

# 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 of 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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Odem-Edroy ISD is a PK-12 public school located in South Texas. The district consists of an elementary, intermediate, junior high, and high school campus and serves approximately 900 students. Odem-Edroy is a Title I district with 81.6% of the students being economically disadvantaged.

The following demographic data is from TAPR 2017-2018:

Demographics	Percent
Attendance Rate	95.4%
Graduation Rate	100%
Economically Disadvantaged	81.6%
English Learners (EL)	3.3%
At-Risk	49.4%
Gifted & Talented	6.9%
Special Education	5.6%

Student Ethnicity	Percent
African American	0.8%
Hispanic	85.8%
White	12.6%
American Indian	0.1%
Two or more Races	0.7%

### Demographics Strengths

- 100% graduation rate
- ELL population is 3.3% compared the the state average of 18%.
- The mobility rate is below the state average.

- Schoolwide free breakfast and lunch program for all students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Odem-Edroy ISD fell short of the 97% attendance rate goal. **Root Cause:** There are a small number of students with chronic absenteeism.

# Student Achievement

## Student Achievement Summary

Odem-Edroy ISD earned a "B" on the state accountability performance ratings. The district and all three campuses Met Standard for the overall ratings . High school received score of 84 with Junior High, Intermediate, and Elementary receiving an 84, 76, and 76 respectively. Junior high also earned two Distinction Designations in the areas of Closing the Gaps and Post Secondary Readiness. The high school received a Distinction Designation in Social Studies.

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.

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

## 2019 STAAR Data

STAAR	Approaches	State Average	Meets	Masters	Economically Disadvantaged	GT	At Risk
3 <sup>rd</sup> Grade Reading	85%	76%	55%	29%	86%	N/A	67%
3 <sup>rd</sup> Grade Math	85%	78%	53%	15%	86%	N/A	56%
4 <sup>th</sup> Grade Reading	84%	74%	35%	24%	80%	100%	69%
4 <sup>th</sup> Grade Math	65%	74%	29%	16%	64%	89%	42%
4 <sup>th</sup> Grade Writing	75%	65%	25%	4%	73%	100%	62%
5 <sup>th</sup> Grade Reading	89%	86%	56%	20%	83%	100%	84%
5 <sup>th</sup> Grade Math	84%	89%	54%	10%	78%	100%	74%

<b>STAAR</b>	<b>Approaches</b>	<b>State Average</b>	<b>Meets</b>	<b>Masters</b>	<b>Economically Disadvantaged</b>	<b>GT</b>	<b>At Risk</b>
5 <sup>th</sup> Grade Science	67%	74%	31%	16%	68%	60%	47%
6 <sup>th</sup> Grade Reading	72%	66%	40%	18%	69%	100%	48%
6 <sup>th</sup> Grade Math	82%	79%	46%	15%	79%	100%	65%
7 <sup>th</sup> Grade Reading	78%	74%	45%	25%	74%	100%	65%
7 <sup>th</sup> Grade Math	82%	73%	47%	24%	74%	100%	65%
7 <sup>th</sup> Grade Writing	78%	69%	49%	24%	74%	100%	62%
8 <sup>th</sup> Grade Reading	92%	84%	56%	20%	91%	100%	85%
8 <sup>th</sup> Grade Math	87%	87%	54%	10%	87%	100%	77%
8 <sup>th</sup> Grade Science	77%	79%	48%	19%	82%	100%	56%
8 <sup>th</sup> Grade Social Studies	76%	79%	36%	13%	76%	100%	67%

<b>EOC</b>	<b>Approaches</b>	<b>State Average</b>	<b>Meets</b>	<b>Masters</b>	<b>Economically Disadvantaged</b>	<b>GT</b>	<b>At-Risk</b>
Algebra I	85%	84%	49%	25%	80%	100%	65%
Biology	97%	88%	80%	20%	97%	100%	90%
English I	70%	63%	51%	4%	64%	100%	43%
English II	63%	67%	47%	4%	40%	N/A	56%
US History	98%	93%	56%	27%	100%	N/A	96%



## 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.

### Strengths:

- Student achievement in reading across the district indicates reading is above the state averaged in all grades 3-8, English I and English II. Masters levels for grades 3-8, English I and English II are above the state levels.
- Student achievement in 3rd, 6th & 7th math and algebra are above the state average.
- Student achievement in Biology is well above the state average in all performance categories.
- Student achievement in US History is above the state average. Masters level is above the state average.
- Student achievement in 4th & 7th grade writing are above the state average in all performance levels. 7th grade writing masters level is above the state average.

