Odem-Edroy Independent School District

District Improvement Plan

2017-2018

Board Approval Date: November 13, 2017

Mission Statement

What business are we in ....

Why we exist...

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

ODEM EDROY ISD Belief Statement

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

Vision

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

Value Statement

IN REGARD TO STUDENT AND LEARNING, we believe that all students...

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

IN REGARD TO FACULTY, PARENTS, AND COMMUNITY, we believe that all faculty, parents, and community members must...

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

The community of Odem is at the intersection of two rail lines twenty miles from Corpus Christi, Texas in Southwestern San Patricio. The population of Odem is approximately 2,499, with approximiately 958 houselolds. The median housnehold income is $48,676 with Male median income being $34,150 and female being $15,298. Educational attainment for the population in Odem is 71.9% high school graduate or higher. Odem Edroy ISD consists of an elementary, intermediate, junior high, and high school campus and serves approximately 1014 students from Pre-K(3) to 12th grade. Odem Edroy ISD is a Title 1 district with 76.3% of our students beiing economically disadvantaged.

- Enrollment has started to increase in the last several years due to new subdivisions being built.
- The mobility rates for campuses are Elementary 11.7, Junior High 10.2, and High School 9.8.
- The ESL population has shown an increase and is currently at 3.9%, Gifted and Talented is at 7.8%, and Special Education has maintained a steady average ranging from 6% to currently 5.7%
- Hispanic population is the highest population of students with 87.5% of our students being hispanic and 11.5% for the white subgroup

Priorities to be included in the DIP:

- Enhance GT and Pre AP and AP programs as well as advanced academic courses at the elementary and intermediate campuses
- Increase completion rate of female students in nontraditional CTE classes
- Increase completion rate of male students in nontraditional CTE classes
- Continue inclusion support for special education students in core classes
- Decrease the retention rates in Kindergarten thru 8th grade
- Increase the knowledge of all teachers regarding effective strategies to serve students in the inclusion setting
- Power Hour will be offered at the high school campus for remediation, credit recovery, enrichment based on individual needs, and College and Career Prep
- Patient Care program will continue so as to enhance medical career path courses offered through OEISD
- The district will continue to use the CNA data and align it with the accountability and district initiatives to improve our planning process.

Demographics Strengths

ESL

- Less numbers at upper grades due to students being exited out of program
- Resources are provided in forms of text and/or software to support students in the classroom
- Certification is now a requirement for all ELA teachers

Math

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

504/RTI/Dyslexia

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

GT/AP/PreAP

- Student growth

Problem Statements Identifying Demographics Needs

Problem Statement 1: Retention rates for students in grades Kindergarten thru 8th grade are well above the state rate. **Root Cause**: Each campus has their own process for progress monitoring, assigning accommodations, and utilizing response to intervention strategies. District-wide strategies and procedures are not utilized.

Student Achievement

Student Achievement Summary

The 2016-2017 school year was the fifth year of STAAR testing. The district and all three campuses Met Standard on the Accountability Ratings in all areas under the performance index framework. High school earned one Distinction Designation in the area of Postsecondary Readiness. Junior high earned one Distinction Designation in the area of Top 25 Percent Closing Performance Gaps. Elementary earned a total of two Distinction Designations in the areas of Top 25 Percent Closing Performance Gaps and Post secondary Readiness.

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

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

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

These priorities are to be included in the DIP:

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

Student Achievement Strengths

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

ESL

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

Special Education

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

Math/Science/Social Studies

- District performance has increased

504/RTI/Dyslexia

- Dyslexia students perform well on state assessment
- RTI has increased student achievement at junior high and elementary
- Tutoring is offered district-wide that focuses on individual needs of students

GT/AP/PreAP

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Economically Disadvantaged students across all grade levels in Reading and Writing have seen a decrease in STAAR performance.
Root Cause: Students are not utilizing their strategies and strategies are not vertically aligned.

District Culture and Climate

District Culture and Climate Summary

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

These priorities are to be included in the DIP:

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

District Culture and Climate Strengths

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

ESL

- Students eager to help
- Extracurricular activities help social skills

Special Education

- Student acceptance
- Students participation

Math

- New teachers adapt quickly and feel comfortable/supported

504/RTI/Dyslexia

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

GT/AP/PreAP

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

Problem Statements Identifying District Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All OEISD staff was Highly Qualified in 2016-2017. The district hired several new teachers due to teachers retiring. New teachers and others coming in tend to stay working with the district. Not a huge turnover rate in OEISD. Stipend are offered for Math and Science at the secondary level providing an incentive, hence assisting with the recruitment and retention of teachers. Mentoring programs were set up to assist new teachers this past year. OEISD continues to provide creative methods of recognition and support for all staff members by building an atmosphere within the Odem-Edroy ISD system where all staff members know they are appreciated, treasured and acknowledged within the system and community

Staff Quality, Recruitment, and Retention Strengths

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

ESL

- Highly Qualified teachers
- New teachers must receive their ESL certification
- Retention rate is good compared to other districts and the state average
- Strong support system

Special Education

- Strong collaborative team

Math

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

504/RTI/Dyslexia

- Good retention rate of teachers
- Professional development is readily available to teachers

- Teachers attend STCC and/or ESC-2 workshops

GT/AP/PreAP

- At High school and Junior High almost everyone has had their 30 hours GT training
- All staff at OEISD has had at least a 6 hour GT training

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In the past three years, our district has retired five teachers and promoted three teachers to administrative positions making it a challenge to hire experienced teachers in already hard-to-fill teaching positions. **Root Cause**: When we lose experienced teachers in our small district it is difficult to attract experienced replacements due to minimal financial incentives and salaries not being competitive enough with surrounding districts so we mostly attract first-year teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

Curriculum, Instruction, and Assessment Strengths

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

ESL

- Use of DMAC
- Data meetings
- RTI meetings
- Student s & w

Special Education

- Unique curriculum for students in the Lifeskills classes

Math

- DMAC used
- Determine gaps across the district
- Vertically aligned instruction
- Instructional strategies good for all

