Odem-Edroy Independent School District

District Improvement Plan

2019-2020

Mission Statement

What business are we in ....

Why we exist...

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

ODEM EDROY ISD Belief Statement

In implementing an instructional program that will enable us to achieve the mission of Odem-Edroy ISD, we will adhere to the following statements to belief.

Vision

We as a team are moving forward our goals for improvement have been set...

Value Statement

IN REGARD TO STUDENT 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 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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The community of Odem is at the intersection of two rail lines twenty miles from Corpus Christi, Texas in Southwestern San Patricio. The population of Odem is approximately 2,499, with approximiately 958 houselolds. The median housnehold income is $48,676 with Male median income being $34,150 and female being $15,298. Educational attainment for the population in Odem is 71.9% high school graduate or higher. Odem Edroy ISD consists of an elementary, intermediate, junior high, and high school campus and serves approximately 900 students from PreK to 12th grade. Odem Edroy ISD is a Title 1 district with 76.3% of our students being economically disadvantaged.

- Enrollment has started to decrease in the last several years.
- The mobility rates for campuses are Elementary 11.7, Junior High 10.2, and High School 9.8.
- The ESL population has shown an increase and is currently at 3.9%, Gifted and Talented is at 7.8%, and Special Education has maintained a steady average 6%.
- Hispanic population is the highest population of students with 86% of our students being hispanic.

Priorities to be included in the DIP:

- Enhance GT and Pre AP and AP programs as well as advanced academic courses at the elementary and intermediate campuses
- Increase completion rate of female students in nontraditional CTE classes
- Increase completion rate of male students in nontraditional CTE classes
- Continue inclusion support for special education students in core classes
- Decrease the retention rates in Kindergarten thru 12th grade
- Increase the knowledge of all teachers regarding effective strategies to serve students in the inclusion setting
- Patient Care program will continue so as to enhance medical career path courses offered through OEISD
- The district will continue to use the CNA data and align it with the accountability and district initiatives to improve our planning process.

Demographics Strengths

ESL

- Less numbers at upper grades due to students being exited out of program

- Resources are provided in forms of text and/or software to support students in the classroom
- Certification is a requirement for all ELA teachers

Math

- Better screened for placement (i.e. Pre AP)

504/RTI/Dyslexia

- Earlier identification of dyslexia students
- Meeting held annually for all students

GT/AP/PreAP

- Student growth

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mobility rate across the district is high. **Root Cause**: Mobility has increased due to job relocation, pay scale, housing, and lack of programs being offered.

Student Achievement

Student Achievement Summary

The 2017-2018 school year was the first year for A-F Accountability ratings. The district and all three campuses Met Standard for the overall ratings . High school received score of 70 with Junior High, Intermediate, and Elementary receiving an 87, 75, and 75 respectively. Junior high also earned five Distinction Designations i in the areas of Mathemtics, English Language Arts, Academic Growth, Closing the Gaps, and Post Secondary Readiness.

As a district our academic performance continues to maintain steadiness increasing in some areas and decreasing in others. As a district we continue to meet the state standards. OEISD outperformed the state scores and region in some categories. OEISD will continue to work at making gains in the percentage of students meeting the state standards as well as students performing at Masters Grade Level.

The district has implemented district initiatives to assist in closing the gaps for all students as needed. Six week vertical team planning will allow staff to review student data and find common concepts of weakness to address and make instructional emphasis as needed. The district has created nine instructional strategies that will be implemented throughout the district. The focus on Rigor, Relevance, and Relationships will be increased in order to teach students at a Quadrant D level.

OEISD will continue to use data to assist our at risk students in closing the gaps.

These priorities are to be included in the DIP:

- RTI process
- Tutoring
- Reading Interventionist & Math Interventionist at the elementary campus
- Increase reading scores
- Increase math scores
- Differentiated tutorials for junior high and high school per master schedule
- Focus on assisting students in Special Education to improve in reading and math
- Focus on assisting economically disadvantaged students to improve academic performance

Student Achievement Strengths

At the district level, students performing at Approaches Grade Level has increased in Mathematics, Science, and Social Studies. Students performing at Meets Grade Level has increased in all areas, except Writing. Students performing at the Masters Grade Level have also increased in all areas, except Writing which was slightly lower than the previous year.

ESL

- Students are performing better on state assessment.
- Rosetta Stone is being used a as a supplement to help the monolingual students learn the English language
- Software programs that offer second language assistance are being implemented
- Teachers attend trainings that provide general strategies to support ELL students in all instructional settings

Special Education

- Variety of Programs for our students
- Growth in STAAR performance in all subjects

Math/Science/Social Studies

- District performance has increased

504/RTI/Dyslexia

- Dyslexia students perform well on state assessment
- RTI has increased student achievement at junior high and elementary
- EOC remediation classes

GT/AP/PreAP

- Pull out programs at JH & Elem.
- Producing good student products
- TPS Project ideas
- Student growth
- Research independent work present projects
- Learning to research
- Independent projects
- Present their projects

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 8th grade Social Studies has experienced low scores for the past three years. **Root Cause**: There has been turnover in the 8th grade Social Studies position the past three years.

District Culture and Climate

District Culture and Climate Summary

Upon review of data we find that OEISD students feel reasonably safe and felt teachers cared about them. Students also felt comfortable communicating with school staff. Students also felt they were greeted in a courteous manner by staff members as well as administration. All students are accepted and regardless of their disability. Students feel they receive the support needed to be successful. Those is small class sizes benefit from them. Students attending tutorials offered by all campuses benefited from them. Teachers are willing to assist students before and after school. There is a great focus on college and career readiness as well as vocational readiness with College day being on every Thursday. OEISD has high graduation rates as well as college entrance.

These priorities are to be included in the DIP:

- Red Ribbon activities are planned and scheduled to prevent substance abuse
- Anti-Bullying training
- Crisis Management training
- Increase SHAC membership to increase knowledge of healthy lifestyles for all parents and students

District Culture and Climate Strengths

All district personnel has high expectations for all students. Students feel supported by OEISD staff and encouraged to do well. They are provided opportunities to be successful with tutorials as well as teachers willing to assist them before and after school. Student incentives are offered for perfect attendance. They feel generally safe and comfortable and feel bullying is addressed when needed. All discipline is coupled with a level of understanding.

ESL

- Students eager to help
- Extracurricular activities help social skills

Special Education

- Student acceptance
- Students participation

Math

- All teachers adapt quickly and feel comfortable/supported

504/RTI/Dyslexia

- Working great with classroom teachers for pullout and times at elementary. (Scheduling)
- More elementary parents are attending RTI meetings
- High School parents involved in RTI

GT/AP/PreAP

- More parent involvement seen
- About 20 parents at the end of the year GT district parent meeting.

Problem Statements Identifying District 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

The district has hired several new teachers this year. The new hire rate at OEISD has averaged at 20% which is higher than the state rate of 11% . Stipends are offered for Math and Science at the secondary level providing an incentive, hence assisting with the recruitment and retention of teachers. Mentoring programs were set up to assist new teachers this past year. OEISD continues to provide creative methods of recognition and support for all staff members by building an atmosphere within the Odem-Edroy ISD system where all staff members know they are appreciated, treasured and acknowledged within the system and community

Staff Quality, Recruitment, and Retention Strengths

The distict recognizes teachers through the Rock Star Teacher Award every 6 weeks, 6 weeks Teacher Instructional Strategy Winners, End of the Year Award (Service Award), and Every 6 weeks Department Employee Recognition.