Odem-Edroy received the following distinctions:

- \* Postsecondary Readiness (OJH)
- \* Comparative Closing Gaps (OJH)
- \* Social Studies (OHS)

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** While the student test scores are above the state average, the data shows some possible learning gaps in some populations. **Root Cause:** The district needs to better analyze the data of the sub-population groups to determine how to better address their learning needs.

**Problem Statement 2:** Implementation of high quality assessments should be emphasized for differentiation and growth. **Root Cause:** Data is under utilized for instructional adjustments.

**Problem Statement 3:** There is a gap in STAAR achievement between students who are receiving special education/504 services, EL, low income, in foster care, or homeless and their peers. **Root Cause:** Lack of differentiation in the classroom for all students.

# 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.

## 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.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** There is a need to actively support the emotional well-being of students. **Root Cause:** There is an increased number of students with emotional problems and are less able to cope.

# 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 25% which is higher than the state rate of 16%. 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

- Highly effective teachers
- Strong support/collaborative team for teachers
- Teacher to student ratio is low
- Professional development is available to teachers. (STCC, ESC-2, & campus support)
- High correlation between staff effectiveness & student achievement

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** In the past three years, our district has replaced veteran teachers in high need and hard-to-hire positions affecting our academic scores in those areas. **Root Cause:** Experienced, certified and effective teachers are difficult to find.

**Problem Statement 2:** There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs. **Root Cause:** There is not a current system in place for interested applicants to apply online . We lose applicants in this competitive market.

# 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.

## 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. 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. Campus administrators work with teachers to identify strengths and weaknesses and assist in closing the gaps using strategic planning.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Improve professional development to support high quality, engaging TEKS based instruction. **Root Cause:** Lack of training continuity on instructional strategies for all teachers due to attrition.

# 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.

## 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, Literacy Night, Technology night, Math & 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.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is more parental involvement at the elementary/intermediate campus and less at the secondary level. **Root Cause:** The district needs to find a better way to engage secondary parents.

# 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.

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.

## District Context and Organization Strengths

- Reading and Math interventionist at elementary/intermediate campus who utilized pull-out program
- Small-group instruction
- Staff development days built into calendar to allow planning time
- Student and teacher surveys to evaluate programs
- Communication provided to parents regularly
- 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:** There is a need to stay current with safety and security procedures and to assess facilities. **Root Cause:** With new and aging facilities, not all buildings have same level of security or surveillance cameras.

# 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.

## Technology Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- District emphasis of student use of technology
- Wireless Internet
- DMAC used by staff to access student data
- Living Tree as the district-wide form of communication
- Mobile workstations for most classrooms
- Robots available for enrichment
- Google training for all staff
- Computer-based intervention programs K-12
- TxEIS Parent Portal available to monitor grades
- Four 3-D printers for district use

# Priority Problem Statements

**Problem Statement 1:** Odem-Edroy ISD fell short of the 97% attendance rate goal.

**Root Cause 1:** There are a small number of students with chronic absenteeism.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** While the student test scores are above the state average, the data shows some possible learning gaps in some populations.

**Root Cause 2:** The district needs to better analyze the data of the sub-population groups to determine how to better address their learning needs.

**Problem Statement 2 Areas:** Student Achievement

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

**Root Cause 4:** Experienced, certified and effective teachers are difficult to find.

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

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

**Root Cause 6:** The district needs to find a better way to engage secondary parents.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 9:** Implementation of high quality assessments should be emphasized for differentiation and growth.

**Root Cause 9:** Data is under utilized for instructional adjustments.



**Problem Statement 9 Areas:** Student Achievement

**Problem Statement 11:** There is a gap in STAAR achievement between students who are receiving special education/504 services, EL, low income, in foster care, or homeless and their peers.

**Root Cause 11:** Lack of differentiation in the classroom for all students.

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 14:** There is a need to actively support the emotional well-being of students.

