Odem-Edroy Independent School District

District Improvement Plan

2021-2022

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 66.1% of the students being economically disadvantaged.

The following demographic data is from TAPR 2019-2020:

Demographics	Percent
Attendance Rate	94.9%
Graduation Rate	100%
Economically Disadvantaged	66.1%
English Learners (EL)	3.3%
At-Risk	42.1%
Gifted & Talented	7.4%
Special Education	8.3%

Student Ethnicity	Percent
African American	0.8%
Hispanic	86.2%
White	12.6%
American Indian	0%
Two or more Races	0.6%

Demographics Strengths

- 100% graduation rate
- ELL population is 3.3% 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 2018-2019. The district kept the "B" performance rating due to the STAAR waiver for COVID-19. In 2018-2019, all three campuses Met Standard for the overall ratings.

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.

OIS 2021 STAAR Overview

			Eco Dis	Hispanic	Two or more Races	White	LEP	Sped
3rd	Mathematics	Approaches	67%	70%	*	75%	100%	50%
		Meets	9%	20%	*	25%	0%	0%
		Masters	3%	5%	*	0%	0%	0%
	Reading	Approaches	76%	83%	*	75%	100%	50%
		Meets	30%	43%	*	38%	0%	0%
		Masters	12%	20%	*	13%	0%	0%
4th	Mathematics	Approaches	41%	42%	*	33%	*	50%
		Meets	12%	13%	*	17%	*	0%
		Masters	2%	4%	*	0%	*	0%
	Reading	Approaches	44%	51%	*	67%	*	17%
		Meets	20%	22%	*	33%	*	0%
		Masters	10%	9%	*	17%	*	0%
	Writing	Approaches	33%	40%	*	67%	*	20%
		Meets	16%	16%	*	50%	*	0%
		Masters	3%	5%	*	0%	*	0%
5th	Mathematics	Approaches	55%	61%	*	80%	50%	0%
		Meets	10%	15%	*	20%	50%	0%
		Masters	0%	5%	*	20%	0%	0%
	Reading	Approaches	62%	73%	*	80%	100%	0%
		Meets	24%	34%	*	80%	0%	0%
		Masters	7%	20%	*	40%	0%	0%
	Science	Approaches	41%	56%	*	80%	100%	0%
		Meets	0%	7%	*	20%	0%	0%
		Masters	0%	5%	*	0%	0%	0%

			Eco Dis	**Hispanic**	**Two or More Races**	**White**	**LEP**	**SPED**
6th	Math	Approaches	57%	54%	100%	100%	100%	0%
		Meets	22%	17%	100%	71%	0%	0%
		Masters	8%	7%	100%	29%	0%	0%
	Reading	Approaches	54%	52%	100%	100%	0%	17%
		Meets	22%	20%	100%	71%	0%	0%
		Masters	11%	9%	100%	14%	0%	0%
7th	Math	Approaches	40%	46%	100%	56%	33%	20%
		Meets	15%	23%	0%	33%	33%	0%
		Masters	4%	6%	0%	11%	0%	0%
	Reading	Approaches	63%	67%	0%	89%	100%	20%
		Meets	25%	33%	0%	67%	33%	20%
		Masters	10%	17%	0%	33%	0%	0%
	Writing	Approaches	58%	65%	0%	67%	33%	0%
		Meets	23%	27%	0%	33%	33%	0%
		Masters	4%	6%	0%	0%	0%	0%
8th	Math	Approaches	69%	69%	100%	40%	67%	20%
		Meets	39%	36%	100%	20%	67%	20%
		Masters	6%	5%	0%	0%	0%	0%
	Reading	Approaches	74%	77%	100%	83%	100%	40%
		Meets	57%	58%	100%	50%	67%	0%
		Masters	29%	30%	0%	0%	0%	0%
	Science	Approaches	76%	77%	100%	67%	67%	60%
		Meets	47%	53%	100%	50%	33%	20%
		Masters	33%	35%	0%	17%	0%	0%
	Social Studies	Approaches	57%	61%	100%	50%	67%	40%
		Meets	31%	37%	100%	0%	33%	20%
		Masters	12%	16%	100%	0%	0%	0%
	Algebra 1	Approaches	92%	94%	*	100%	*	*
		Meets	77%	83%	*	100%	*	*
		Masters	54%	67%	*	100%	*	*

