

Odem-Edroy Independent School District District Improvement Plan

2022-2023



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 914 students. Odem-Edroy is a Title I district with 67.4% of the students being economically disadvantaged.

The following demographic data is from TAPR 2020-2021:

Demographics	Percent
Attendance Rate	98.6%
Graduation Rate	100%
Economically Disadvantaged	67.4%
English Learners (EL)	3.2%
At-Risk	29.1%
Gifted & Talented	7.1%
Special Education	8.2%

Student Ethnicity	Percent
African American	0.7%
Hispanic	84.2%
White	14.1%
American Indian	0%
Two or more Races	0.7%

Demographics Strengths

- 100% graduation rate
- ELL population is 3.2% compared the the state average of 20.3%.
- Schoolwide free breakfast, lunch and after school dinner program for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 for 2021-2022.

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.

	All Students	Hispanic	White	Two or More Races	Econ Disadv	EB/EL	Special Ed
All Subjects							
Percent of Tests							
At Approaches GL Standard or Above	71%	70%	80%	94%	65%	83%	46%
At Meets GL Standard or Above	41%	39%	51%	63%	35%	46%	26%
At Masters GL Standard	15%	15%	18%	31%	12%	6%	8%
Number of Tests							
At Approaches GL Standard or Above	852	698	136	15	556	29	51
At Meets GL Standard or Above	490	392	87	10	298	16	29
At Masters GL Standard	183	148	30	5	101	2	9
Total Tests	1,195	1,000	169	16	852	35	110
ELA/Reading							
Percent of Tests							
At Approaches GL Standard or Above	74%	73%	80%	83%	69%	92%	38%
At Meets GL Standard or Above	47%	44%	60%	83%	41%	54%	29%
At Masters GL Standard	18%	17%	18%	33%	14%	8%	7%
Number of Tests							
At Approaches GL Standard or Above	352	294	52	5	231	12	16
At Meets GL Standard or Above	222	178	39	5	137	7	12
At Masters GL Standard	84	70	12	2	47	1	3
Total Tests	475	401	65	6	337	13	42
Mathematics							
Percent of Tests							
At Approaches GL Standard or Above	66%	64%	74%	*	59%	92%	42%
At Meets GL Standard or Above	31%	29%	39%	*	26%	46%	18%
At Masters GL Standard	11%	10%	16%	*	9%	8%	5%
Number of Tests							
At Approaches GL Standard or Above	261	214	42	*	166	12	16
At Meets GL Standard or Above	122	97	22	*	74	6	7
At Masters GL Standard	44	34	9	*	25	1	2
Total Tests	396	332	57	*	281	13	38
Science							
Percent of Tests							
At Approaches GL Standard or Above	70%	67%	92%	*	65%	67%	50%
At Meets GL Standard or Above	42%	42%	48%	*	37%	50%	25%
At Masters GL Standard	14%	14%	12%	*	11%	0%	6%
Number of Tests							
At Approaches GL Standard or Above	129	103	23	*	90	4	8
At Meets GL Standard or Above	77	64	12	*	51	3	4
At Masters GL Standard	25	21	3	*	15	0	1
Total Tests	183	153	25	*	138	6	16
Social Studies							
Percent of Tests							
At Approaches GL Standard or Above	78%	76%	86%	*	72%	*	79%
At Meets GL Standard or Above	49%	46%	64%	*	38%	*	43%
At Masters GL Standard	21%	20%	27%	*	15%	*	21%
Number of Tests							
At Approaches GL Standard or Above	110	87	19	*	69	*	11
At Meets GL Standard or Above	69	53	14	*	36	*	6
At Masters GL Standard	30	23	6	*	14	*	3
Total Tests	141	114	22	*	96	*	14

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 6th grade reading was above the state average in all performance categories.

- Student achievement in Biology, English, Algebra and US History is well above the state average in all performance categories.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): Implementation of high quality assessments should be emphasized for differentiation and growth. **Root Cause:** Data is under utilized for instructional adjustments.

Problem Statement 3 (Prioritized): 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 the Title I Survey, parents feel that the school is a supportive and inviting place for students to learn. The school district sets high standards for academic performance for all students. The school fosters an appreciation of student diversity and respect for each other. The school emphasizes showing respect for all students' cultural beliefs and practices. 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. All students are accepted and regardless of their disability. Students receive the support needed to be successful. Those is small class sizes benefit from them.