**Root Cause 14:** There is an increased number of students with emotional problems and are less able to cope.

**Problem Statement 14 Areas:** District Culture and Climate

**Problem Statement 15:** There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs.

**Root Cause 15:** There is not a current system in place for interested applicants to apply online . We lose applicants in this competitive market.

**Problem Statement 15 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 16:** Improve professional development to support high quality, engaging TEKs based instruction.

**Root Cause 16:** Lack of training continuity on instructional strategies for all teachers due to attrition.

**Problem Statement 16 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 18:** There is a need to stay current with safety and security procedures and to assess facilities.

**Root Cause 18:** With new and aging facilities, not all buildings have same level of security or surveillance cameras.

**Problem Statement 18 Areas:** District Context and Organization

# 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data
- Equity data

### **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: OEISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post secondary success.

**Performance Objective 1:** Odem-Edroy ISD will meet state standards and earn distinctions based on The Texas Education Agency accountability ratings.

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) TCMPC Training provided for New Teachers and refreshers for veteran teachers.	2.4	Curriculum Director Campus leaders	Improved student performance on unit assessments and STAAR. High expectations evident in student work			
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1					
2) Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, and Education Service Center 2.	2.4, 2.5	Campus Leaders Curriculum Director Teachers	Data in DMAC Improved teacher performance Instructional strategies			
3) Monitor Data through DMAC	2.4	Superintendent Curriculum Director District Leaders Teachers	Data reports, progress monitoring			
	<b>Problem Statements:</b> Student Achievement 2					
4) Integration of technology in instructional and administrative programs..	2.4, 2.5	District and Campus Leaders, Technology Director, Teachers	Evidence in instruction, increased student engagement and performance.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
5) Monitor student attendance and state attendance laws. Attendance directly affects student learning.	2.4	District and Campus Leaders, Counselors, Teachers	Improved attendance rate.			
<b>Problem Statements:</b> Demographics 1						
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

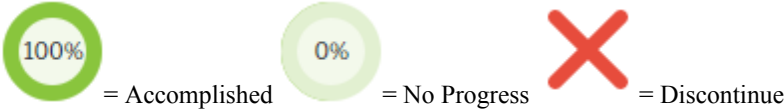
<b>Demographics</b>
<b>Problem Statement 1:</b> Odem-Edroy ISD fell short of the 97% attendance rate goal. <b>Root Cause 1:</b> There are a small number of students with chronic absenteeism.
<b>Student Achievement</b>
<b>Problem Statement 2:</b> Implementation of high quality assessments should be emphasized for differentiation and growth. <b>Root Cause 2:</b> Data is under utilized for instructional adjustments.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Improve professional development to support high quality, engaging TEKS based instruction. <b>Root Cause 1:</b> Lack of training continuity on instructional strategies for all teachers due to attrition.

**Goal 1:** OEISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post secondary success.

**Performance Objective 2:** Odem-Edroy ISD will adjust course offerings to ensure opportunities of College, Career, Military Readiness for all students.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

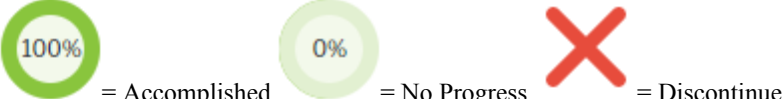
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Facilitate effective transitions from preschool , elementary, intermediate, junior high and from high school to post-secondary education.	2.5	Campus Leaders District Leaders Counselors	Campus Planned Activities			
2) Provide awareness opportunities for post-secondary education and the workforce, which may include career, military, and technical education programs.	2.5	District Leaders Campus Leaders Teachers Counselors	Activities will vary by campus			
						

## Goal 2: OEISD will have effective communication to all parents/guardians and with all stakeholders emphasizing parent partnerships aimed at increasing student performance.

**Performance Objective 1:** OEISD will expand its outreach and continue to update and explore different modes of communication with all community stakeholders. Social media push is in place through electronic communication.

**Evaluation Data Source(s) 1:** Marquee, District web page, Facebook, Twitter, Living Tree

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Written communication.	3.1	Campus leaders, Counselors, Teachers	Post cards each six weeks. Newspaper articles.			
2) Electronic communication-social media push.	3.1	Superintendent, Campus and District Leaders, Counselors, Technology Director	District Marquee, District Web-page, Living Tree, Facebook, Twitter			
3) Meet the Teacher Night, Open House	3.1	District and Campus Leaders, Counselors, Teachers	Opportunity to meet educational needs of students by both educators and parents.			
						