ESL

- Highly Qualified teachers
- New teachers must receive their ESL certification
- Strong support system

Special Education

- Strong collaborative team

Math

- Math and Science stipends for secondary teachers
- Teacher student ratio is good
- Mentor teachers
- High correlation between staff effectiveness and student achievement
- ESC-2 consultants work one-to-one with new teachers during planning days

504/RTI/Dyslexia

- Professional development is readily available to teachers
- Teachers attend STCC and/or ESC-2 workshops

GT/AP/PreAP

- At High school and Junior High almost everyone has had their 30 hours GT training

- All staff at OEISD has had at least a 6 hour GT training

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In the past three years, our district has replaced teachers in high need and hard-to-hire positions affecting our academic scores in those areas. **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

Odem Edroy ISD provides all staff with a curriculum that is aligned to ensure teachers across the district have a consistent plan in place to ensure all students access all state standards and receive the learning experiences they deserve. Vertical team planning provides the teams an opportunity to discuss the TEKS the students are having difficulty mastering and closing the gaps. Data driven decisions are made with regards to the improvement of curriculum and instruction to assist in closing the gaps of students not meeting standards in state and local assessments. District curriculum coaches are provided to support teachers by providing them instructional strategies and assistance in planning engaging lessons. Continued professional development using the nine instructional strategies will be provided with the hopes of increasing student engagement and using real world and experiences as well as concrete to abstract applications in order for students to transfer and apply their learning experiences.

In the area of Curriculum and Instruction, these priorities are to be included in the DIP:

- Differentiated instruction per RTI
- Six week unit tests – planning with the end in mind
- Texas Curriculum Management Program Cooperative (TCMPC) training for new teachers
- Strengthen the understanding of the TEKS through analysis of TCMPC documents
- Additional time for planning with teachers to analyze the TCMPC documents
- Participate in ECS 2 six weeks training on TCMPC documents
- Train and provide teachers with vocabulary techniques
- Increase use of technology software and applications
- Identify products found in the exemplar lessons of TCMPC and incorporate into TPO
- Strengthen the fundamental math skills of all students
- Secondary teachers participate in AP and Pre AP Institutes
- Focus on teaching students in a manner where they can transfer and apply what they are being taught with real world applications teaching concrete to abstract. Allowing students that are economically disadvantaged the opportunity and experiences needed.

Curriculum, Instruction, and Assessment Strengths

The curriculum used by OEISD is written with a high level of rigor designed to engage students. The focus is for students to apply strategies and content area knowledge in meaningful contexts. The nine instructional strategies are used to support the curriculum as well as providing our students the opportunities for real world experiences. Student data is gathered in their blue folder and is used as an ongoing source to assist students in areas of need with the hopes of closing the gaps. Curriculum personnel and instructional coaches work closely with campus administrators to identify strengths and weaknesses and assist in closing the gaps using strategic planning.

ESL

- Use of DMAC
- Data meetings
- RTI meetings

Special Education

- Unique curriculum for students in the Lifeskills classes

Math

- DMAC used
- Determine gaps across the district
- Vertically aligned instruction
- Instructional strategies good for all
- Strong implementation of intervention software

Reading

- Strong implementation of intervention software
- AR at Elementary and Intermediate
- District novel list per grade level

504/RTI/Dyslexia

- RTI instruction is very focused on supporting the specific needs of the student.

GT/AP/PreAP

- Texas Performance Standard Projects
- Pullout programs at elementary
- Student engagement
- Student growth-research independent
- STEM – 7th graders
- Pre-Engineering – 8th graders

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is an increase in resources and instructional strategies but not all teachers can attend trainings to ensure full implementation of these programs. **Root Cause**: There are no funds to send new staff to trainings on instructional strategies and we do not have a systematic way to share new learning gleaned from workshops and conferences.

Parent and Community Engagement

Parent and Community Engagement Summary

Odem Edroy ISD is committed to the continued growth of family and community involvement at the district level as well as at each campus. The district will continue to strive to achieve partnership with the families as well as the community with collaborative commitment to work together for every child success OEISD...Parents..Students...One Team One Dream. We will continue to provide quality parental engagement and remove any barriers as needed. Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Working together as a team is a critical element in a child's education therefore OEISD will continue to evaluate and make improvements in family and community engagement.

In the area of Parent and Community Involvement, these priorities are to be included in the DIP:

- Building a strong positive relationship between parents and schools.
- Communicating partnership with parents.
- Increase communication to parents through email, teacher web pages and district social media
- Increase parent participation by providing incentives
- Provide communication to parents in dual language
- Provide teacher district stationary (postcards) and each six weeks, teachers select students and communicate something positive to parents
- Increase participation in Parental Involvement meeting by working together to increase attendance
- Increase Parental Involvement conference attendance and participation
- Increase parent attendance at the Aim for Success event
- Increase visibility of school board members, district administrators and campus administrators at school events throughout the school year to build relationships with parents and community members.

Parent and Community Engagement Strengths

OEISD provides many opportunities for family and community to participate such as: Meet the teacher, Open House, PTO meetings, Parent conferences, Reading night, Technology night, Science night, College night, GT parent meetings, Orientation, Booster club meetings, awards ceremony, Elementary performances and field day, Parental Involvement meetings....

Survey results showed that parents seemed to be satisfied with their child's instruction and felt their child was doing well. They felt they had good communication with their child's teacher. Living Tree is used to communicate with parents and allows teachers to communicate in the family's home language. Teachers also communicate through postcards, via phone calls, or face-to-face conferences. Most felt that their child was offered an array of innovative courses to meet their child's needs and interest. Parents that had their child in a special program were satisfied with them and found them beneficial. The majority of parents felt their child was safe in school. Most parents did not see bullying as a problem in the district. The majority of parents felt they could approach administrators if there were a need and felt they were welcome at the campus and greeted courteously. Parents also felt they were offered opportunities to be involved in their child's education. All parents completing the surveys felt Parent conferences were beneficial.

ESL

- Elementary higher involvement
- Less at the JH and HS
- Parental Involvement Conference

Special Education

- Strong in certain extracurricular activities

Math

- Math and Science Night

504/RTI/Dyslexia

- At elementary – high attendance rate at family literacy and math/science nights

GT/AP/PreAP

- GT parent meeting

Problem Statements Identifying Parent and Community Engagement 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.

District Context and Organization

District Context and Organization Summary

The district has benefited from district efforts to reorganize and make improvements to assist all staff in academics as well as compliance. Professional development is provided to all staff as needed. Staff receives training to implement any and all programs used on campuses. They also receive training with regards to compliance standards. Staff receives regular training on nine instructional strategies and is assisted with the implementation of them as needed. Content specialist are available to assist all staff in any areas of need. Teachers are provided staff development days built into the calendar to allow them time to plan. Funding is provided to allow staff to provide after school tutorials.

Parents are well informed of district activities through a variety of methods such as: campus newsletter, campus & district facebook, websites, newspaper articles, parent letters... Campuses make an effort to communicate with parents and inform them of any and all activities. Positive communication is sent out through postcards as well as phone calls to parents.

These priorities will continue to be implemented and placed in the DIP:

- Increase knowledge of all teachers regarding the use of technology
- Increase the knowledge of all teachers regarding the use of Vocabulary
- Increase the knowledge of all teachers regarding cooperative learning
- Increase the knowledge of all teachers using DMAC
- Increase the knowledge of all teachers regarding the use of TCMPC as needed
- Increase teacher knowledge of reviewing heat maps to find common concepts of weakness to assist with instructional emphasis for the following six weeks.
- Increase the knowledge of all teachers regarding effective strategies to serve students effectively in the inclusion setting

District Context and Organization Strengths

- Reading and Math interventionist at elementary campus who utilized pull-out program
- Tutorials offered to students
- Small-group instruction
- Training provided to staff
- Staff development days built into calendar to allow planning time
- Student and teacher surveys to evaluate programs
- Communication provided to parents regularly
- Regular training with regards to compliance
- Continued development of campus/district processes to assist students of all categories
- Common goal/vision for district
- JH intervention period built in to master schedule
- Teachers have the opportunity to serve on committees

Problem Statements Identifying District 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

Odem Edroy ISD has established technology goals the last few years to improve technology throughout the district. Hardware has been upgraded, document cameras replaced, teacher workstations added, labs updated, and Mobile labs have been purchased to allow students the opportunities to have technology integrated in the classrooms. Instructional technology integration promotes exemplary practices when combined with classroom instruction. It allows students the opportunity to undertake authentic projects for learning and personal productivity.