504/RTI/Dyslexia

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

GT/AP/PreAP

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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

Family and Community Involvement

Family and Community Involvement Summary

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

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

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

Family and Community Involvement Strengths

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

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

ESL

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

Special Education

- Strong in certain extracurricular activities

Math

- Math and Science Night

504/RTI/Dyslexia

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

GT/AP/PreAP

- GT parent meeting

Problem Statements Identifying Family and Community Involvement Needs

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

District Context and Organization

District Context and Organization Summary

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

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

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

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

District Context and Organization Strengths

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

Problem Statements Identifying District Context and Organization Needs

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

Technology

Technology Summary

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

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

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

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

Technology Strengths

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

ESL

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

Special Education

- Available in English classroom
- Students know how to access their own grades

Math

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

504/RTI/Dyslexia

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

GT/AP/PreAP

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

Problem Statements Identifying Technology Needs

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Research-Based Curriculum & Instruction

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

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

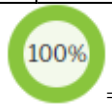
Evaluation Data Source(s) 1: Review Implementation of TCMPC

Summative Evaluation 1: Exceeded Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Next Year's Recommendation 1: Continue to use TEKS Resource System

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7	3.0, 4.0	District Curriculum Director Campus leaders Content specialists	Improved student performance Campus Leader walk-through data Student work Evidence in teacher lesson plans	100%	100%	100%
1) TCMPC Training provided for New Teachers	Funding Sources: 199 - Local Funds - 0.00					



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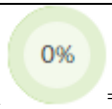


= No Progress

= Discontinue

Goal 1: Research-Based Curriculum & Instruction

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

Performance Objective 2: OEISD will use Unit Tests-Planning and instruction will be planned with the end in mind as well as strengthening the understanding of the TEKS through analyzing all of the TCMPC Documents (YAG, VAD, IFD, and Unit Tests)

Evaluation Data Source(s) 2: Review Implementation of TCMPC

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 2: Teachers will utilize the VAD more consistently to close gaps before starting unit.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Content Specialist for reading, math, science, and social studies	2.0, 3.0, 4.0, 8.0, 9.0	Superintendent District Curriculum Director	Improved student performance Teacher lesson plans	100%	100%	100%
	Funding Sources: 429 - EEIP Funds - 89430.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 2) Elective teachers will align goals, standards, objectives, as well as lesson structure/design to create scope and sequence in the elective areas.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0	District Curriculum Director Campus leaders Content specialists	Improved student performance Teacher lesson plans	100%	100%	100%
	Funding Sources: 199 - Local Funds - 500.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Research-Based Curriculum & Instruction

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

Performance Objective 3: OEISD will allow additional time for planning and utilizing TCMPC Documents as well as analyzing TEKS the additional time will be provided for all teachers to assist them in developing exemplar lessons. Teachers will also participate in ESC 2 Six Weeks Content specific trainings on the TCMPC documents and specifically the IFD's, VAD, Exemplar Lessons

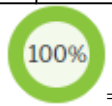
Evaluation Data Source(s) 3: Review Implementation of TCMPC

Summative Evaluation 3: Exceeded Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Implementation of unit tests during the six weeks by core teachers including planning for instruction with the end in mind prior to each six weeks beginning	1.0, 2.0, 3.0, 4.0, 8.0, 9.0 Funding Sources: 199 - Local Funds - 6765.00	District Curriculum Director Campus leaders Content specialists ESC-2 staff	Evidence in teacher lesson plans Improved unit test data Improved student performance	33%	100%	100%
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Teachers participate in additional planning times with vertical team members for planning/utilizing TCMPC Documents and IFD Planning template with a focus on analyzing TEKS	1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0 Funding Sources: 429 - EEIP Funds - 9879.00, 199 - Local Funds - 7022.00	District Curriculum Director Campus leaders Content specialists ESC-2 staff	Improved student performance Teacher lesson plans	33%	100%	100%

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Six week vertical team meetings which will include representatives from Elementary, Intermediate, Junior High, and High School to review Heat Maps. Data review of weak and strong SE's. Find common concepts of weakness and make instructional emphasis for next six weeks based on data review.	1.0, 2.0, 3.0, 7.0, 8.0, 9.0, 10.0	District Curriculum Director Campus leaders Content specialists ESC-2 staff	Improved student performance Teacher lesson plans Vertical instructional strategies across subjects	66%	100%	100%
	Funding Sources: 211 - Title 1 Funds - 5352.00					



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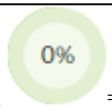

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Goal 1: Research-Based Curriculum & Instruction

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

Performance Objective 4: OEISD will create a system to ensure differentiated instruction/strategies are relevant, engaging, and incorporate 21st century learning skills.

Evaluation Data Source(s) 4: Review Implementation of TCMPC

Summative Evaluation 4: Exceeded Performance Objective

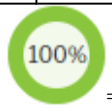
TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 4: Provide teachers with systematic feedback.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 1) Training on Differentiated Instruction will continue to be provided to all teachers in OEISD in order to implement and assure 100% of our classrooms are transformational	1.0, 2.0, 3.0, 4.0, 5.0, 9.0, 10.0	District Curriculum Director Campus leaders Content specialists	Improved student performance Maximized instructional time Increase student participation Increase student collaboration Increase student engagement Evidence in lesson plans Cited in walk-through data Reflected in assessments	33%	80%	100%
	Funding Sources: 199 - Local Funds - 2600.00, 429 - EEIP Funds - 2600.00					
System Safeguard Strategy **PBMAS** **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 6 CSF 7 2) New teachers will be trained on district's instructional strategies	1.0, 3.0, 4.0	District Curriculum Director Campus leaders Content specialists	Improved student performance Maximized instructional time Increase student participation Increase student collaboration Increase student engagement Evidence in lesson plans Cited in walk-through data	33%	80%	100%
	Funding Sources: 199 - Local Funds - 300.00					