**Goal 2:** OEISD will have effective communication to all parents/guardians and with all stakeholders emphasizing parent partnerships aimed at increasing student performance.

**Performance Objective 2:** OEISD will bring the community together and become a School of Choice.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Develop a parent and family policy to encourage family involvement across the district.	3.1, 3.2	Parent Involvement Coordinators Campus Leaders District Leaders	Develop, review & plan; Parental Involvement Policy; Develop School-Parent Compact; Increase community awareness and support; Elementary and Secondary Parental Engagement Coordinators			
<b>Problem Statements:</b> School Culture and Climate 1						
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 2 Problem Statements:**

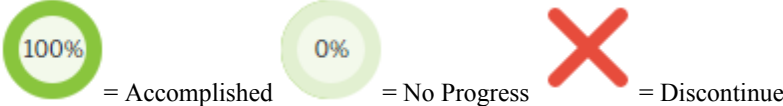
School Culture and Climate
<b>Problem Statement 1:</b> There is a need to actively support the emotional well-being of students. <b>Root Cause 1:</b> There is an increased number of students with emotional problems and are less able to cope.

## Goal 3: OEISD will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.

**Performance Objective 1:** OEISD will recruit and maintain highly effective staff who embrace our students, parents, and community.

**Evaluation Data Source(s) 1:**

**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			
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1					
2) Expand partnerships with universities, other certification programs and consider job fairs. Host student teachers and interns to grow our own.	2.5	Superintendent, HR Director, Campus Leaders	Student Teachers, Intern Teachers hired and retained.			
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2					
3) Purchase an online Recruit/Hire/Records Management System, to assist hiring managers/principals in screening and interviewing for quality applicants in a more timely manner.	2.4	Director of HR, District and Campus Leaders	Efficiency in hiring process to ensure first choice candidates are offered positions in a timely manner.			
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2					
						

### Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> In the past three years, our district has replaced veteran teachers in high need and hard-to-hire positions affecting our academic scores in those areas. <b>Root Cause 1</b> : Experienced, certified and effective teachers are difficult to find.
<b>Problem Statement 2:</b> There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs. <b>Root Cause 2:</b> There is not a current system in place for interested applicants to apply online . We lose applicants in this competitive market.

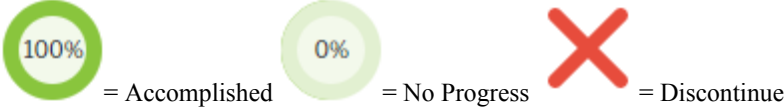


**Goal 3:** OEISD will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.

**Performance Objective 2:** OEISD will grow instructional and interpersonal leadership capacity for balanced and effective oversight.

**Evaluation Data Source(s) 2:** STAAR Data will be compared to show increased leadership capacity and implementation of campus and district initiatives.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Leadership meetings, TPESS coaching and implementation.	2.5	District leaders, Campus leaders	PD records, PLC, Implementation Evidence, TPESS			
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2					
2) Support teacher leaders to grow from within.		District and Campus Leaders	Department meetings, committee participation, increased leadership opportunities.			
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2					
						

**Performance Objective 2 Problem Statements:**

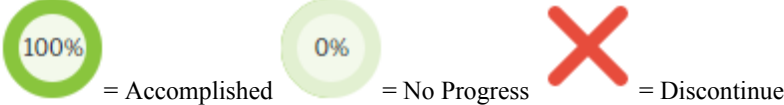
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 2:</b> There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs. <b>Root Cause 2:</b> There is not a current system in place for interested applicants to apply online . We lose applicants in this competitive market.</p>

**Goal 3:** OEISD will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.

**Performance Objective 3:** OEISD will grow teachers to serve general, special education, dyslexia, 504, at-risk and ELL students well.

**Evaluation Data Source(s) 3:** STAAR data will be compared to show teacher growth throughout all st

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Increase certified ESL teachers.	2.4	District and Campus Leaders	Certificates of completion.			
<b>Problem Statements:</b> Student Achievement 3						
2) Increase teachers with GT hours per the State GT plan. Monitor the yearly 6 hour updates.		District and Campus Leaders, GT Coordinator.	Certificates of completion.			
						