DMAC is also used to assist all staff members in gathering student information for blue student data folders. The data is used to assist teachers in closing student gaps.

In the area of Technology, these priorities are to be included in the DIP:

- Improve and create teacher web pages and provide training
- Increase student use of technology in the classroom
- Technology upgraded
- Purchasing more portable labs

Technology Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- Emphasize student use of technology
- Wireless Internet
- DMAC provided to all staff to access student data
- LivingTree as the district-wide form of communication
- Mobile workstations for most classrooms
- Some robots available for enrichment
- Code.org utilized in math or science classes K-8
- Offered Google training for all staff
- Computer-based intervention programs K-12
- TxEIS Parent Portal available to monitor grades at home
- Four 3-D printers were purchased

    ESL

    - Rosetta Stone used for students who do not speak English
    - Students are offered devices to use during class or at home

Special Education

- Students know how to access their own grades
- Assistive technology devices provided for check out by students when needed

Math

- 3rd-HS intervention program
- Calculators purchased for 8-HS

Science

- STEMScopes implemented at HS

504/RTI/Dyslexia

- Use of ipads with dyslexia students
- Dyslexia pull-outs K-12
- 504 meetings completed in ESPED
- BOY, MOY, EOY screeners for Math and Reading to determine RTI tier status
- Computer-based intervention programs used to close achievement gaps

GT/AP/PreAP

- Dual credit online classes offered at the high school
- Advanced calculators
- Robots utilized in elementary and intermediate GT programs

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.

Priority Problem Statements

Problem Statement 1: Mobility rate across the district is high.

Root Cause 1: Mobility has increased due to job relocation, pay scale, housing, and lack of programs being offered.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 8th grade Social Studies has experienced low scores for the past three years.

Root Cause 2: There has been turnover in the 8th grade Social Studies position the past three years.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There is an inequity in students who participate in non-academic extra-curricular activities and those participating in academic extra-curricular activities.

Root Cause 3: As a small district, we do not have enough staff to sponsor/coach non-academic and academic extra-curricular activities.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: In the past three years, our district has replaced teachers in high need and hard-to-hire positions affecting our academic scores in those areas.

Root Cause 4: 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.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: There is an increase in resources and instructional strategies but not all teachers can attend trainings to ensure full implementation of

these programs.

Root Cause 5: There are no funds to send new staff to trainings on instructional strategies and we do not have a systematic way to share new learning gleaned from workshops and conferences.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: There is more parental involvement at the elementary campus and less at the secondary level.

Root Cause 6: The school does not have a systematic way to survey parents to get feedback as to why the involvement is greater at elementary.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: 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 7: We do not have a systematic way to survey teachers to help us determine what kind of training teachers need.

Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Homeless data

- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

Provide an aligned curriculum, engaging instructional program, intervention strategies, and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society.

Performance Objective 1: OEISD will maintain and implement an aligned and comprehensive PK-12 curriculum that provides relevant, rigorous, and meaningful learning opportunities.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) TCMPC Training provided for New Teachers	2.4	Curriculum Director Campus leaders Content specialists	Improved student performance on unit assessments and STAAR Improved vertical alignment by content High expectations evident in student work			
Funding Sources: 199 - Local Funds - 0.00						
2) Provide a refresher training on TEKS Resource System for veteran teachers	2.4	Curriculum Director Content Specialists Campus Leaders	Improved student performance on unit assessments and STAAR Improved vertical alignment by content High expectations evident in student work			
Funding Sources: 199 - Local Funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 1: Research-Based Curriculum & Instruction

Provide an aligned curriculum, engaging instructional program, intervention strategies, and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society.

Performance Objective 2: OEISD will allow additional time for planning and utilizing TCMPC Documents as well as analyzing TEKS. Teachers will also participate in ESC 2 Six Weeks Content specific trainings on the TCMPC documents and specifically the IFD's and VAD.

Evaluation Data Source(s) 2: Walk through data and lesson plans.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implementation of unit tests during the six weeks by core teachers including planning for instruction with the end in mind prior to each six weeks beginning	2.4, 2.6	Curriculum Director Campus leaders Content specialists ESC-2 staff	Evidence of student growth Improved unit test data Improved student performance on STAAR			
Funding Sources: 199 - Local Funds - 6680.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Teachers participate in additional planning times with vertical team members for planning/utilizing TCMPC Documents and IFD Planning template with a focus on analyzing TEKS	2.4, 2.5, 2.6	Curriculum Director Campus leaders Content specialists ESC-2 staff	Improved student performance Improved vertical alignment by content Increase vertical instructional strategies across subjects			
Funding Sources: 199 - Local Funds - 20000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy 3) Vertical team meetings which will include representatives from Elementary, Intermediate, Junior High, and High School to review Heat Maps. Data review of weak and strong SE's. Find common concepts of weakness and make instructional emphasis for next six weeks based on data review.	2.4, 2.5, 2.6	Curriculum Director Campus leaders Content specialists ESC-2 staff	Improved student performance Improved vertical alignment by content Increase vertical instructional strategies across subjects			
Funding Sources: 199 - Local Funds - 20000.00						
4) Offer release time for first-year teachers to plan.	2.4, 2.5, 2.6	Curriculum Director Content Specialist Campus leaders	Improved student performance Teacher retention			
Funding Sources: 199 - Local Funds - 500.00						
100% = Accomplished 0% = No Progress ❌ = Discontinue						

Goal 1: Research-Based Curriculum & Instruction

Provide an aligned curriculum, engaging instructional program, intervention strategies, and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society.

Performance Objective 3: OEISD will create a system to ensure differentiated instruction/strategies are relevant, engaging, and incorporate 21st century learning skills.

Evaluation Data Source(s) 3: Review Implementation of TCMPC

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy 1) Training on Differentiated Instruction will be provided to all teachers in OEISD in order to implement and assure 100% of our classrooms are transformational.	2.4, 2.5, 2.6	Curriculum Director Campus leaders Content specialists	Improved student performance Maximized instructional time Increase student participation Increase student collaboration Increase student engagement Cited in walk-through data Reflected in assessments			
Funding Sources: 199 - Local Funds - 2500.00						
Comprehensive Support Strategy 2) New teachers will be trained on district's instructional strategies	2.4, 2.5, 2.6	Curriculum Director Campus leaders Content specialists	Improved student performance Maximized instructional time Increase student participation Increase student collaboration Increase student engagement Cited in walk-through data			
Funding Sources: 199 - Local Funds - 300.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Elementary Advanced Academics courses grades 4th - 5th	2.5	Curriculum Director Campus leaders Content Specialists	Improved student performance on Masters Grade Level Performance on STAAR			
Funding Sources: 199 - Local Funds - 20000.00						
4) Teachers will use real world and concrete to abstract applications in order for students to transfer and apply their learning.	2.4, 2.5, 2.6	Curriculum Director Campus leaders Content Specialists	Cited on walk-through data Improved student performance			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) The district has created a list of the 9 instructional strategies where each of the 9 have been identified by the six weeks as a focus.	2.4, 2.5, 2.6	Curriculum Director Content Specialist Campus leaders	Cited in walk-through data Improved student performance Improved student products			
Funding Sources: 199 - Local Funds - 300.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) The focus of Rigor, Relevance, and Relationships will be increased in order to teach students at Quadrant D level	2.4, 2.5, 2.6	Curriculum Director Campus Administrators Content Specialists	Improved student products Improved STAAR scores			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 1: Research-Based Curriculum & Instruction

Provide an aligned curriculum, engaging instructional program, intervention strategies, and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society.

Performance Objective 4: Fundamental math skills will be strengthened at all grade levels in OEISD.