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Elementary Advanced Academics courses grades 4th - 5th	1.0, 2.0	District Curriculum Director Campus leaders Content Specialists	Improved student performance on Masters Grade Level Performance on STAAR	100%	100%	100%
	Funding Sources: 199 - Local Funds - 20000.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 4) Teachers will use real world and concrete to abstract applications in order for students to transfer and apply their learning.	1.0, 2.0, 9.0	District Curriculum Director Campus leaders Content Specialists	Cited on walk-through data Evidence on lesson plans Improved student performance	33%	80%	100%
	Funding Sources: 199 - Local Funds - 33000.00					
Equity Plan Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 5) All elective teachers will implement the 9 instructional strategies thinking maps, MCP, Marzano, Marzano/Frair, Kagan, Blooms, vocabulary, product driven instruction, and concrete to abstract.	1.0, 2.0, 3.0, 9.0	Curriculum Director Campus leaders	Cited on walk-through data Evidence on lesson plans Improved student performance	33%	80%	100%
	Funding Sources: 429 - EEIP Funds - 2500.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 6) Teachers will be made available a gallery room where all 9 instructional strategies are visually displayed and modeled so that teachers can select from the displays what they would like to display in their classrooms	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Curriculum Director Content Specialist Campus Administrators	Improved student performance Cited on walk-through data Evidence on lesson plans	33%	33%	33%
	Funding Sources: 199 - Local Funds - 1600.00					
System Safeguard Strategy **PBMAS** **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 7) The district has created a list of the 9 instructional strategies where each of the 9 have been identified by the six weeks as a focus. The district will acknowledge and award two teachers per campus per six weeks for each of the two instructional strategies focused upon and implemented at a high level of effectiveness	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Curriculum Director Content Specialist Campus leaders	Cited in lesson plans Cited in walk-through data Improved student performance Improved student products	33%	80%	100%
	Funding Sources: 199 - Local Funds - 0.00					

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 8) The focus of Rigor, Relevance, and relationships will be increased in order to teach students at Quadrant D level	1.0, 2.0, 3.0, 4.0, 9.0	Campus Administrators Content Specialist	Improved student products Improved STAAR scores	33%	79%	100%
	Funding Sources: 211 - Title 1 Funds - 3000.00					



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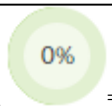

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Goal 1: Research-Based Curriculum & Instruction

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

Performance Objective 5: Fundamental math skills will be strengthened at all grade levels in OEISD.

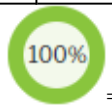
Evaluation Data Source(s) 5: Review Implementation of TCMPC

Summative Evaluation 5: Exceeded Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 5: Continue to use Think Through Math

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4	1.0, 2.0, 9.0, 10.0	Campus leaders Teachers Technology staff District Curriculum Director	Cited in walk-through data Data usage report Software student progress reports Improved student performance	66%	66%	100%
1) Students in OEISD will use software programs during enrichment/tutorials to strengthen fundamental math skills	Funding Sources: 429 - EEIP Funds - 5000.00					



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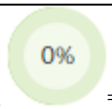

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Goal 1: Research-Based Curriculum & Instruction

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

Performance Objective 6: OEISD will address the state and federal missed safeguard areas at all campuses by supporting the groups safeguards were missed

Evaluation Data Source(s) 6: Review Implementation of TCMPC

Summative Evaluation 6: Exceeded Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 1) K-11 students will participate in a reading universal screener and data will determine which students need reading intervention	1.0, 2.0, 9.0, 10.0	Literacy Coach Technology Personnel Teachers	Universal Screening results Software usage report Improved EOC/STAAR results in reading	100%	100%	100%
	Funding Sources: 199 - Local Funds - 26000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 2) Designated classes will be reduced in size.	1.0, 5.0, 10.0	Campus leaders	Student teacher ratio data Improved student performance Improved unit assessment data	100%	100%	100%
	Funding Sources: 211 - Title 1 Funds - 141293.00, 255-Title II - 56540.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Research-Based Curriculum & Instruction

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

Performance Objective 7: Campus administrators will increase their knowledge of unit IFD's in TCMPC by completing a revised principals IFD planning tool

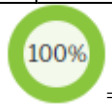
Evaluation Data Source(s) 7: A collection of the completion of the revise IFD planning tool

Summative Evaluation 7: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 7: Principals will complete IFD planning tool again since SS/Science have changes in their TEKS this year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) Campus administrators will complete a revised IFD planning tool with the curriculum director in order to review key components of the unit study prior to a walk through each six weeks for all units	1.0, 4.0, 9.0, 10.0	District Curriculum Director Campus leaders	Evidence of completed of IFD planning tool by campus leaders	33%	100%	100%
Funding Sources: 199 - Local Funds - 0.00						



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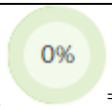

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Goal 1: Research-Based Curriculum & Instruction

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

Performance Objective 8: To increase students desire to read for pleasure

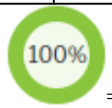
Evaluation Data Source(s) 8: Review AR data, library data, reading scores

Summative Evaluation 8: Exceeded Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 8: Continue incentives

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 5 1) Campus reading initiatives will be developed for students	1.0, 2.0, 6.0, 10.0	Campus leaders Literacy Coach Teachers	Library books checked out Number of students reaching goals Reading scores		100%	100%
	Funding Sources: 199 - Local Funds - 2000.00					



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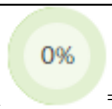

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Goal 2: High Quality Professional Development

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

Performance Objective 1: Implement a Professional Development training plan that aligns learning among staff and will lead to an increase in transfer of learning from knowledge to application.