OHS STAAR Overview

	Eco Dis	**Hispanic**	**Two or more Races**	**White**	**LEP**	**SPED**
All Subjects						
Approaches	84%	85%	*	85%	63%	64%
Meets	61%	67%	*	63%	13%	53%
Masters	16%	22%	*	26%	0%	8%
English 1 & 2						

	Eco Dis	Hispanic	Two or more Races	White	LEP	SPED
Approaches	76%	77%	*	83%	*	57%
Meets	52%	61%	*	54%	*	50%
Masters	4%	8%	*	8%	*	0%
Algebra 1						
Approaches	91%	92%	*	90%	*	80%
Meets	78%	79%	*	70%	*	60%
Masters	34%	38%	*	40%	*	40%
Biology						
Approaches	87%	88%	*	80%	*	67%
Meets	57%	65%	*	60%	*	58%
Masters	9%	17%	*	20%	*	8%
US History						
Approaches	91%	92%	*	100%	*	60%
Meets	72%	74%	*	100%	*	40%
Masters	33%	40%	*	100%	*	0%

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 3rd grade math & reading are above the state average in all performance categories.
- Student achievement in 8th grade math, reading, social studies & science are above the state average.
- Student achievement in Biology, English, Algebra and US History is well above the state average in all performance categories.
- At OHS, the approaches percentage for all subjects, increased by 7%.

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 26.2% which is higher than the state rate of 16.8%. 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 staff members: Asst. Principal, Curriculum Specialist, H.S. Testing Coordinator, Nurse Secretary
- Additional teachers were added to reduce class sizes at OES & OIS.

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 2021	New Teacher Training • 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 2021	Building Relationships	Administrators, Teachers, Paraprofessionals	ESC Consultants
August 2021	Teacher Planning	Administrators Teachers	Administrators Curriculum Dept.
November 2021	Mini Conference Professional Development	Teachers	Administrators

Time-line	Topic	Key Staff	Support
January 2022	Emotional Poverty Training	Administrators, Teachers, Paraprofessionals	Curriculum Director Special Programs Director
February 2022	STAAR Strategy/Data Training	Teachers	ESC Consultants
TBA	HB 159- Training for educators to more effectively serve all students	Administrators, Teachers, Paraprofessionals	Administrators, Special Programs Director

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. Covid has hindered the in person parent and community engagement activities, but will begin again just as soon as it is safely possible.

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 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. 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 sschool 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, and 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.

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 intervention 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
- Living Tree 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 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 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 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 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

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 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 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 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

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- 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
- Postsecondary college, career or military-ready graduates
- 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.

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Jan	Apr	June

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.
   Staff Responsible for Monitoring: Superintendent
Curriculum Director
District Leaders
Teachers
 	
   Schoolwide and Targeted Assistance Title I Elements:
   2.4
	60%	80%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, TCMPC and Education Service Center 2.	**Formative**		
	Jan	Apr	June

Strategy's Expected Result/Impact: Data in Eduphoria
Improved teacher performance
Instructional strategies
   Staff Responsible for Monitoring: Campus Leaders
Curriculum Director
Teachers
 	
   Schoolwide and Targeted Assistance Title I Elements:
   2.4, 2.5
   Funding Sources: Virtual Learning Resources/Training - ESSER -COVID 19
	50%	80%	90%

Strategy 3 Details	Formative Reviews

Strategy 3 Details			
Strategy 3: Students will be provided extended learning opportunities in curriculum areas they are not mastering.	**Formative**		
Strategy's Expected Result/Impact: Increased test scores will be noted on campus based assessments and STAAR/EOC.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District Administration and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1, 3	50%	70%	80%

Strategy 4 Details			
Strategy 4: Continued improvement in the integration of technology in instructional.	**Formative**		
Strategy's Expected Result/Impact: Evidence in instruction, increased student engagement and performance.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District and Campus Leaders, Technology Director, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** - ESSER -COVID 19	50%	60%	85%

Strategy 5 Details			
Strategy 5: Monitor student attendance and state attendance laws. Increase attendance to 95% across the district.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance rate that is consistent.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - ESSER -COVID 19	55%	60%	80%

Strategy 6 Details			
Strategy 6: 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.	**Formative**		
Strategy's Expected Result/Impact: Ability to purchase materials/cover expenses related to COVID-19 pandemic.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Business Manager, District Administrators, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - ESSER -COVID 19	60%	75%	90%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
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 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.