Evaluation Data Source(s) 4: Unit assessment and benchmark data
Math screener results

Summative Evaluation 4:

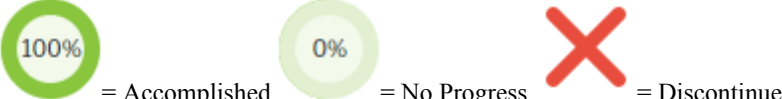| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Students in OEISD will use software programs during enrichment/tutorials to strengthen fundamental math skills	2.4, 2.5, 2.6	Campus leaders Teachers Technology staff Curriculum Director Content specialists	Increased software use Student progress Improved student performance Designation Distinctions			
	Funding Sources: 199 - Local Funds - 6380.00					
	100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 1: Research-Based Curriculum & Instruction

Provide an aligned curriculum, engaging instructional program, intervention strategies, and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society.

Performance Objective 5: OEISD will address the state and federal missed safeguard areas at all campuses by supporting the groups where safeguards were missed.

Evaluation Data Source(s) 5: Review unit assessment and benchmark data

Summative Evaluation 5:

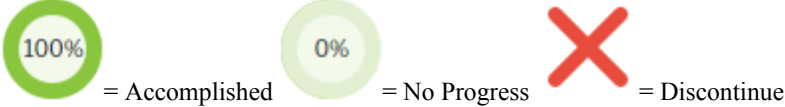| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) K-11 students will participate in a reading universal screener and data will determine which students need reading intervention	2.4, 2.5, 2.6	Literacy Coach Technology Teachers	Increased software use Improved EOC/STAAR results in reading Designation Distinctions			
Funding Sources: 410-EMAT funds - 20000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Designated classes will be reduced in size.		Campus leaders	Student teacher ratio data Improved student performance Improved unit assessment data			
Funding Sources: 211 - Title 1 Funds - 141293.00, 255-Title II - 56540.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 1: Research-Based Curriculum & Instruction

Provide an aligned curriculum, engaging instructional program, intervention strategies, and services that prepare graduates to succeed in post-secondary experiences and thrive in a global society.

Performance Objective 6: To increase students desire to read for pleasure

Evaluation Data Source(s) 6: Review AR data, library data, reading scores

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Campus reading initiatives will be developed for students	2.4, 2.5, 2.6	Campus leaders Literacy Coach Teachers Librarians	Increased number of books checked out Increased number of students reaching goals Improved reading scores			
Funding Sources: 199 - Local Funds - 2000.00, Campus Activity Fund - 0.00						
100% = Accomplished		0% = No Progress		✗ = Discontinue		

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: Implement a Professional Development training plan that aligns learning among staff and will lead to an increase in transfer of learning from knowledge to application.

Evaluation Data Source(s) 1: Final Teacher Appraisal

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Teachers, administrators, and staff will share new learning gleaned from workshops and conferences.	2.4, 2.5, 2.6	Teachers District Leaders Campus Leaders	Increase in aligned instructional strategies/resources throughout the district Improved student performance Higher overall ratings on T-TESS district-wide Improved vertical and horizontal alignment within departments and grade level teams			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

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: Continue to provide professional development in the nine instructional strategies to 100% of OEISD teachers

    Evaluation Data Source(s) 2: Final Teacher Appraisal

    Summative Evaluation 2:

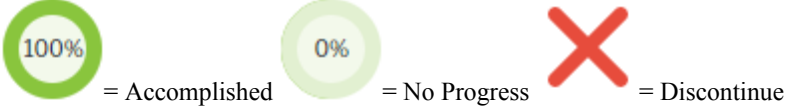| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) GT 6 hour update training provided to all staff	2.4, 2.5	Campus Administrators Teachers	Increase student engagement Increase the number of students performing at Masters Level on STAAR Increase student cognition level			
Funding Sources: 199 - Local Funds - 2503.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

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 professional development on Differentiated Instruction to all OEISD teachers

    Evaluation Data Source(s) 3: Final Teacher Appraisal

    Summative Evaluation 3:

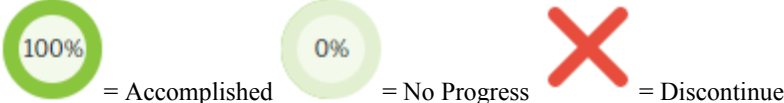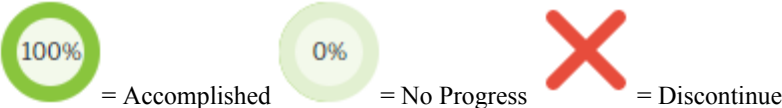| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers will continue to be trained on vocabulary strategies and use those regularly with their unit topics		Content Specialists Campus Administrators	Improved student performance on all assessments (i.e. STAAR)			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) In order to increase knowledge on differentiated instruction special education staff and general education staff will receive training		SPED Director Campus Administrators Curriculum Director	Improved student performance Cited in walk-through data			
Funding Sources: 199 - Local Funds - 1000.00, 224 - IDEA Funds - 2000.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						
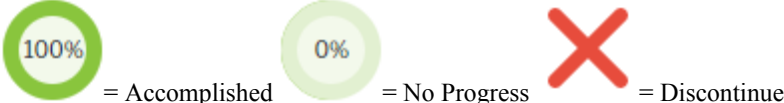
Goal 2: High Quality Professional Development

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

Performance Objective 4: Provide professional development on Inclusive Practices for Special Education Students to OEISD Teachers

    Evaluation Data Source(s) 4: Final Teacher Appraisal

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Staff training in new STAAR testing changes		District Administrators District Testing Coordinator Special Programs Teachers	Increase teacher awareness of testing Improved student performance			
Funding Sources: 199 - Local Funds - 4745.00						
100% = Accomplished 0% = No Progress ✕ = Discontinue						

Goal 3: Safe and Drug-Free Schools

OEISD will maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 1: OEISD will provide anti bullying training and other trainings in order to promote student achievement and focus on educational priorities.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Anti-Bullying Training for all personnel		Federal Programs Campus Administrators Counselors Teachers	Less bullying reports Students feel safe			
Funding Sources: 199 - Local Funds - 1000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Provide lessons to students on all campuses regarding the topic of bullying.		Campus Administrators Counselors Teachers Federal Programs Director	Less bullying reports Improved feedback from Parent & Student surveys			
Funding Sources: 199 - Local Funds - 1000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Anti Bullying Pep Rally focusing on "Kindness Counts"theme		Campus Administrators Counselors Teachers	Improved Bullying Awareness Better social skills Safe environment			
Funding Sources: 199 - Local Funds - 200.00						
4) Project Turnaround		Campus Administrators Counselors	Improved bullying awareness Student survey shows students feel safe			
Funding Sources: 211 - Title 1 Funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 3: Safe and Drug-Free Schools

OEISD will maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 2: OEISD will promote a drug free environment.

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:

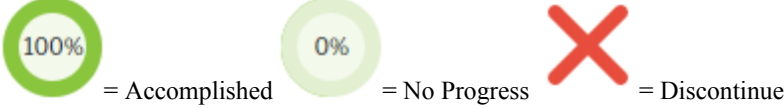| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Red Ribbon Activities will be planned and scheduled to prevent substance abuse during Red Ribbon Week on all campuses		School Counselors Campus administrators	Record /Schedule of activities planned A safe and drug free environment is established.			
Funding Sources: 211 - Title 1 Funds - 1200.00						
2) Project Turnaround		Campus Administrators Counselors	Improved bullying awareness Student survey shows students feel safe			
Funding Sources: 211 - Title 1 Funds - 0.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 3: Safe and Drug-Free Schools

OEISD will maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 3: OEISD will increase students and communities knowledge of a healthy lifestyle.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Provide Aim for Success training for all OEISD Parents		School nurses SHAC Committee	Increase in parental involvement			
Funding Sources: 199 - Local Funds - 266.00						
2) Provide SHAC membership information to parents in order to increase knowledge of healthy lifestyles for all parents and students		School Nurses	Students and parents learn about a healthy lifestyle. Prevention of illnesses such as diabetes, high blood pressure, etc.			
Funding Sources: 199 - Local Funds - 1066.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Fitness Gram will be administered to all students in grades 3rd - 12th		School nurses	Student records			
		Funding Sources: 199 - Local Funds - 0.00				
4) Offer healthier food choices for all students and staff.		School Board Superintendent Food Service Director	Development of carbohydrates & calorie charts for all food products being served			
5) Students are served fruit Tuesday-Thursday		Food service director	Improve healthy eating habits			
6) Promote Ag Life A&M Extensions health & nutrition resources		Food service director	Improve healthy eating habits			
7) Invite parents to the San Patricio Parent Conference		Parent Liaison Title I director	Increase parental involvement Improve family healthy eating habits			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 3: Safe and Drug-Free Schools