Evaluation Data Source(s) 1: Final Teacher Appraisal

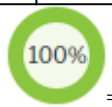
Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 1: Include as part of campus faculty meetings and/or planning days. Increase recognition of staff in the community.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Equity Plan Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Teachers, administrators, and staff will share new learning gleaned from workshops and conferences.	1.0, 3.0, 4.0, 9.0	Teachers District Leaders Campus Leaders	Increase in aligned instructional strategies/resources throughout the district Improved student performance Higher overall ratings on T-TESS district-wide Improved vertical and horizontal alignment within departments and grade level teams	33%	50%	50%
Critical Success Factors CSF 4 CSF 6 2) Teachers, administrators, and staff will attend workshops outside the regular school day and school year, when at all possible.	3.0, 4.0	Campus leaders District leaders Teachers Staff	Less absence requests to attend trainings/conferences Less funding needed for substitute pay Less instructional time lost	100%	100%	100%
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 3) PLC Book study	1.0, 2.0, 4.0, 6.0, 10.0	Campus leaders Directors	Improved school climate	100%	100%	100%
	Funding Sources: 199 - Local Funds - 500.00					

Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 4) Continue to provide creative methods of recognition and support for all staff members by building an atmosphere within the OEISD system where all staff members know they are appreciated, treasured, and acknowledged within the system and community.	1.0, 3.0, 4.0	Superintendent Campus leaders Program Directors Board of Trustees	Positive feedback on surveys Rock Star Teacher Award every 6 weeks 6 weeks Teacher Instructional Strategy Winners	100%	100%	100%



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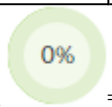

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Goal 2: High Quality Professional Development

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

Performance Objective 2: Provide a concrete to abstract instruction training to 100% of OEISD teachers

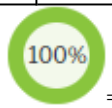
Evaluation Data Source(s) 2: Final Teacher Appraisal

Summative Evaluation 2: Some progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Next Year's Recommendation 2: Set up examples in each planning room to provide examples to all teachers on how to improve students' learning environment

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Teachers will be provided the opportunity to visit the instructional strategy gallery and view examples of concrete to abstract instructional examples as well as to debrief with their content specialist at the conclusion of the gallery visit	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Content Specialists	Improved student performance Deeper understanding of concepts	33%	33%	50%
Funding Sources: 199 - Local Funds - 1600.00						



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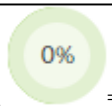

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Goal 2: High Quality Professional Development

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

Performance Objective 3: Continue to provide professional development in Product Driven Instruction to 100% of OEISD teachers

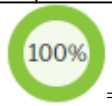
Evaluation Data Source(s) 3: Final Teacher Appraisal

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Next Year's Recommendation 3: Showcase student products

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) GT 6 hour update training provided to all staff	1.0, 2.0, 3.0, 4.0, 10.0	Campus Administrators Teachers	Increase student engagement	66%	66%	100%



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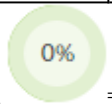

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Goal 2: High Quality Professional Development

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

Performance Objective 4: Continue to provide professional development in Cooperative Learning Strategies to 100% of OEISD teachers

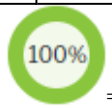
Evaluation Data Source(s) 4: Final Teacher Appraisal

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Next Year's Recommendation 4: Provide more training to new teachers or teachers needing a refresher

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 6 CSF 7	1.0, 2.0, 3.0, 4.0, 5.0, 9.0, 10.0	Campus administrators	Increased student engagement	0%	80%	80%
1) Cooperative Learning training provided to new teachers for implementation of Kagan in 100% of all OEISD classrooms.	Funding Sources: 429 - EEIP Funds - 2500.00					



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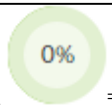

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Goal 2: High Quality Professional Development

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

Performance Objective 5: Provide professional development on Differentiated Instruction to all OEISD teachers

Evaluation Data Source(s) 5: Final Teacher Appraisal

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Next Year's Recommendation 5: Increase walkthrough data that reflects how general ed and SPED teachers are differentiating instruction during inclusion. Increase support where needed (which campus has more needs)

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 4 CSF 7 1) Teachers will continue to be trained on vocabulary strategies and use those regularly with their unit topics	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Content Specialists Campus Administrators	Improved student performance on all assessments (i.e. STAAR)	66%	66%	100%
	Funding Sources: 199 - Local Funds - 2000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) In order to increase knowledge on differentiated instruction special education staff and general education staff will receive training	1.0, 2.0, 4.0, 9.0, 10.0	SPED Director Campus Administrators Curriculum Director	Improved student performance Cited in walk-through data	33%	33%	66%
	Funding Sources: 199 - Local Funds - 1000.00, 224 - IDEA Funds - 2000.00					

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Goal 2: High Quality Professional Development

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

Performance Objective 6: Provide professional development on Inclusive Practices for Special Education Students to OEISD Teachers

Evaluation Data Source(s) 6: Final Teacher Appraisal

Summative Evaluation 6: Some progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Next Year's Recommendation 6: Teachers need to be provided more training on inclusion practices.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 1) OEISD Designated Teachers will attend the Inclusion Works Conference	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Teachers Administrators	Improved student perfomance	0%	0%	0%
	Funding Sources: 199 - Local Funds - 1000.00, 224 - IDEA Funds - 2000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Staff training in new STAAR testing changes	1.0, 2.0, 4.0, 9.0, 10.0	District Administrators District Testing Coordinator Special Programs Teachers	Increase teacher awareness of testing Improved student performance	33%	50%	100%
	Funding Sources: 199 - Local Funds - 4745.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: Safe and Drug-Free Schools

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

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

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

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Next Year's Recommendation 1: Need to increase documentation of bullying lessons being provided/incorporated on each campus.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 1) Anti-Bullying Training for all personnel	1.0, 2.0, 4.0, 6.0, 10.0	Federal Programs Campus Administrators Counselors Teachers	Less bullying reports Students feel safe	100%	100%	100%
	Funding Sources: 429 - EEIP Funds - 2503.41, 199 - Local Funds - 1000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 2) Provide lessons to students on all campuses regarding the topic of bullying.	2.0, 6.0, 10.0	Campus Administrators Counselors Teachers Federal Programs Director	Less bullying reports Improved feedback from Parent & Student surveys	33%	34%	34%
	Funding Sources: 199 - Local Funds - 1000.00					
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 3) Stop, Walk, and Talk will be utilized at all campuses.	2.0, 6.0, 10.0	Campus Administrators Counselors Teachers Federal Programs Director	Less bullying reports Improved feedback from Parent & Student surveys	100%	100%	100%
	Funding Sources: 199 - Local Funds - 2000.00					