**Performance Objective 3 Problem Statements:**

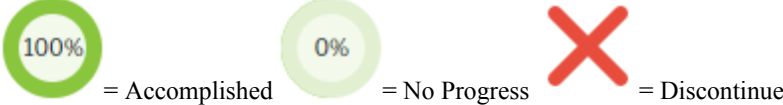
Student Achievement
<b>Problem Statement 3:</b> There is a gap in STAAR achievement between students who are receiving special education/504 services, EL, low income, in foster care, or homeless and their peers. <b>Root Cause 3:</b> Lack of differentiation in the classroom for all students.

## Goal 4: OEISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

**Performance Objective 1:** OEISD will improve drug/violence/bullying/suicide prevention programs and update policies to help ensure student safety.

**Evaluation Data Source(s) 1:** Implementation will be measured through completed surveys and comparing prior year PEIMS data.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Drug/violence/bullying/suicide prevention (Including: discipline management, sexual harassment, dating violence)	2.6	District and Campus Leaders, Counselors, Teachers	Sign in sheets, Presenter Information, Invoices, Stop-It data			
<b>Problem Statements:</b> School Culture and Climate 1						
2) Parent/Student/Staff Surveys	2.6	District and Campus Leaders, Counselors, Teachers	Survey Results			
3) Red Ribbon Week	2.6	District and Campus Leaders, Counselors, Teachers	Record of school activities promoting safe and drug free schools.			
4) Regular SHAC meetings.	3.1	School Nurses	Students and parents learn about healthy lifestyles and illness prevention.			
<b>Problem Statements:</b> School Culture and Climate 1						
						

### Performance Objective 1 Problem Statements:

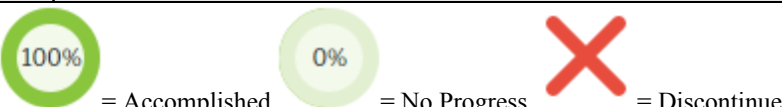
School Culture and Climate
<b>Problem Statement 1:</b> There is a need to actively support the emotional well-being of students. <b>Root Cause 1:</b> There is an increased number of students with emotional problems and are less able to cope.

**Goal 4:** OEISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

**Performance Objective 2:** OEISD will enhance the student/staff safety through a proactive Emergency Management Plan and collaboration with First Responders.

**Evaluation Data Source(s) 2:** Implementation review of Emergency Management Plan and effectiveness of Crisis Management Teams. Evaluate collaboration with local LEA and First Responders.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Crisis Management Plan-ongoing updates		District and Campus Leaders, Counselors, Teachers	District CMP, Campus monthly required safety drills.			
<b>Problem Statements:</b> School Context and Organization 1						
2) Facilities Audit		Superintendent, District Leaders, Campus Leaders, Director of Maintenance, Transportation and Custodial	Safety Audit Report; Work Orders addressing repairs and invoices for replacement			
3) Staff will complete mandated safety training from EduHero. (Including: sexual abuse, sex trafficking)	2.6	District and Campus Leaders	100% compliance by all staff.			
<b>Problem Statements:</b> School Context and Organization 1						
						

**Performance Objective 2 Problem Statements:**

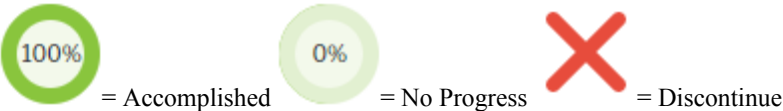
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> There is a need to stay current with safety and security procedures and to assess facilities. <b>Root Cause 1:</b> With new and aging facilities, not all buildings have same level of security or surveillance cameras.

**Goal 4:** OEISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

**Performance Objective 3:** OEISD will bring awareness to mental health issues and improve support for students and staff.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Social Emotional Health-Connections Coastal Bend Wellness; BCFS counseling K-12, Cyber Safety Speaker K-5, Student Assistance Services Counselor, Communities in Schools	2.4	Counselors Principals	Information focused on student well being.			
	<b>Problem Statements:</b> School Culture and Climate 1					
						

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> There is a need to actively support the emotional well-being of students. <b>Root Cause 1:</b> There is an increased number of students with emotional problems and are less able to cope.