OEISD will maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 4: Provide professional development to ensure the safety of all students

    Evaluation Data Source(s) 4: Report submitted to the state

    Summative Evaluation 4:

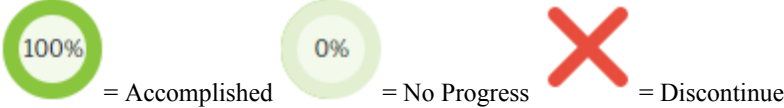| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) All OEISD Staff will participate in training on the School Wellness Plan and the condition of Anaphylaxis		School Nurse SHAC Chairman Administration	Increased Staff knowledge regarding significant health topics			
2) All staff will receive the following trainings through EduHero to ensure safety of all students: Sexual Abuse Suicide Prevention Conflict Resolution Violence Prevention Harassment and dating violence Pregnancy related services		Administrators Teachers	Ensure safety of all student & positive environment			
	Funding Sources: 199 - Local Funds - 2503.00					
3) Outside agencies such as Baptist Children Family Services will be used at all campuses for individual counseling and group guidance counseling		Administrators Counselors	Ensure safety of students			
	Funding Sources: 199 - Local Funds - 0.00					
	100% = Accomplished 0% = No Progress ✖ = Discontinue					
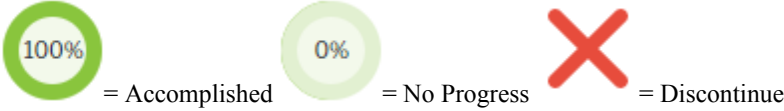
Goal 3: Safe and Drug-Free Schools

OEISD will maintain a safe and drug free academic environment that is positively conducive to student learning.

Performance Objective 5: OEISD will provide crisis management training to all district staff members

 Evaluation Data Source(s) 5: Title IV-Final and Safe and Drug Free Evaluation Report-All activities were completed and progress was made

 Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Crisis Management Plan training for all staff will be reviewed and any necessary changes will be made.		District Administrators Campus Administrators	Ensure safety of all students and staff			
2) Increase safety on campuses and district through school check-in procedures		District Administrators Campus Administrators Technology staff	Increased safety throughout our district Alignment of safety procedures			
3) Mock drills for safety awareness: Shooter on campus		All OEISD employees	Ensure safety of all students and staff			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 4: Parent and Community Involvement

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

Performance Objective 1: OEISD will show an increase in Parental Involvement.

Evaluation Data Source(s) 1: Parental Engagement meeting attendance sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Implement and maintain consistent communication initiatives across the district so parents are informed partners with schools. The following communication strategies will be used by OEISD administrators and teachers daily, weekly and monthly in order to keep our parents well informed: email, teacher web pages, six weeks newsletters per administrator, and district social media, mass parent email system, monthly article in local paper by designated district /campus administrator, LivingTree		Administration Teachers School Counselors Technology staff	Educational needs of students will be met by both parents and educators collaborate to ensure the student meets the State student academic achievement standards			
	Funding Sources: 199 - Local Funds - 3341.00					
2) Parent Programs regarding various campus topics will be hosted and food/refreshments will be provided		Administration Teachers School Counselors	Parental and community involvement will increase			
	Funding Sources: 199 - Local Funds - 3000.00					
3) Written parent communication will be provided in dual language		Administration Teachers School Counselors	Parents knowledge of their child education will increase			
	Funding Sources: 199 - Local Funds - 1000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
4) Provide teachers district stationary (postcards) and each six weeks, teachers send postcards to students each semester to communicate something positive to the parents (by the end of the year, each parent would have received a postcard)		Administration Teachers	Positive communication with parents will build better relationships Educators will collaborate with parents through positive communication to enable child to be successful.			
Funding Sources: 199 - Local Funds - 1000.00						
5) The Beautification Committee will work at raising funds to beautify the school facilities as well as add some landscaping items and signs to the outdoor areas.		Community Facilities Community Committee	Improvement of School Facilities Improvement of environment for students			
Funding Sources: 199 - Local Funds - 0.00						
6) Administrators will attend Parental Involvement conference		Federal Programs Administrators	Improve parental involvement throughout the district			
Funding Sources: 211 - Title 1 Funds - 3000.00						
7) Parental Involvement Conference will be attended by parents. District will pay conference fees for parents and provide transportation.		Federal Programs Administrators	Improve parental involvement throughout the district			
Funding Sources: 211 - Title 1 Funds - 1500.00						
8) District leaders will develop individual and department parent engagement initiatives (list) that will be completed throughout the school year		All district leaders	Goal sheets from summer admin retreat calendar with listed specific department parent engagement activities			
Funding Sources: 199 - Local Funds - 1000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) Literacy Night at Elementary campus		Campus leaders Teachers	Improved reading scores Increased parental involvment			
Funding Sources: 199 - Local Funds - 300.00						
10) Plan and deliver banquets honoring student achievements		Sponsors Booster clubs District staff	Improved positive parental involvement Improved school climate			
11) Develop and implement a district-wide Parent Teacher Organization to unite various campus efforts for parent involvement		Campus Administrators Parent volunteer leaders PTO officers	Increased parent involvement District-wide PTO			
12) Expand campus beautification efforts into the community.		Student Council Ag Science Maintenance Volunteers	Improved appearance in selected areas of the community			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
13) Increased visibility of school board members, district administrators, and campus administrators at school events throughout the school year to build relationships with parents and community members		Superintendent District leaders Campus leaders School Board	Parents and community members increased awareness of board and administrator attendance at school events			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

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: OEISD will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective, timely additional assistance which shall include measures to ensure those students difficulties are identified on a timely basis.

Evaluation Data Source(s) 1: RTI records and Special Education referrals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) RTI- Response to Intervention Tiers of Support will be implemented at every campus. Documentation of meetings will assist in enhancing the program.	2.4, 2.5, 2.6	Campus Administrators Teachers School Counselor	RTI folders Improved teacher documentation Improvement evidenced on report cards/progress reports Improved overall student performance in all areas			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Tutoring and intervention services will be provided at all campuses	2.4, 2.5, 2.6	Campus Administrators Teachers	Improved unit assessment results Improved student performance on all assessments (i.e. STAAR)			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Math Interventionist Services to be provided at Elementary and Intermediate campuses	2.4, 2.5, 2.6	Elementary Administrators Math Content Specialist	Improvement on report cards/progress reports Improved student performance on STAAR Improved students performance on MOY and EOY universal screener			
Funding Sources: 199 - Local Funds - 30000.00, 224 - IDEA Funds - 27197.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) OEISD will seek opportunities to build on an above average attendance rate to maximize state funding.		Administrators Teachers Curriculum Director	Increased attendance on a daily, six weeks, and annual basis Increase in students recognized at the end of the year ceremony for perfect attendance. Decrease in number students needing credit recovery due to attendance at the HS			
Funding Sources: 199 State Comp - 7600.00						
Comprehensive Support Strategy 5) All Special Ed students in the district will receive reading or math intervention as needed	2.4, 2.5, 2.6	Administrators Teachers ELAR/Math Content Specialists Special Education	Improved student achievement Improved ratings on State and Federal yearly reports			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Class size reduction teacher to assist students with reading		Campus Administrators Director of Federal/Special Programs Curriculum	Improve performance on local and state assessments			
Funding Sources: 255-Title II - 56540.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Teachers will compile and utilize a blue data folder containing DMAC reports to be utilized during prescriptive data meetings giving guidance on how to implement improvement ideas based on data. Blue data folder contains student tutorial reporsts by SE that they did not master, demographic performance reports by SE).	2.6	Curriculum Director Content Specialists Campus Admin Teachers	Improve performance on local and state assessments Increase of accountability ratings for Indexes 2,3,4			
Funding Sources: 211 - Title 1 Funds - 50.00						