System Safeguard Strategy **Critical Success Factors** CSF 5 CSF 6	1.0, 2.0, 6.0	Campus Administrators Counselors Teachers	Improved Bullying Awareness Better social skills Safe environment	0%	0%	0%
4) Anti Bullying Pep Rally focusing on "Kindness Counts"theme	Funding Sources: 199 - Local Funds - 200.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: Safe and Drug-Free Schools

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

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

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

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 1) Red Ribbon Activities will be planned and scheduled to prevent substance abuse during Red Ribbon Week on all campuses	2.0, 6.0, 10.0	School Counselors Campus administrators	Record /Schedule of activities planned A safe and drug free environment is established.	100%	100%	100%
Funding Sources: 199 - Local Funds - 529.00						

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: Safe and Drug-Free Schools

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

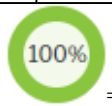
Performance Objective 3: OEISD will provide crisis management training to all district staff members

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

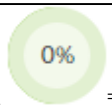
Summative Evaluation 3: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6 1) Crisis Management Plan training for all staff will be reviewed and any necessary changes will be made.	1.0, 2.0, 4.0, 6.0, 10.0	District and Campus Administration	Safety of all students and staff is ensured	100%	100%	100%
	Funding Sources: 199 - Local Funds - 0.00					
Critical Success Factors CSF 5 CSF 6 2) Increase safety on campus & district by: assigned parking, continue school check in procedures	1.0, 2.0, 6.0, 10.0	District & Campus Administrators Teachers	Increased safety throughout our district Safety procedures aligned and reinforced to provide a safe environment for all students	100%	100%	100%
	Funding Sources: 199 - Local Funds - 0.00					
Critical Success Factors CSF 5 CSF 6 3) Mock drills for safety awareness Shooter on campus	1.0, 2.0, 4.0, 10.0	All OEISD employees	Ensured safety of students	0%	0%	100%
	Funding Sources: 199 - Local Funds - 0.00					



= Accomplished



= No Progress

= Discontinue

Goal 3: Safe and Drug-Free Schools

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

Performance Objective 4: OEISD will increase students and communities knowledge of a healthy lifestyle.

Evaluation Data Source(s) 4: Title IV - Final Safe and Drug Free Evaluation Report- All activities were completed and progress was made.

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Provide Aim for Success training for all OEISD Parents	4.0, 6.0, 10.0	School nurses SHAC Committee	Increase in parental involvement	0%	0%	0%
	Funding Sources: 199 - Local Funds - 266.00					
Critical Success Factors CSF 5 CSF 6 2) Provide SHAC membership information to parents in order to increase knowledge of healthy lifestyles for all parents and students	1.0, 2.0, 4.0, 6.0, 10.0	School Nurses	Students and parents learn about a healthy lifestyle. Prevention of illnesses such as diabetes, high blood pressure, etc.	33%	57%	100%
	Funding Sources: 199 - Local Funds - 1066.00					
System Safeguard Strategy **Critical Success Factors** CSF 6 3) Fitness Gram will be administered to all students in grades 3rd - 12th	10.0	School nurses	Student records	0%	0%	100%
	Funding Sources: 199 - Local Funds - 0.00					
Critical Success Factors CSF 5 CSF 6 4) Offer healthier food choices for all students and staff.	10.0	School Board Superintendent Food Service Director	Development of carbohydrates & calorie charts for all food products being served	33%	33%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: Safe and Drug-Free Schools

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

Performance Objective 5: Provide professional development to ensure the safety of all students

Evaluation Data Source(s) 5: Report submitted to the state

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Critical Success Factors CSF 6 1) All OEISD Staff will participate in training on the School Wellness Plan and the condition of Anaphylaxis	1.0, 2.0, 4.0	School Nurse SHAC Chairman Administration	Increased Staff knowledge regarding significant health topics	66%	100%	100%
Critical Success Factors CSF 5 CSF 6 CSF 7 2) All staff will receive the following trainings to ensure safety of all students: Sexual Abuse Suicide Prevention Conflict Resolution Violence Prevention Harassment and dating violence Pregnancy related services	1.0, 2.0, 4.0, 10.0	Administrators Teachers	Ensure safety of all student & positive environment	66%	100%	100%
	Funding Sources: 429 - EEIP Funds - 2503.41					
Critical Success Factors CSF 5 CSF 6 3) Outside agencies such as Connections will be used at all campuses for individual counseling and group guidance counseling	1.0, 2.0, 6.0, 9.0, 10.0	Administrators Counselors	Ensure safety of students	33%	35%	100%
	Funding Sources: 199 - Local Funds - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: Parent and Community Involvement

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

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

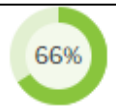
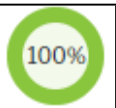
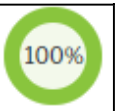
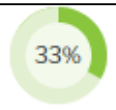
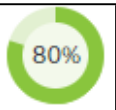
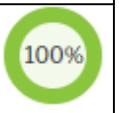
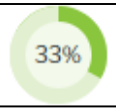
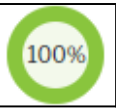
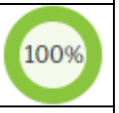
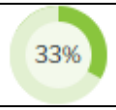
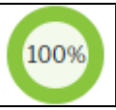
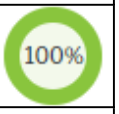
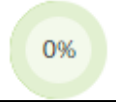
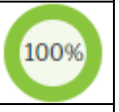
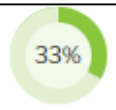
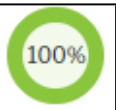
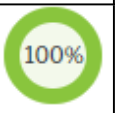
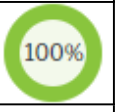
Evaluation Data Source(s) 1: Parental Attendance records or sign in sheets.