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

Performance Objective 2: OEISD will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

HB3 Goal

Evaluation Data Sources: Accountability reports.

Summative Evaluation: Significant progress made toward meeting Objective
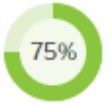
Strategy 1 Details	Formative Reviews		
Strategy 1: Facilitate effective transitions from preschool , elementary, intermediate, junior high and from high school to post-secondary education.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Campus Planned Activities **Staff Responsible for Monitoring:** Campus Leaders District Leaders Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.5	20%	50%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor and analyze PEIMS data for accuracy.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Correct coding provides accurate reporting to TEA. **Staff Responsible for Monitoring:** Principal, counselor, PEIMS staff.	60%	75%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Update agriculture education program to reflect changes from S. B. 801 to provide opportunities for K-12 students to learn about agriculture, food and natural resources.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: More students have access to ag program. **Staff Responsible for Monitoring:** District administrators, principals, ag teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.5	10%	10%	30%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 Sources: Marquee, District web page, Facebook, Twitter, Living Tree

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish partnerships that provide opportunities for the district and partners to work together.	**Formative**		
Strategy's Expected Result/Impact: Partnerships will be formed to enhance district and campus engagement.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus and District Leaders, Counselors, Community In Schools Counselor	30%	50%	75%

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement parent and family policy to encourage family involvement across the district.	**Formative**		
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	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Parent Involvement Coordinators Campus Leaders District Leaders **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	0%	50%	70%
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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.

Summative Evaluation: Significant progress made toward meeting Objective
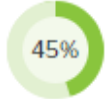
Strategy 1 Details	Formative Reviews		
Strategy 1: Mentor teachers will be assigned to all first-year teachers to the district.	**Formative**		
Strategy's Expected Result/Impact: Improved turnover rate	**Jan**	**Apr**	**June**
Increased quality teaching Improved school climate **Staff Responsible for Monitoring:** Curriculum Director Campus Administrators HR Department	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Expand partnerships with universities, other certification programs and consider job fairs. Host student teachers and interns to grow our own.	**Formative**		
Strategy's Expected Result/Impact: Student Teachers, Intern Teachers hired and retained.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent, HR Director, Campus Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.5	30%	50%	50%

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Professional Development calendar; session agendas with topics, dates, hours, presenters, sign in sheets.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District administrators, campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	40%	70%	80%

0% No Progress	100% 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 strive for new teachers to successfully complete their certification programs and become certified by the end of 2022-2023.

    Evaluation Data Sources: Oversight and coaching by instructional leaders.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Leadership meetings, TPESS coaching and implementation.	**Formative**		
Strategy's Expected Result/Impact: PD records, PLC, Implementation Evidence, TPESS	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District leaders, Campus leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.5	30%	50%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Support teacher leaders to grow from within by giving them opportunities to lead initiatives in the district, and professional learning .	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Department meetings, committee participation, increased leadership opportunities. **Staff Responsible for Monitoring:** District and Campus Leaders	50%	45%	85%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: OEISD will 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 EBS students well.

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase certified EBS teachers.	**Formative**		
Strategy's Expected Result/Impact: Certificates of completion.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District and Campus Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4	30%	50%	70%

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase teachers with GT hours per the State GT plan. Monitor the yearly 6 hour updates.	**Formative**		
Strategy's Expected Result/Impact: Certificates of completion.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District and Campus Leaders, GT Coordinator.	65%	75%	80%

0% No Progress	100% 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: OEISD will improve drug/violence/bullying/suicide prevention programs, and update policies to help ensure student safety. Implement BB 2050 committees and surveys.