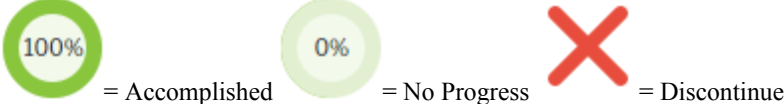| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Students (subpopulations will be color coded for confidentially identifying economically disadvantaged, Hispanic, white, Special Ed. and ELL) will track and monitor their performance on the reporting categories for each STAAR test they will take in the Spring and be responsible for completing additional activities included in their folder to assist them to reach the STAAR MEETS PASSING PERCENTAGE GRADE OR MEET THE MASTERS LEVEL PASSING PERCENTAGE (track individual progress on each reporting category based on their performance of their folder activities) (Previous STAAR failures will have activities to complete to address passed reporting categories they failed.	2.6	Curriculum Director Content Specialist Campus Admin.	Student folder activities completed with indication of progress towards obtaining mastery of reporting categories use smiley faces or grades)			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) Training will be provided to the reading and math interventionist at the elementary campus to assist staff with RTI	2.4, 2.5, 2.6	Director of Federal/Special Programs Campus administrators	Improved RTI process district-wide			
Funding Sources: 211 - Title 1 Funds - 200.00						
100% = Accomplished 0% = No Progress ✖ = Discontinue						

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: OEISD will address the achievement gaps of all student populations based on STAAR performance

    Evaluation Data Source(s) 2: STAAR score results, district benchmark results, and unit test results

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy 1) Reading Interventionist Services to be provided on Elementary and Intermediate campus.	2.4, 2.5, 2.6	Teachers Literacy Coach Administrators Federal Programs	Improved performance on local and state assessments			
Funding Sources: 255-Title II - 52000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Student Attendance Incentives and Awards will be presented routinely at each campus		Administrators Teachers Parents	Improved average daily attendance rate at each campus			
Funding Sources: Campus Activity Fund - 2000.00						
Comprehensive Support Strategy 3) Designated classes will be reduced in size	2.4, 2.5, 2.6	Administration	Improved student-teacher ratio data Improved performance on local and state assessments			
Funding Sources: 211 - Title 1 Funds - 148568.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Additional training will be provided to 504 coordinators to ensure students have proper plans	2.4, 2.5, 2.6	Administrators Director of Federal/Special Program	Improved student achievement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Teachers will utilize the open ended questions provided in every unit assessment in TCMPC which requires the student (subpopulations will be color coded for confidentially identifying economically disadvantaged, Hispanic, white, Special Ed. and ELL) to answer the questions using complete thoughts and sentences that would meet the standards on all grade level STAAR writing tests. (teachers will be provided training on rubric that accompanies the open ended questions)	2.4, 2.5, 2.6	Curriculum Director Content Specialists Campus Administrators Writing teachers	Improved student performance on local and state assessments			
	Funding Sources: 199 - Local Funds - 6680.00					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

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: Post secondary awareness at all campuses

    Evaluation Data Source(s) 3: Accountability ratings

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	**Apr**	**June**
1) Junior High Career Day, awareness of the opportunities available		Administrators Teachers counselor	Student career awareness			
Funding Sources: 199 - Local Funds - 200.00						
2) College awareness: College Day, College flags, College t-shirt day every Thursday, College fairs		Campus Administrators	Increase in student applying for college			
Funding Sources: 199 - Local Funds - 500.00						
3) HB 2804 Career Day incentive will be implemented throughout the district		Administrators Teachers Curriculum	Improve college preparation Increase college enrollment			
Funding Sources: 199 - Local Funds - 200.00						
4) OEISD will offer students more than the two-day excused absence limit for college visits.		Campus administrators PEIMS clerks	Increase the number of students attending college Increase the number of student receiving scholarships			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

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 4: Strengthen student services, including extra-curricular programs to impact the academic, social, and emotional success of students.

   Evaluation Data Source(s) 4: Accountability ratings

   Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy 1) Encourage students to participate in multiple extra-curricular activities.		Superintendent HS Administration Athletic Director Band Director	An increase in the number of students participating in multiple UIL activities			
	100% = Accomplished		0% = No Progress		✕ = Discontinue	

Goal 6: Technology

OEISD will foster the use of state-of-art technology through integration within the curriculum

Performance Objective 1: 90% of OEISD Classrooms will utilize instructional technology equipment

Evaluation Data Source(s) 1: Increased usage of devices and equipment implemented an viewed by administers during walk throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Provide and utilize modern technology tools and digital resources for teachers and students to guarantee quality instruction and engagement, PK-12.		School Board Superintendent District Technology Coordinator Campus leaders	Cited on walk-through data Increased student engagement Improved annual formal review of district technology and digital resources			
Funding Sources: 199 - Local Funds - 0.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Upgrade hardware devices, mobile devices, classroom technology, and software as needed		Technology staff Administrators Teachers	Improve District Technology Plan Increase student engagement Cited in walk-through data			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Provide quality ongoing Professional Development for teachers in the use and implementation of modern technology tools and best practices for instructional integration		Superintendent Campus leaders Curriculum Director Technology Director	Cited in walk-through data			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Integrate the Internet in student learning (TCMPC, Technology Standards, and Cybersecurity)		Technology Administrators Teachers	Increase student engagement Improve student achievement			
Funding Sources: 199 - Local Funds - 7500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Use district technology equipment (Computers, Wireless devices) in student projects and learning.		Technology Administrators Teachers	Increase student engagement Improve student achievement			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Mobile carts will be used throughout the district		Technology	Increase student engagement Improve student achievement			
Funding Sources: 199 - Local Funds - 0.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Utilize multiple funding strategies to create and enhance opportunities to secure cutting edge technology for staff and student population.		Technology District Administrators Campus leaders	Cited in walk-through data Grant opportunities			
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) District technology leaders have revised assignments which include splitting network, hardware, and devices inventory from software and integration of technology into classroom lessons.		Curriculum Director Technology Department	Software usage reports Teacher trainings on software and devices Photographs of more teachers utilizing the devices effectively			
Funding Sources: 199 - Local Funds - 120000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) Keyboarding classes will be taught at the JH campus.		Campus Administrators Teachers	Character Building careers and college exploration			
Funding Sources: 199 - Local Funds - 800.00						
10) Provide advanced courses to prepare students for real-world technological challenges in post-secondary life.	2.5, 2.6	Superintendent Technology Director Campus leaders Technology staff	Increase course offerings			
Funding Sources: 199 - Local Funds - 9000.00						
Comprehensive Support Strategy 11) Establish a live streaming and recorded video (Web content) and/or audio (Podcasts) that will allow teachers and students opportunities to enhance and integrate technology into daily instruction.		Superintendent Technology Director Campus leaders Technology staff	Audio Podcasts created by teachers Streaming Videos created by teachers Recorded Lessons created by teachers			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
	100% = Accomplished	0% = No Progress	✖ = Discontinue			

Goal 6: Technology

OEISD will foster the use of state-of-art technology through integration within the curriculum

Performance Objective 2: Teachers will utilize technology to access data to assist all student groups

    Evaluation Data Source(s) 2: Teacher usage reports per software

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers will access student data by using systems efficiently (DMAC, TXEIS)		Administrators Teachers Curriculum/Curriculum coaches Technology director	Improved Administrator/Teacher data meetings Improved student performance on local and state assessments			
Funding Sources: 211 - Title 1 Funds - 4404.55, 199 - Local Funds - 17000.00						