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Next Year's Recommendation 1: Add more parent programs

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 1) Implement and maintain consistent communication initiatives across the district so parents are informed partners with schools. The following communication strategies will be used by OEISD administrators and teachers daily, weekly and monthly in order to keep our parents well informed: email, teacher web pages, six weeks newsletters per administrator, and district social media, mass parent email system, monthly article in local paper by designated district /campus administrator, LivingTree	1.0, 2.0, 6.0	Administration Teachers School Counselors Technology staff	Educational needs of students will be met by both parents and educators collaborate to ensure the student meets the State student academic achievement standards	66%	66%	100%
	Funding Sources: 199 - Local Funds - 3341.00					
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 2) Parent Programs regarding various campus topics will be hosted and food/refreshments will be provided	1.0, 2.0, 6.0, 9.0, 10.0	Administration Teachers School Counselors	Parental and community involvement will increase	33%	33%	33%
	Problem Statements: Family and Community Involvement 1 Funding Sources: 199 - Local Funds - 3000.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Written parent communication will be provided in dual language	1.0, 6.0	Administration Teachers School Counselors	Parents knowledge of their child education will increase	0%	50%	75%
	Funding Sources: 199 - Local Funds - 1000.00					

Critical Success Factors CSF 1 CSF 5 CSF 6 4) Provide teachers district stationary (postcards) and each six weeks, teachers send postcards to students each semester to communicate something positive to the parents (by the end of the year, each parent would have received a postcard)	1.0, 2.0, 6.0	Administration Teachers	Positive communication with parents will build better relationships Educators will collaborate with parents through positive communication to enable child to be successful.			
	Funding Sources: 199 - Local Funds - 1000.00					
Critical Success Factors CSF 5 CSF 6 5) Campaign for Litter Free District : will continue to increase community awareness students will participate	2.0, 6.0	Administrators Teachers Curriculum Director	Clean, litter free, facilities throughout the district Increase student and parent involvement in a Litter free district			
	Funding Sources: 199 - Local Funds - 0.00					
Critical Success Factors CSF 5 CSF 6 6) The Beautification Committee will work at raising funds to beautify the school facilities as well as add some landscaping items and signs to the outdoor areas.	6.0	Community Facilities Community Committee	Improvement of School Facilities Improvement of environment for students			
	Funding Sources: 199 - Local Funds - 0.00					
Critical Success Factors CSF 3 CSF 5 CSF 6 7) Administrators will attend Parental Involvement conference	1.0, 4.0, 6.0, 10.0	Federal Programs Administrators	Improve parental involvement throughout the district			
	Funding Sources: 211 - Title 1 Funds - 3000.00					
Critical Success Factors CSF 5 CSF 6 8) Parental Involvement Conference will be attended by parents. District will pay conference fees for parents and provide transportation.	1.0, 2.0, 4.0, 6.0, 10.0	Federal Programs Administrators	Improve parental involvement throughout the district			
	Funding Sources: 211 - Title 1 Funds - 1500.00					
Critical Success Factors CSF 3 CSF 5 CSF 6 9) District leaders will develop individual and department parent engagement initiatives (list) that will be completed throughout the school year	1.0, 2.0, 6.0	All district leaders	Goal sheets from summer admin retreat calendar with listed specific department parent engagement activities			
	Problem Statements: Family and Community Involvement 1 Funding Sources: 199 - Local Funds - 1000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 5 CSF 6 10) Literacy Night at Elementary campus	1.0, 2.0, 6.0	Campus leaders Teachers	Improved reading scores Increased parental involvment			
	Funding Sources: 199 - Local Funds - 300.00					

Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 11) Plan and deliver banquets honoring student achievements	1.0, 6.0	Sponsors Booster clubs District staff	Improved positive parental involvement Improved school climate	0%	50%	100%
	Problem Statements: Family and Community Involvement 1					
Critical Success Factors CSF 5 CSF 6 12) Develop and implement a district-wide Parent Teacher Organization to unite various campus efforts for parent involvement	1.0, 6.0	Campus Administrators Parent volunteer leaders PTO officers	Increased parent involvement District-wide PTO	0%	0%	0%
	Problem Statements: Family and Community Involvement 1					
Critical Success Factors CSF 5 13) Expand campus beautification efforts into the community.	6.0	Student Council Ag Science Maintenance Volunteers	Improved appearance in selected areas of the community	33%	33%	75%
Critical Success Factors CSF 5 CSF 6 14) Increased visibility of school board members, district administrators, and campus administrators at school events throughout the school year to build relationships with parents and community members	6.0	Superintendent District leaders Campus leaders School Board	Parents and community members increased awareness of board and administrator attendance at school events	33%	80%	100%
100% = Accomplished 0% = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

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

Goal 5: Mastery for At-Risk Students

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

Performance Objective 1: OEISD will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective, timely additional assistance which shall include measures to ensure those students difficulties are identified on a timely basis.

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

Summative Evaluation 1: Exceeded Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) RTI- Response to Intervention Tiers of Support will be implemented at every campus. Documentation of meetings will assist in enhancing the program.	1.0, 2.0, 8.0, 9.0, 10.0	Campus Administrators Teachers School Counselor	RTI folders Improved teacher documentation Improvement evidenced on report cards/progress reports Improved overall student performance in all areas	33%	80%	100%
	Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 199 - Local Funds - 8000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 2) Tutoring and intervention services will be provided at all campus (Enrichment classes (JH), Power Hour(HS)) and Elementary	1.0, 2.0, 9.0, 10.0	Campus Administrators Teachers	Improved unit assessment results Improved student performance on all assessments (i.e. STAAR)	33%	80%	100%
	Funding Sources: 199 - Local Funds - 13000.00, 211 - Title 1 Funds - 8000.00					