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. Students feel comfortable reporting a bully incident to a teacher or other staff member.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): COVID-19 has altered processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The District continues to work to educate our students, with safety as a priority.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district has hired several new teachers this year. The turnover rate for teachers at OEISD has averaged at 15.2% which is lower than the state rate of 14.3%. Mentoring programs have been set up to assist new teachers in the district. 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
- Mentor teachers are provided for new teachers
- Additional Staff Stipends: Retention, Reading Academy, CTE, English I, Insurance Allotment
- OEISD is developing a system for rewarding high performing teachers
- Staff raises
- Increased substitute teacher pay
- Increased bus driver pay
- Additional teachers were added to reduce class sizes.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): In recent years, our district has lost experienced and effective teachers affecting our academic scores. **Root Cause:** Experienced, certified and effective teachers are difficult to find.

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 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. Unique Curriculum is used for special populations.

STAFF DEVELOPMENT

Time-line	Topic	Key Staff	Support
August 2022	New Teacher Training <ul style="list-style-type: none"> • Maintenance System Requests- Rocky • Sub System • Eduhero sign up, Ascender Teacher Portal, Curriculum Page • Eduphoria-Aware/Strive • TEKS Resource System (core areas only) 	New Teachers	Administrators Curriculum Dept Human Resources
August 2022	Capturing Kids Hearts	Administrators, Teachers	Capturing Kids Hearts Staff
August 2022	Teacher Planning	Administrators Teachers	Administrators Curriculum Dept.
August 2022	Technology Training	Administrators Teachers	Technology Department
January 2023	Mini Conference Professional Development	Teachers	Administrators

Time-line	Topic	Key Staff	Support
January 2023	STAAR Strategy/Data Training	Teachers	ESC Consultants

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 in Eduphoria is 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.

Improved reading and math assessments at BOY, MOY, and EOY testing. Students are identified given extra support in struggling areas. Curriculum is adjusted and students who have fallen behind significantly.

The district will continue to provide staff development opportunities based on specific campus needs.

Developing Courses:

- Academic Study of the Bible - HB 2681
- Agricultural Class at OJH - SB801

New Standards to Existing Courses:

- Economics - Focus on financial literacy - SB 1063
- Social Studies (K-12) - Informed Patriotism - HB 4509

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 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. The district will continue to explore and implement innovative programs for family 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, Math & Science night, College night, GT parent meetings, Orientation, Booster club meetings, awards ceremony, Elementary performances and field day, and Parental Involvement meetings.

Survey results showed that parents felt that the school is a supportive and inviting place for students to learn and quality work is expected of all students. Living Tree and Remind is used to communicate with parents and allows teachers to communicate in the family's home language. Teachers also communicate through Parent Square, 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. The school fosters an appreciation of student diversity and respect for each other.

The majority of parents felt that the school is a safe place for students. Also, parents felt that the school has clean and well maintained facilities and property.

As a community partnership, COVID testing & COVID vaccination clinics have been offered by the school district.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need for more parental involvement for all campuses. **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. 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, and Parent Square. Campuses make an effort to communicate with parents and inform them of any and all activities.

ESSER funds were used to reduce class sizes. Four teachers in grade levels K-5th were assigned to help to lower class student to teacher ratios.

District Context and Organization Strengths

- Staff and students generally feel safe at school.
- A large population of our students are involved in extracurricular activities & clubs.
- 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
- OES, OIS and OJH interventions built into the master schedule to serve students' needs
- JH enrichment period built in to master schedule
- OIS WIN time (What I Need- Enrichment, Intervention, GT) built into master schedule
- Teachers have the opportunity to serve on committees
- Online school registration process through Ascender program

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: The decision process with respect to COVID-19 considerations is critical to maintain the District's positive relationship with parents and the greater OEISD community. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The District continues to work to be a leader in the community, with an emphasis on regular

communication and transparency.

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.

Eduphoria is also used to assist all staff members in gathering student information and data. This data is used to assist teachers in closing student gaps.

COVID-19 added technology purchases:

- Istation
- Reading Plus
- See Saw LMS

Technology Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- District emphasis of student use of technology
- District wide wireless Internet service
- Technology Help Tickets are answered in a timely manner
- Eduphoria is used by staff to access student data
- Parent Square is used as the district-wide form of communication
- Mobile workstations for most classrooms
- Google training for all staff
- Computer-based intervention programs K-12
- Ascender Parent Portal available to monitor grades
- Reading Plus
- Istation
- Virtual Learning - Google Classroom, See Saw, Electronic Library System
- Development of guidelines for the use and integration of digital devices in public schools.