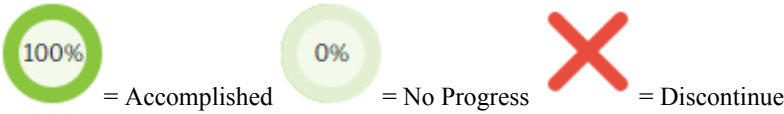100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 6: Technology

OEISD will foster the use of state-of-art technology through integration within the curriculum

Performance Objective 3: Employees will utilize technology to communicate with parents

Evaluation Data Source(s) 3: Increases in the following by our parents: accessing teacher webpages, teacher parent emails, parents signing up for notify me, parents accessing students grades online

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Training is provided to teachers to create teacher web pages		Teachers Administrators Technology staff	Improved Web pages Positive feedback from parent surveys Positive feedback from teacher surveys			
Funding Sources: 199 - Local Funds - 3000.00						
2) Enhance and foster communication tools (teacher web pages/web communication tools)		Technology Administrators	Improve student achievement Increase student involvement Communication enhanced			
Funding Sources: 199 - Local Funds - 3000.00						
3) LivingTree will be used to implement and maintain consistent communication initiatives across the district so parents are informed partners with schools.		Administration Teachers School Counselors Technology staff	Educational needs of students will be met by both parents and educators collaborate to ensure the student meets the State student academic achievement standards			
Funding Sources: 199 - Local Funds - 3341.00						
	100% = Accomplished	0% = No Progress	❌ = Discontinue			

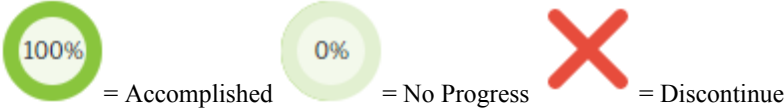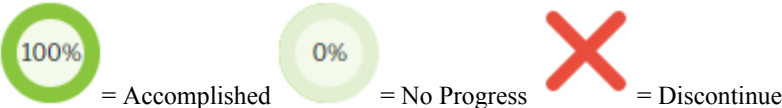**Goal 6:** Technology

OEISD will foster the use of state-of-art technology through integration within the curriculum

Performance Objective 4: Students in grades Kindergarten through High School will participate in a districtwide STEM program

Evaluation Data Source(s) 4: Completed lesson plans

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teacher training will be provided to assist in implementing the K-8th grade full Stem Program		Curriculum Director Administrators	Increased knowledge of coding Increase in number of unplugged lessons completed by students			
	Funding Sources: 199 - Local Funds - 7000.00					
100% = Accomplished	0% = No Progress	✕ = Discontinue				

Goal 7: Special Programs

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

Performance Objective 1: OEISD will review and redesign K-12 special programs (i.e. gifted and talented).

Evaluation Data Source(s) 1: Special Program Students-STAAR Performance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Inclusion support will be provided for special education students in core classes along with collaboration in all subject areas		Special Education Director Campus leaders Special Education Staff	Cited in walk-through data Increased student performance Progress shown on IEP reports PBMAS data indicators in compliance			
Funding Sources: 224 - IDEA Funds - 50000.00, 199 - Local Funds - 125000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Train OEISD teachers on effective strategies for serving students with disabilities in the general education classroom		Special Programs Directors Special Education Staff Campus leaders Teachers	Cited in walk-through data Increased student performance Progress shown on IEP reports PBMAS data indicators in compliance			
Funding Sources: 224 - IDEA Funds - 1000.00, 199 - Local Funds - 1000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Provide training to all OEISD Teachers regarding Special Programs per providing all teachers an OEISD Special Programs Binder		Special Programs Directors	Cited in walk-through data Increased student performance PBMAS data indicators in compliance			
Funding Sources: 199 - Local Funds - 1000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Pullout GT K-5 one day a week and JH/HS serviced in Pre AP classes as well.		Campus leaders GT Teachers Teachers	Improved student products Improved student performance at Masters level on STAAR/STAAR EOC			
Funding Sources: 199 - Local Funds - 16000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) All Special Ed students will receive reading or math intervention as needed		Campus leaders Teachers Content Specialists Special Education staff	Documentation evident in student plans Improved student performance Improved unit assessment results State and Federal yearly reports			
Funding Sources: 199 - Local Funds - 5000.00, 224 - IDEA Funds - 5000.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) ESL training available to all staff		Campus leaders Teachers ESL Coordinator	Increase teacher awareness PBMAS data indicators in compliance Improved student performance			
Funding Sources: Title III LEP SSA - 5000.00						

100%   = Accomplished   0%   = No Progress   ✕   = Discontinue

Goal 7: Special Programs

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

Performance Objective 2: OEISD will ensure that all secondary teachers participate in Pre-AP and AP Institutes in order to increase rigor in all classrooms.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

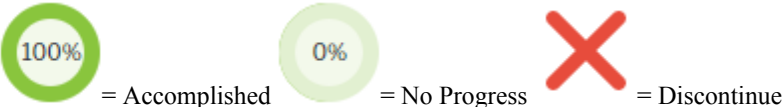| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers teaching the advanced classes and Pre AP/AP courses will attend GT and Pre- AP and AP Programs institutes such as AP/Pre-AP Institute, State GT Conferences. All teachers will receive the GT 6 hour update.		GT Coordinator Campus leaders Teachers	Increased number of students performing at Masters level on STAAR/STAAR EOC Cited on walk-through documentation			
Funding Sources: 199 - Local Funds - 3000.00						
Comprehensive Support Strategy 2) High school will expand college preparation awareness and offerings including, but not limited to, AP, PSAT, ACT, and SAT.		Secondary Campus leaders Secondary Counselors	Improved student performance on state and national assessments Increased number of students accepted into colleges or universities Increased number of students participating in college prep courses Increased number of students taking Pre-AP/AP/Dual-credit courses			
		100% = Accomplished	0% = No Progress	✗ = Discontinue		
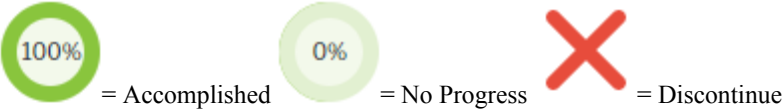
Goal 7: Special Programs

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

Performance Objective 3: OEISD 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.

Evaluation Data Source(s) 3: CTE State Guidelines

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Enroll female students in nontraditional CTE classes by providing program representatives from CRAFT and DEL MAR to speak to our students		CTE Director HS Campus leaders School Counselor	Student performance Increased number of female students in CATE			
	Funding Sources: 199 - Local Funds - 3000.00					
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Enroll male students in nontraditional CTE classes by providing program representatives from CRAFT and DEL MAR to speak to our students		CTE Director HS Campus leaders School Counselor	Student performance Increased number of female students in CATE			
	Funding Sources: 199 - Local Funds - 3000.00					
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 8: Migrant Education

To develop a comprehensive Migrant Program that supports the diverse needs of Migrant students and their families

Performance Objective 1: OEISD Migrant records will meet state and federal reporting requirements with 100% accuracy

Evaluation Data Source(s) 1: Audit Forms-Will meet Audit Standards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) District Designee attends Migrant training offered by ESC Region 2		Migrant Coordinator	Migrant students needs are met			
Funding Sources: 199 - Local Funds - 0.00						
2) Identify all Migrant students per new enrollment procedures/forms		Migrant Coordinator Campus Registrars	Enrollment Forms PEIMS Edit + Data TEA PEIMS Submissions			
Funding Sources: 199 - Local Funds - 17000.00						
3) Communication between Migrant coordinator and campus personnel each six weeks		Migrant Coordinator Campus Registrars	Enrollment Forms PEIMS Edit + Data ESC-Fax confirmation TEA PEIMS Submissions			
Funding Sources: 199 - Local Funds - 0.00						
4) Migrant student report cards requested from campuses each six weeks		Migrant Coordinator Campus Registrars	Enrollment Forms PEIMS Edit + Data ESC-Fax confirmation Student achievement			
Funding Sources: 199 - Local Funds - 0.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 9: Recruiting and Retaining High Quality Teachers