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support with drug/violence/bullying/suicide prevention programs, and student safety and mental health issues using 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.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets, Presenter Information, Invoices, Stop-It data, record of school activities promoting safe and drug free schools. **Staff Responsible for Monitoring:** District and Campus Leaders, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Problem Statements:** District Culture and Climate 1	50%	70%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Update bullying policy to reflect changes from Senate Bill 2050 that establishes a committee that emphasizes prevention while focusing on school climate and healthy relationships.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: positive school climate, healthy relationships, less bullying reported **Staff Responsible for Monitoring:** District and campus administrators, counselors, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Problem Statements:** District Culture and Climate 1	0%	30%	30%

Strategy 3 Details	Formative Reviews		
Strategy 3: District school counselor schedules adjusted to provide more time for student counseling. S.B. 179	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Availability for Social Emotional and CCMR counseling. **Problem Statements:** District Culture and Climate 1	70%	70%	85%

Strategy 4 Details	Formative Reviews		
Strategy 4: Parent/Student/Staff Surveys	**Formative**		
Strategy's Expected Result/Impact: Survey Results **Staff Responsible for Monitoring:** District and Campus Leaders, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	**Jan**	**Apr**	**June**
	0%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Regular SHAC meetings.	**Formative**		
Strategy's Expected Result/Impact: Students and parents learn about healthy lifestyles and illness prevention. **Staff Responsible for Monitoring:** School Nurses **Schoolwide and Targeted Assistance Title I Elements:** 3.1	**Jan**	**Apr**	**June**
	55%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

District Culture and Climate
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.

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 to evaluate emergency procedures for both instructional and non-instructional facilities. Including training, policies, procedures, schedules, and equipment to keep all district stakeholders safe.

Evaluation Data Sources: Implementation review of Emergency Management Plan and effectiveness of Crisis Management Teams. Evaluate collaboration with local LEA and First Responders. Weekly door sweeps and safety audits.

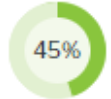**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Crisis Management Plan-ongoing updates.	**Formative**		
Strategy's Expected Result/Impact: District CMP, Campus monthly required safety drills, Human Trafficking and Report Child Abuse posters added to all buildings.	Jan	Apr	June
Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Safety and Security Director, Teachers **Funding Sources:** - Safety Grant	50%	70%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Facilities Improvement-Current projects: roofing at multiple campuses, security cameras	**Formative**		
Strategy's Expected Result/Impact: Safety Audit Report; Work Orders addressing repairs and invoices for replacement	Jan	Apr	June
Staff Responsible for Monitoring: Superintendent, District Leaders, Campus Leaders, Director of Maintenance, Transportation and Custodial	60%	75%	80%

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: 100% compliance by all staff.	Jan	Apr	June
Staff Responsible for Monitoring: District and Campus Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.6	60%	85%	100%

0% No Progress	100% 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. Considerations will be prioritized with respect to the health and safety of all district stakeholders.

Evaluation Data Sources: Feedback from district stakeholders.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Increased safety and security. Weekly door sweeps and safety audits. **Staff Responsible for Monitoring:** District and campus administrators, Safety and Security Director **Funding Sources:** - Safety Grant, - ESSER -COVID 19	45%	70%	90%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: OEISD financial and instructional services will comply with all federal and state regulations and mandates.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All departments will develop procedures and guidelines for district employees for consistent oversight practices.	**Formative**		
Strategy's Expected Result/Impact: Best practice procedures followed by district employees	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent District Leaders Directors Business Office Human Resources **Schoolwide and Targeted Assistance Title I Elements:** 2.5	55%	80%	80%

0% No Progress	100% Accomplished	➡ Continue/Modify ❌ Discontinue

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Form a team to a six-step strategic plan development that determines the mission and vision statements for the district.	**Formative**		
Strategy's Expected Result/Impact: mission, vision, core values, and priorities outlined in this strategic plan, comprehensive needs assessment	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: District and Campus Leaders, Teachers , district staff	30%	60%	70%
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue		

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:
Total FTEs Funded by SCE: 13.5
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
A Esquivel	Teacher (HS)	1
A Gomez	Teacher (JHS)	1
A Salinas	Nurse (HS/JHS)	1
A Wicks	Teacher (JHS/HS)	1
A Zastruzny	Teacher (IS)	1
D Browning	Teacher (ES)	1
D Gutierrez-Benavidez	Interventionist (IS)	0.5
E Garza	Nurse (ES)	1
E Rivera	Instructional Aide (JHS)	1
J Gonzales	Interventionist (ES)	0.5
J Gonzalez	Interventionist (IS)	0.5
J Pfluger	DAEP	1
Kelli Walker	Teacher (IS)	1
L Boeheme	Teacher (IS)	1
O Almaguer	Teacher	1

Schoolwide and Targeted Assistance Title I 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

Name	Position	Program	FTE
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
1	1	6			$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