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 7: There is a need to actively support the emotional well-being of students.

Root Cause 7: There is an increased number of students with emotional problems and are less able to cope.

Problem Statement 7 Areas: District Culture and Climate

Problem Statement 3: In recent years, our district has lost experienced and effective teachers affecting our academic scores.

Root Cause 3: Experienced, certified and effective teachers are difficult to find.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Improve professional development to support high quality, engaging TEKs based instruction.

Root Cause 8: Lack of training continuity on instructional strategies for all teachers due to attrition.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: There is a need for more parental involvement for all campuses.

Root Cause 4: The district needs to find a better way to engage secondary parents.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 9: There is a need to stay current with safety and security procedures and to assess facilities.

Root Cause 9: With new and aging facilities, not all buildings have same level of security or surveillance cameras.

Problem Statement 9 Areas: District Context and Organization

Problem Statement 5: Implementation of high quality assessments should be emphasized for differentiation and growth.

Root Cause 5: Data is under utilized for instructional adjustments.

Problem Statement 5 Areas: Student Achievement

Problem Statement 10: COVID-19 has altered processes, policies, and procedures in an unprecedented manner.

Root Cause 10: COVID-19 is a root cause of challenges nationwide. The District continues to work to educate our students, with safety as a priority.

Problem Statement 10 Areas: District Culture and Climate

Problem Statement 6: 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 6: Lack of differentiation in the classroom for all students.

Problem Statement 6 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: OEISD will increase the calculated "overall rating" for the district under the state's adopted A-F accountability system from a B to an A.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All campuses will use Eduphoria software to disaggregate STAAR performance data by ethnicity, gender, socioeconomic status, and special programs and to monitor campus-based assessment data throughout the year for the same categories. Campuses will also progress monitor supplemental programs that are in place to assist with closing the gaps.</p> <p>Strategy's Expected Result/Impact: Teachers will understand and utilize TEKS based materials and instruction which is closely aligned to student expectations improving assessment data gathered from campus-based assessments.</p> <p>Staff Responsible for Monitoring: Superintendent Curriculum Director District Leaders Teachers</p> <p>Title I: 2.4</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, TCMPC and Education Service Center 2.</p> <p>Strategy's Expected Result/Impact: Data in Eduphoria Improved teacher performance Instructional strategies</p> <p>Staff Responsible for Monitoring: Campus Leaders Curriculum Director Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Virtual Learning Resources/Training - ESSER -COVID 19</p>	Formative		
	Jan	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be provided extended learning opportunities in curriculum areas they are not mastering. Strategy's Expected Result/Impact: Increased test scores will be noted on campus based assessments and STAAR/EOC. Staff Responsible for Monitoring: District Administration and Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continued improvement in the integration of technology in instructional and administrative programs. Strategy's Expected Result/Impact: Evidence in instruction, increased student engagement and performance. Staff Responsible for Monitoring: District and Campus Leaders, Technology Director, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - ESSER -COVID 19</p>	Formative		
	Jan	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The district will utilize federal Elementary and Secondary School Emergency Relief (ESSER) funding to meet student safety and instructional needs resulting from the COVID-19 pandemic. Strategy's Expected Result/Impact: Ability to purchase materials/cover expenses related to COVID-19 pandemic. Staff Responsible for Monitoring: Business Manager, District Administrators, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - ESSER -COVID 19</p>	Formative		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 2: Increase average daily attendance rate to 95%.





Evaluation Data Sources: ADA reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor student attendance and state attendance laws. Attendance directly affects student learning. Due to COVID-19, the district will work to keep attendance steady.</p> <p>Strategy's Expected Result/Impact: Improved attendance rate that is consistent.</p> <p>Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus attendance incentives for good attendance.</p> <p>Strategy's Expected Result/Impact: Improved attendance.</p> <p>Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: OEISD will have effective communication to all parents/guardians, community 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 with the implementation of Parent Square.