Performance Objective 1: Recruit and hire high quality teachers to fill hard-to-fill teaching assignments

Evaluation Data Source(s) 1: Local budget and District Salary Schedule

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Mentor teachers will be assigned to all first-year teachers to the district.		Curriculum Director Campus Administrators	Improved turnover rate Increased quality teaching Improved school climate			
2) The teacher salary will be examined annually to direct resources toward all teaching personnel from those entering the pay system to those near retirement.		School Board Superintendent Business office	Improved recruiting and screening of applicants Decreased turnover rate High teacher retention			
Comprehensive Support Strategy 3) Experienced employees new to OEISD that have been employed in public education for at least five of the previous eight years may be issued a probationary contract up to three years from the date of district employment to fairly assess an employee's performance.		Human Resources Curriculum Director Campus Administrators	Increase number of high quality teachers in the classrooms			
4) The campus principal may submit to the superintendent a request to allow a certified teacher to teach one subject out of their field.		Campus Administrators Human Resources Curriculum Director	Increased flexibility in scheduling courses			
5) An individual with experience in a CTE field could be eligible to teach a vocational skill or course through a local teaching certificate.		Superintendent Human Resources HS Administrators Curriculum Directors	Increased flexibility in course offerings.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

State Compensatory

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Aide	Teacher's Aide	Junior High	100
Aide	Nurse Aide	District	100
DAEP	Teacher	Secondary DAEP	73
Fine Arts	Teacher	High School	100
Instructional	Teacher	Elementary ESL	100
Instructional	Teacher	Elementary	100
Instructional	Teacher	Reading Intervention	100
Instructional	Teacher	Elementary	100
Instructional	ELA Teacher	Secondary ESL	100
Instructional	Teacher	Secondary Social Studies	100
Instructional	Dyslexia Teacher	Elementary	100
Instructional	Teacher	Elementary	100
Instructional	Teacher	Elementary	100
Instructional ESL	Teacher	Elementary	100
Intervention	Teachers Aide Reading	Elementary	100
Spanish	Teacher	High School	100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment serves as a the main component in the planning process for all the districts and campus plans. Data is being gathered and reviewed throughout the school year. Collaboration between all staff through vertical team planning allows all staff the opportunity to find ways to fill student gaps. The data gathered is disaggregated and analyzed at the end of each school year to provide an effective plan for all student groups.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district realizes that parental involvement plays a major role in education and is the key to student success. We at OEISD realize we must have a partnership with parents and have developed a postive slogan that is inclusive of all stakeholders for igniting and communicating our collaborative commitment to work together for every child success. OEISD...PARENTS...STUDENTS ONE TEAM ONE DREAM

- Parent involvement policy will be reviewed and developed with parents
- Policy will be included in Student Handbook and available on the school website

3.2: Offer flexible number of parent involvement meetings

District leaders will hold parent engagement meetings during the day and in the evening to accommodate parents.

Title I Personnel

Name	Position	Program	FTE
Instructional	Teacher	Elementary	100
Instructional	Teacher	Junior High	100
Instructional	Teacher	High School	100

District Site-Based Team

Committee Role	Name	Position
Administrator	Sonia Gamez	Elementary/Intermediate Assistant Principal
District-level Professional	Veronica Gutierrez	Curriculum Director
Administrator	Yolanda Alvaro	HS Principal
Administrator	Jana Kieschnick	Intermediate Principal
Administrator	Esmeralda Martinez	Elementary Principal
District-level Professional	Yolanda Carr	Superintendent
Administrator	Traci Pogue	Junior High Principal
Administrator	Lisa Flores	High School Assistant Principal
District-level Professional	Lidamar Yruegas	Elementary/Intermediate Assistant Principal
Non-classroom Professional	Joey Avila	Technology Director
Non-classroom Professional	Sherri Brown	High School Counselor
Classroom Teacher	Lindsay Silguero	High School teacher
Classroom Teacher	Melissa Vela	High School teacher
Student	Lucas Lopez	High School student
Student	Julisa Alcala	High School student
Non-classroom Professional	Cynthia Garcia	K-8 Counselor
Classroom Teacher	Blyth Swartsfager	Junior High teacher
Classroom Teacher	Belinda Ruiz	Junior High teacher
Classroom Teacher	Clarissa Moreno	Intermediate School teacher
Classroom Teacher	Amy Rogers	Intermediate School teacher
Classroom Teacher	Anita Rogers	Elementary School teacher
Classroom Teacher	Elizabeth Sanchez	Elementary School teacher

Committee Role	Name	Position
Parent	Pam Brewer	Parent
Parent	Sandra Ortiz	Parent
Parent	Amber Tijerina	Parent
Parent	Heather Huerta	Parent
Business Representative	Rita Jasso	Business member

Campus Funding Summary

199 - Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESC provides training free for new teachers		$0.00
1	1	2	ESC provided refresher training for free		$0.00
1	2	1			$6,680.00
1	2	2	ESC contracted services		$20,000.00
1	2	3	ESC contracted services		$20,000.00
1	2	4	Sub pay		$500.00
1	3	1			$2,500.00
1	3	2	Supplies/Materials		$300.00
1	3	3			$20,000.00
1	3	5			$300.00
1	4	1	Software subcription		$6,380.00
1	6	1			$2,000.00
2	2	1	Professional Development software subsription		$2,503.00
2	3	2			$1,000.00
2	4	1	District staff provides training		$4,745.00
3	1	1			$1,000.00
3	1	2			$1,000.00
3	1	3			$200.00
3	3	1	district staff provides training		$266.00
3	3	2	district staff provides training		$1,066.00
3	3	3			$0.00

199 - Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2	Software subscription		$2,503.00
3	4	3			$0.00
4	1	1			$3,341.00
4	1	2	food and refreshments		$3,000.00
4	1	3	campus personell will provide proper communication		$1,000.00
4	1	4			$1,000.00
4	1	5			$0.00
4	1	8			$1,000.00
4	1	9			$300.00
5	1	3			$30,000.00
5	2	5			$6,680.00
5	3	1			$200.00
5	3	2			$500.00
5	3	3	campuses will support the incentive		$200.00
6	1	1			$0.00
6	1	4			$7,500.00
6	1	6			$0.00
6	1	8			$120,000.00
6	1	9	taught by JH teachers		$800.00
6	1	10	Software program subscription		$9,000.00
6	2	1			$17,000.00
6	3	1			$3,000.00
6	3	2			$3,000.00
6	3	3			$3,341.00
6	4	1			$7,000.00

199 - Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			$125,000.00
7	1	2			$1,000.00
7	1	3	training provided by district staff		$1,000.00
7	1	4	core teacher will be used for pull out program		$6,000.00
7	1	4			$10,000.00
7	1	5			$5,000.00
7	2	1			$3,000.00
7	3	1			$3,000.00
7	3	2			$3,000.00
8	1	1			$0.00
8	1	2			$17,000.00
8	1	3			$0.00
8	1	4			$0.00
				Sub-Total	$484,805.00

211 - Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			$141,293.00
3	1	4			$0.00
3	2	1			$1,200.00
3	2	2			$0.00
4	1	6			$3,000.00
4	1	7			$1,500.00
5	1	7			$50.00
5	1	9			$200.00
5	2	3			$148,568.00

211 - Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			$4,404.55
				Sub-Total	$300,215.55

224 - IDEA Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			$2,000.00
5	1	3			$27,197.00
7	1	1			$50,000.00
7	1	2			$1,000.00
7	1	5			$5,000.00
				Sub-Total	$85,197.00

Title III LEP SSA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	6			$5,000.00
				Sub-Total	$5,000.00

Campus Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			$0.00
5	2	2			$2,000.00
				Sub-Total	$2,000.00

255-Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			$56,540.00
5	1	6			$56,540.00
5	2	1			$52,000.00
				Sub-Total	$165,080.00

199 State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	4			$7,600.00
				Sub-Total	$7,600.00

410-EMAT funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$20,000.00
				Sub-Total	$20,000.00
				Grand Total	$1,069,897.55