS will seek opportunities to build on an above average attendance rate.

Evaluation Data Source(s) 2: Attendance reports, tardy reports, and certificates of perfect attendance

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Attendance and tardy report will be generated weekly to monitor at risk students.</p>	1, 2, 3, 6, 9, 10	Principals Counselor PEIMS Personnel Teachers	Strong attendance Attendance rate increase with at risk students				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Six weeks perfect attendance awards and incentives for students.</p>	1, 3, 6, 9, 10	Principals Counselor PEIMS Personnel Teachers	Positive impact on student attendance Increasing student attendance percentage				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Students recognized at the end of the year ceremony for perfect attendance</p>	1, 3, 6, 9, 10	Principals Counselor PEIMS Personnel Teachers	Increased Attendance Increase in Parental Involvement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Mastery for At-Risk Students







Improve RTI program to provide students who experience difficulty in academic achievement the opportunity for growth.

Performance Objective 3: The district may choose to accept, as transfers, students who are not entitled to enroll in the district, but TEC 25.036, has been interpreted to require a transfer to be for a period of one school year.

Evaluation Data Source(s) 3: Attendance records, tardy records, dicipline referrals

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) OHS maintains a transfer policy under FDA (Local), requiring nonresident students wishing to transfer to file a transfer application each school year. In approving transfer requests, the availability of space and instructional staff, availability of programs and services, the student's disciplinary records, work habits, and attendance are evaluated.</p>	1, 2	Superintendent Campus administrators	Transfer students are expected to follow the attendance requirements, rules, and regulations of the District TEC25.036				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) The district is seeking flexibility to eliminate the provision of a one-year commitment in accepting transfer applicants. On rare occasions student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program or expulsion in addition, student attendance may fall below TEA truancy standard. Also, occasionally a students work habits decline and is evidenced in their academic success. In these rare cases, OHS seeks exemption from the one year transfer commitment in accepting transfer applicants including to allow the district to rescind a transfer at any time during the school year.</p>	1, 2	Superintendent Campus administrators	Transfer students are expected to follow the attendance requirements, rules, and regulations of the District				

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) A person at each campus must be to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline.</p>	2, 6, 8	Campus Principal Campus Asistant Principal	Increased Collaboration with students Multiple people providing emotional and social support				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>4) OHS is seeking flexibility and an exemption to abstain from the state requirement that each school hae a designated campus behavior coordinator. OHS approach to discipling is becoming more collaborative, with multiple people providing emotional and social suport to students, rather than just one person. An exemption from this requirement will allow the option of increasing collaboration in regard to student discipline, as outlined in the Odem-Edroy ISD Student Code of Conduct.</p>	2, 6, 8	Campus Principal Campus Asistant Principal	Increased Collaboration with students Multiple people providing emotional and social support				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 6: Career & Technology Education

OHS will provide a Career and Technical Education program that develops foundational skills, core workplace competencies, and specific skill competencies in various occupational areas that will enhance meaningful opportunities for learners to apply their academic and technical skills.

Performance Objective 1: OHS will continue its partnerships with higher ed and vocational institutions to provide students dual credit courses and work based learning opportunities that lead to career readiness and employment.

Evaluation Data Source(s) 1: MOUs, Program Enrollment

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Continue partnerships with Del Mar and TAMUK to increase Dual Credit course offerings to all students.</p>	1, 2, 6, 10	Counselor Campus Administrator Superintendent	<p>Increased student enrollment and achievement in Dual Credit courses</p> <p>Reduction in need for remedial courses at Post Secondary level</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Continue partnerships with Del Mar and Craft Training Center to increase certification course offerings to all students</p>	1, 2, 6, 10	Counselor Campus Administrator Superintendent	<p>Increased student enrollment and achievement in Certification courses</p> <p>Certifications awarded to students by various programs</p>				
Funding Sources: CTE funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Continue to expose 9th & 10th grade students to CTE courses with a focus on non-traditional enrollment for both boys and girls.</p>	1, 2, 6, 10	Counselor Campus Administrator	<p>Increased enrollment of students in non-traditional courses (Boys in Culinary, Cosmetology, Certified Nurse Assistant; Girls in Electrical, welding, etc...)</p>				
Funding Sources: 199 - Local Funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Partner with Del Mar College to create an on campus lab to offer CNA, phlebotomy, and EKG courses</p>	1, 2, 3, 10	Administration Del Mar College Counselor	<p>Implementation of a program that will benefit students as well as OHS in accountability</p> <p>Increase certifications received at OHS</p> <p>Increase in learning time due to no travel time</p> <p>Creation of course offerings of benefit for students</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Career & Technology Education


OHS will provide a Career and Technical Education program that develops foundational skills, core workplace competencies, and specific skill competencies in various occupational areas that will enhance meaningful opportunities for learners to apply their academic and technical skills.

Performance Objective 2: OHS will provide and utilize modern technology tools and digital resources for teachers and students to guarantee quality instruction and engagement.

Evaluation Data Source(s) 2: Walk through data, annual review of technology equipment and digital resource

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) District, campus, and classroom technology tools for student use</p>	1, 2	<p>Campus administration</p> <p>District administration</p> <p>Technology staff</p>	<p>Student engagement during instruction and use of technology tools</p> <p>Increase of technology integration into instruction</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Software digital programs that enhance student engagement and learning opportunities. (Reading Plus, Think Through Math, Study Island, Naviance)</p>	1, 2, 9, 10	<p>Campus administrators</p> <p>District Administrtrors</p> <p>Tecnology staff</p> <p>Teachers</p>	<p>Student engagement with the use of technology</p> <p>Technology integreation increase</p> <p>Student performance</p>				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue







Goal 6: Career & Technology Education

OHS will provide a Career and Technical Education program that develops foundational skills, core workplace competencies, and specific skill competencies in various occupational areas that will enhance meaningful opportunities for learners to apply their academic and technical skills.

Performance Objective 3: OHS may excuse a student from attending school to visit an institution of higher education accredited by a generally recognized accrediting organization during the student's junior or senior year of high school for the purpose of determining the student's interest in attending the institution of higher education.

Evaluation Data Source(s) 3: Attendance records

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Currently students are only allowed to have 2 excused school days to visit college or universities as college days. In some cases where students are visiting colleges out of state, students need more than the two days that are currently allowed to safely visit a college they are interested in attending or doing comparative visits to multiple colleges.</p>	2, 9	Campus Administrators PIEMS Personell	OHS is seeking flexibility for an exemption from the two day excused absence limit for students visiting institutions of higher education. Students would be allowed more than the current 2 day excused absence limit. Each request and situation would be evaluated by the HS counselor on a case by case basis.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Special Programs







OHS will provide and create a comprehensive instructional program and provide differentiated instruction in order to maximize the success of all students.

Performance Objective 1: OHS will redesign Special Programs, i.e., gifted and talented and special education

Evaluation Data Source(s) 1: TAPR, EOC, PBMAS, TSI, PSAT, ACT, SAT

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers teaching the advanced classes and Pre AP/AP courses will attend Pre AP and AP institutes as well as receive GT update.</p>	3, 4, 10	Administrators Curriculum GT Coordinator	Student Commended performance PBMAS data indicators in compliance for all Special Programs Certification opportunities for teachers				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Enroll female students in nontraditional CTE as well as male students in nontraditional courses by providing program representatives from CRAFT and Del Mar to speak to our students</p>	1, 9	Campus administrators School Counselor	Increased enrollment of nontraditional females and males in the CTE program.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Campus Funding Summary

199 - Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00
429 - EEIP Funds					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00
211 - Title 1 Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
CTE funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00