Evaluation Data Sources: Marquee, District web page, Facebook, Twitter, Parent Square

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish partnerships that provide opportunities for the district and partners to work together. Strategy's Expected Result/Impact: Partnerships will be formed to enhance district and campus engagement. Staff Responsible for Monitoring: Campus and District Leaders, Counselors, Community In Schools Counselor	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet the Teacher Night, Open House and parental involvement activities. Strategy's Expected Result/Impact: Opportunity to meet educational needs of students by both educators and parents. Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers, Parent Involvement Liaisons Title I: 4.1	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: OEISD will have effective communication to all parents/guardians, community 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase parent and family policy to encourage family involvement across the district.</p> <p>Strategy's Expected Result/Impact: Review TEA Parent Engagement Handbook; Parental Involvement Policy; Develop School-Parent Compact; Increase community awareness and support; Elementary and Secondary Parental Engagement Coordinators</p> <p>Staff Responsible for Monitoring: Parent Involvement Coordinators Campus Leaders District Leaders</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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





Performance Objective 1: OEISD will maintain and develop highly effective staff who embrace our students, parents, and community and retain at least 90% of new hires.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Mentor teachers will be assigned to all first-year teachers to the district. Strategy's Expected Result/Impact: Improved turnover rate</p> <p>Increased quality teaching</p> <p>Improved school climate</p> <p>Staff Responsible for Monitoring: Curriculum Director Campus Administrators HR Department</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Expand partnerships with universities, other certification programs and consider job fairs. Host student teachers and interns to grow our own.</p> <p>Strategy's Expected Result/Impact: Student Teachers, Intern Teachers hired and retained.</p> <p>Staff Responsible for Monitoring: Superintendent, HR Director, Campus Leaders</p> <p>Title I: 2.5</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: For the 2022-2023 school year, teachers will be observed using T-TESS with the goal of observed teachers achieving "proficient" or better to improve academic performance.</p> <p>Strategy's Expected Result/Impact: Professional Development calendar; session agendas with topics, dates, hours, presenters, sign in sheets.</p> <p>Staff Responsible for Monitoring: District administrators, campus administrators</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: OEISD will grow and train teachers to serve general, special education, dyslexia, 504, at-risk and EBS students.

Evaluation Data Sources: STAAR data will be compared to show teacher growth.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase certified EB teachers. Strategy's Expected Result/Impact: Certificates of completion. Staff Responsible for Monitoring: District and Campus Leaders</p> <p>Title I: 2.4</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase teachers with GT hours per the State GT plan. Monitor the yearly 6 hour updates. Strategy's Expected Result/Impact: Certificates of completion. Staff Responsible for Monitoring: District and Campus Leaders, GT Coordinator.</p>	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Increase and improve student awareness and support for drug, violence, bullying, suicide prevention, physical and mental health programs (CKH), and update policies to help ensure student's social, emotional, and physical safety.

Evaluation Data Sources: Implementation will be measured through completed surveys and comparing prior year PEIMS data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide support with drug/violence/bullying/suicide prevention programs, and student safety and mental health issues including Capturing Kids Hearts, Social Emotional Health-Connections Coastal Bend Wellness; BCFS counseling K-12, Cyber Safety Speaker K-5, Communities in Schools, Project Turnaround, SB 460 Mental Health Training, Mental Health First Aid Certification for select staff.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, Presenter Information, Invoices, Stop-It data, record of school activities promoting safe and drug free schools.</p> <p>Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers</p> <p>Title I: 2.6</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement bullying policy to reflect changes from Senate Bill 2050 that establishes a committee that emphasizes prevention while focusing on school climate and healthy relationships.</p> <p>Strategy's Expected Result/Impact: positive school climate, healthy relationships, less bullying reported, SB 2050 surveys</p> <p>Staff Responsible for Monitoring: District and campus administrators, counselors, teachers</p> <p>Title I: 2.6</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent/Student/Staff Surveys</p> <p>Strategy's Expected Result/Impact: Survey Results</p> <p>Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers</p> <p>Title I: 2.6</p>	Formative		
	Jan	Apr	June





Strategy 4 Details	Formative Reviews		
Strategy 4: Regular SHAC meetings. Strategy's Expected Result/Impact: Students and parents learn about healthy lifestyles and illness prevention. Staff Responsible for Monitoring: School Nurses Title I: 4.1	Formative		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Devise and implement documentation for state and school safety and health procedures through a proactive Emergency Management Plan and collaboration with First Responders.