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 3) WCP (Words correct Per Minute) student scores will be tracked on each campus to assure our students reading fluency rate is within the national reading norms	1.0, 2.0, 9.0, 10.0	Teachers, Literacy Coach Administrators	Improved TPRI Results Improved MOY and EOY Universal Screening Results	33%	80%	80%
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 4) Math Interventionist Services to be provided at Elementary and Intermediate campuses	1.0, 2.0, 9.0, 10.0	Elementary Administrators Math Content Specialist	Improvement on report cards/progress reports Improved student performance on STAAR Improved students performance on MOY and EOY universal screener	33%	80%	100%
	Funding Sources: 199 - Local Funds - 30000.00, 224 - IDEA Funds - 27197.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 5) OEISD will seek opportunities to build on an above average attendance rate to maximize state funding.	1.0, 9.0, 10.0	Administrators Teachers Curriculum Director	Increased attendance on a daily, six weeks, and annual basis Increase in students recognized at the end of the year ceremony for perfect attendance. Decrease in number students needing credit recovery due to attendance at the HS	33%	80%	80%
	Funding Sources: 199 State Comp - 7600.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 6) All day Pre-Kindergarten 4 year old program	1.0, 7.0, 10.0	Administrators Teachers Curriculum	Improved student achievement	100%	100%	100%
	Funding Sources: 199 - Local Funds - 142000.00					
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 7) All day Pre-Kindergarten 3 year old program	1.0, 7.0, 10.0	Administrators Teachers Curriculum	Improved student achievement	100%	100%	100%
	Funding Sources: 199 - Local Funds - 68000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 8) All Special Ed students in the district will receive reading or math intervention as needed	1.0, 9.0, 10.0	Administrators Teachers ELAR/Math Content Specialists Special Education	Improved student achievement Improved ratings on State and Federal yearly reports	100%	100%	100%
	Funding Sources: 199 - Local Funds - 5000.00, 211 - Title 1 Funds - 5000.00					

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 9) Class size reduction teacher to assist students with reading	1.0, 3.0, 4.0, 8.0, 9.0, 10.0	Campus Administrators Director of Federal/Special Programs Curriculum	Improve performance on local and state assessments	100%	100%	100%
	Funding Sources: 255-Title II - 56540.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 10) Teachers will compile and utilize a blue data folder containing DMAC reports to be utilized during prescriptive data meetings giving guidance on how to implement improvement ideas based on data. Blue data folder contains student tutorial reporsts by SE that they did not master, demographic performance reports by SE).	1.0, 3.0, 8.0, 9.0, 10.0	Curriculum Director Content Specialists Campus Admin Teachers	Improve performance on local and state assessments Increase of accountability ratings for Indexes 2,3,4	33%	80%	100%
	Funding Sources: 211 - Title 1 Funds - 50.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 11) Students (subpopulations will be color coded for confidentially identifying economically disadvantaged, Hispanic, white, Special Ed. and ELL) will track and monitor their performance on the reporting categories for each STAAR test they will take in the Spring and be responsible for completing additional activities included in their folder to assist them to reach the STAAR MEETS PASSING PERCENTAGE GRADE OR MEET THE MASTERS LEVEL PASSING PERCENTAGE (track individual progress on each reporting category based on their performance of their folder activities) (Previous STAAR failures will have activities to complete to address passed reporting categories they failed.	1.0, 2.0, 8.0, 9.0, 10.0	Curriculum Director Content Specialist Campus Admin.	Student folder activities completed with indication of progress towards obtaining mastery of reporting categories use smiley faces or grades)	33%	80%	100%
	Funding Sources: 199 - Local Funds - 1000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 12) Training will be provided to the reading and math interventionist at the elementary campus to assist staff with RTI	1.0, 3.0, 4.0, 7.0, 9.0, 10.0	Director of Federal/Special Programs Campus administrators	Improved RTI process district-wide	100%	100%	100%
	Funding Sources: 211 - Title 1 Funds - 2000.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Retention rates for students in grades Kindergarten thru 8th grade are well above the state rate. **Root Cause 1**: Each campus has their own process for progress monitoring, assigning accommodations, and utilizing response to intervention strategies. District-wide strategies and procedures are not utilized.
Student Achievement
Problem Statement 1: Economically Disadvantaged students across all grade levels in Reading and Writing have seen a decrease in STAAR performance. **Root Cause 1**: Students are not utilizing their strategies and strategies are not vertically aligned.

Goal 5: Mastery for At-Risk Students

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

Performance Objective 2: OEISD will address the achievement gaps of all student populations based on STAAR performance

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

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4	1.0, 3.0, 9.0, 10.0	Teachers Literacy Coach Administrators Federal Programs	Improved performance on local and state assessments	33%	80%	100%
1) Reading Interventionist Services to be provided per campus	Funding Sources: 199 - Local Funds - 10000.00, 255-Title II - 51700.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	6.0, 7.0, 9.0, 10.0	Latchkey director Latchkey coordinator	Improved student performance	100%	100%	100%
2) Latchkey after school program provided for Elementary campus at a substantially low rate with the goal of providing academic assistance through homework support	Funding Sources: 199 - Local Funds - 20000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6	6.0, 9.0, 10.0	Administrators Teachers Parents	Improved average daily attendance rate at each campus	33%	80%	100%
3) Student Attendance Incentives and Awards will be presented routinely at each campus	Funding Sources: Campus Activity Fund - 2000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7	1.0, 2.0, 3.0, 10.0	Administration	Improved student-teacher ratio data Improved performance on local and state assessments	0%	80%	100%
4) Designated classes will be reduced in size	Funding Sources: 211 - Title 1 Funds - 141293.00					

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 5) Additional training will be provided to 504 coordinators to ensure students have proper plans	1.0, 4.0, 9.0, 10.0	Administrators Director of Federal/Special Program	Improved student achievement	100%	100%	100%
	Funding Sources: 199 - Local Funds - 4000.00, 211 - Title 1 Funds - 2000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 6) Teachers will utilize the open ended questions provided in every unit assessment in TCMPC which requires the student (subpopulations will be color coded for confidentially identifying economically disadvantaged, Hispanic, white, Special Ed. and ELL) to answer the questions using complete thoughts and sentences that would meet the standards on all grade level STAAR writing tests. (teachers will be provided training on rubric that accompanies the open ended questions)	1.0, 2.0, 3.0	Curriculum Director Content Specialists Campus Administrators Writing teachers	Improved student performance on local and state assessments	33%	50%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: Mastery for At-Risk Students