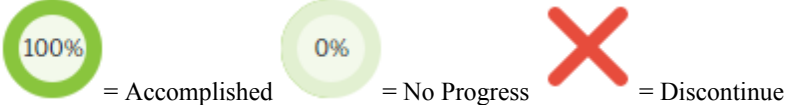


## Goal 5: OEISD will maintain efficient and effective management of resources and operations to maximize learning for all students.

**Performance Objective 1:** OEISD will establish operating guidelines and automate procedures to improve efficiency and effectiveness.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Serve homeless students following the McKinney-Vento Act. Monitor Migrant students.	2.6	Principals, Homeless Liaison	Documentation of providing for needs so student can perform academically. Migrant assistance from the ESC-2.			
	<b>Problem Statements:</b> Student Achievement 3					
2) Identify GT students and provide accelerated instruction opportunities according to the new State GT Plan.	2.5	Principals, GT Coordinator	Monitor student participation and instruction. Students will perform at the Masters Level on STAAR.			
3) Students that qualify for special education, ESL, the dyslexia program or are in 504 will receive intense research based instruction.	2.6	Principals, 504 Coordinator, Dyslexia teachers	Monitor instruction, Students will perform at the passing standard on STAAR.			
	<b>Problem Statements:</b> Student Achievement 3					
4) Monitor all discipline practices, DAEP placements, attendance rates, pre and post assessments, dropouts and recidivism rates.	2.6	Principals, counselors	Reduction of office referrals, students will return without academic gaps so they may perform at the passing standard on STAAR.			
	<b>Problem Statements:</b> Student Achievement 3 - School Culture and Climate 1					
						

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 3:</b> There is a gap in STAAR achievement between students who are receiving special education/504 services, EL, low income, in foster care, or homeless and their peers. <b>Root Cause 3:</b> Lack of differentiation in the classroom for all students.

## School Culture and Climate

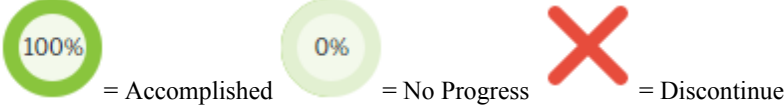
**Problem Statement 1:** There is a need to actively support the emotional well-being of students. **Root Cause 1:** There is an increased number of students with emotional problems and are less able to cope.

**Goal 5:** OEISD will maintain efficient and effective management of resources and operations to maximize learning for all students.

**Performance Objective 2:** OEISD financial and instructional services will comply with all federal and state regulations and mandates.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) All departments will develop procedures and guidelines for district employees for consistent oversight practices.	2.5	Superintendent District Leaders Directors Business Office Human Resources	Best practice procedures followed by district employees			
						

**Goal 5:** OEISD will maintain efficient and effective management of resources and operations to maximize learning for all students.

**Performance Objective 3:** OEISD will begin the process of Strategic Planning for long-and-short term financial and facilities planning goals.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Form a team to a five-year strategic plan that determines the mission and vision for the entire district.	2.4	District and Campus Leaders, Teachers , paraprofessionals, Nurse, parent	mission, vision, core values, and priorities outlined in this strategic plan, comprehensive needs assessment			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

# State Compensatory

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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 positive 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Instructional	Teacher	Elementary	100
Instructional	Teacher	Junior High	100
Instructional	Teacher	High School	100



# District Site-Based Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Lori Schulze	Executive Director of School Improvement
District-level Professional	Jana Kieschnick	Special Programs Director
District-level Professional	Yolanda Carr	Superintendent
District-level Professional	Lidamar Yruegas	Elementary/Intermediate Assistant Principal
Non-classroom Professional	Abigail Gomez	Elementary/Intermediate Counselor
Classroom Teacher	Lindsay Silguero	High School teacher
Classroom Teacher	Blyth Swartsfager	Junior High teacher
Classroom Teacher	Anita Rogers	Elementary School teacher
Parent	Sandra Ortiz	Parent
Parent	Heather Huerta	Parent
Business Representative	Lisa Gonzales	Business Member
Parent	Adam Martinez	Parent