Evaluation Data Sources: Implementation review of Emergency Management Plan and effectiveness of Crisis Management Teams. Evaluate collaboration with local LEA and First Responders. Routine audits, door sweeps and all new state safety procedures.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Crisis Management Plan-ongoing updates. Strategy's Expected Result/Impact: District CMP, Campus monthly required safety drills, Human Trafficking and Report Child Abuse posters added to all buildings. Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Safety and Security Director, Teachers Funding Sources: - Safety Grant</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilities Improvement-Current projects: New air conditioning and heating systems, roofing at multiple campuses, security cameras and lighting. Strategy's Expected Result/Impact: Safety Audit Report; Work Orders addressing repairs and invoices for replacement Staff Responsible for Monitoring: Superintendent, District Leaders, Campus Leaders, Director of Maintenance, Transportation and Custodial</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will complete mandated compliance training from EduHero such as: Cybersecurity, Sexual Harassment, FERPA, COPA and CIPA, Bullying, Human Trafficking and Blood-borne Pathogens. Strategy's Expected Result/Impact: 100% compliance by all staff. Staff Responsible for Monitoring: District and Campus Leaders Title I: 2.6</p>	Formative		
	Jan	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Transportation and district vehicle improvements including 6 buses, 3 Suburbans and 1 pick-up truck. Strategy's Expected Result/Impact: Safe transport of staff and students. Staff Responsible for Monitoring: District and Campus Administrators, transportation director</p>	Formative		
	Jan	Apr	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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 continue its plan to ensure that district stakeholders feel safe at school and school events.





Evaluation Data Sources: Feedback from district stakeholders.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement and make revisions to the district Emergency Operations Plan (EOP) to evaluate emergency procedures for both instructional and non-instructional facilities. This includes all training, policies, procedures, schedules, and equipment paramount to keeping all district stakeholders safe.</p> <p>Strategy's Expected Result/Impact: Increased safety and security.</p> <p>Staff Responsible for Monitoring: District and campus administrators, Safety and Security Director</p> <p>Funding Sources: - Safety Grant, - ESSER -COVID 19</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 1: Establish operating guidelines and automate procedures to improve efficiency and effectiveness of material monitoring.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Serve homeless students following the McKinney-Vento Act. Monitor Migrant students. Strategy's Expected Result/Impact: Documentation of providing for needs so student can perform academically. Migrant assistance from the ESC-2. Staff Responsible for Monitoring: Principals, Homeless Liaison</p> <p>Title I: 2.6</p>	Formative		
	Jan	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify GT students and provide accelerated instruction opportunities according to the new State GT Plan. Strategy's Expected Result/Impact: Monitor student participation and instruction. Students will perform at the Masters Level on STAAR. Staff Responsible for Monitoring: Principals, GT Coordinator</p> <p>Title I: 2.5</p>	Formative		
	Jan	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students that qualify for special education, ESL, the dyslexia program or are in 504 will receive intense research based instruction. Strategy's Expected Result/Impact: Monitor instruction, Students will perform at the passing standard on STAAR. Staff Responsible for Monitoring: Principals, 504 Coordinator, Dyslexia teachers</p> <p>Title I: 2.6</p>	Formative		
	Jan	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Evaluate the implementation of discipline practices at the classroom level.</p> <p>Strategy's Expected Result/Impact: Reduction of office referrals, students will return without academic gaps so they may perform at the passing standard on STAAR.</p> <p>Staff Responsible for Monitoring: Principals, counselors</p> <p>Title I: 2.6</p>	Formative		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: OEISD will continue the process of Strategic Thought, Design, and Continuous Improvement planning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Form a team to a six-step strategic plan development that determines the mission and vision statements for the district.</p> <p>Strategy's Expected Result/Impact: mission, vision, core values, and priorities outlined in this strategic plan, comprehensive needs assessment</p> <p>Staff Responsible for Monitoring: District and Campus Leaders, Teachers , district staff</p>	Formative		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aide	Nurse Aide	1
Aide	Teacher's Aide	1
DAEP	Teacher	1
Fine Arts	Teacher	1
Instructional	Teacher	1
Instructional	Teacher	1
Instructional	Teacher	1
Instructional	Teacher ESL	1
Instructional	Teacher	1
Instructional	Dyslexia Teacher	1
Instructional	ELA Teacher	1
Instructional	Teacher	1
Instructional	Teacher	1
Instructional	Teacher GT	1
Intervention	Teacher	1
Spanish	Teacher	1

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 Funding Summary

ESSER -COVID 19					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Virtual Learning Resources/Training		\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
Safety Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00