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

Performance Objective 3: Post secondary awareness at all campuses

Evaluation Data Source(s) 3: Accountability ratings

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Junior High Career Day, awareness of the opportunities available	6.0, 9.0	Administrators Teachers counselor	Student career awareness	100%	100%	100%
	Funding Sources: 199 - Local Funds - 200.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 2) College awareness: College Day, College flags, College t-shirt day every Thursday, College fairs	1.0, 2.0, 10.0	Campus Administrators	Increase in student applying for college	100%	100%	100%
	Funding Sources: 199 - Local Funds - 500.00					
Critical Success Factors CSF 1 CSF 3 CSF 6 3) HB 2804 Career Day incentive will be implemented throughout the district	2.0, 6.0, 10.0	Administrators Teachers Curriculum	Improve college preparation Increase college enrollment	100%	100%	100%
	Funding Sources: 199 - Local Funds - 200.00					
Critical Success Factors CSF 5 CSF 6 4) OEISD will offer students more than the two-day excused absence limit for college visits.	6.0	Campus administrators PEIMS clerks	Increase the number of students attending college Increase the number of student receiving scholarships	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: Mastery for At-Risk Students

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

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

Evaluation Data Source(s) 4: Accountability ratings

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 4: Identify students who are not involved in any extra-curricular activities to encourage them to get involved.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 1) Encourage students to participate in multiple extra-curricular activities.	1.0	Superintendent HS Administration Athletic Director Band Director	An increase in the number of students participating in multiple UIL activities		80%	100%
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1						

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Retention rates for students in grades Kindergarten thru 8th grade are well above the state rate. **Root Cause 1**: Each campus has their own process for progress monitoring, assigning accommodations, and utilizing response to intervention strategies. District-wide strategies and procedures are not utilized.
Student Achievement
Problem Statement 1: Economically Disadvantaged students across all grade levels in Reading and Writing have seen a decrease in STAAR performance. **Root Cause 1**: Students are not utilizing their strategies and strategies are not vertically aligned.
School Culture and Climate

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

Goal 6: Technology

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

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

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

Summative Evaluation 1: Met Performance Objective

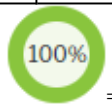
TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Next Year's Recommendation 1: Increase use in non-tested areas; improve documentation of use (pictures); increase number of carts on each campus; increase number of students taking advanced technology courses in HS

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Provide and utilize modern technology tools and digital resources for teachers and students to guarantee quality instruction and engagement, PK-12.	2.0, 10.0	School Board Superintendent District Technology Coordinator Campus leaders	Cited on walk-through data Increased student engagement Improved annual formal review of district technology and digital resources	66%		90%
	Funding Sources: 199 - Local Funds - 0.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 2) Upgrade hardware devices, mobile devices, classroom technology, and software as needed	2.0, 9.0, 10.0	Technology staff Administrators Teachers	Improve District Technology Plan Increase student engagement Cited in walk-through data	66%		100%
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 3) Provide quality ongoing Professional Development for teachers in the use and implementation of modern technology tools and best practices for instructional integration	2.0, 3.0, 4.0, 9.0, 10.0	Superintendent Campus leaders Curriculum Director Technology Director	Cited in walk-through data	33%		80%
	Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 429 - EEIP Funds - 3000.00					

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 4) Integrate the Internet in student learning (TCMPC, Technology Standards, and Cybersecurity)	2.0, 3.0, 4.0, 9.0, 10.0	Technology Administrators Teachers	Increase student engagement Improve student achievement	33%	66%	100%
	Funding Sources: 199 - Local Funds - 7500.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 5) Use district technology equipment (Computers, Wireless devices) in student projects and learning.	1.0, 2.0, 6.0, 9.0, 10.0	Technology Administrators Teachers	Increase student engagement Improve student achievement	66%	80%	100%
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 6) Mobile carts will be used throughout the district	2.0, 9.0, 10.0	Technology	Increase student engagement Improve student achievement	66%	80%	80%
	Funding Sources: 199 - Local Funds - 0.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 7) Utilize multiple funding strategies to create and enhance opportunities to secure cutting edge technology for staff and student population.	1.0, 2.0, 9.0	Technology District Administrators Campus leaders	Cited in walk-through data Grant opportunities	66%	80%	100%
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 8) District technology leaders have revised assignments which include splitting network, hardware, and devices inventory from software and integration of technology into classroom lessons.	1.0, 10.0	Curriculum Director Technology Department	Software usage reports Teacher trainings on software and devices Photographs of more teachers utilizing the devices effectively	66%	100%	100%
	Funding Sources: 199 - Local Funds - 120000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 9) Keyboarding classes will be taught at the JH campus and added at Intermediate campus	2.0	Campus Administrators Teachers	Character Building careers and college exploration	33%	33%	70%
	Funding Sources: 199 - Local Funds - 16800.00					
Critical Success Factors CSF 1 CSF 6 10) Provide advanced courses to prepare students for real-world technological challenges in post-secondary life.	1.0, 3.0	Superintendent Technology Director Campus leaders Technology staff	Increase course offerings	33%	33%	33%

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 11) Establish a live streaming and recorded video (Web content) and/or audio (Podcasts) that will allow teachers and students opportunities to enhance and integrate technology into daily instruction.	9.0	Superintendent Technology Director Campus leaders Technology staff	Audio Podcasts created by teachers Streaming Videos created by teachers Recorded Lessons created by teachers	0%	0%	0%



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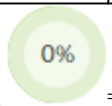

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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: There is an increase in technology resources and instructional strategies but not all teachers can attend trainings to help with implementation of these programs. **Root Cause 1**: Teachers, administrators and staff do not have a systematic way to share new learning gleaned from workshops and conferences.
Technology
Problem Statement 1: Our district is well on their way to being 1:1 on every campus but training for integrating technology effectively and efficiently is infrequent and reactive. **Root Cause 1**: We do not have a systematic way to survey teachers to help us determine what kind of training teachers need.

Goal 6: Technology

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

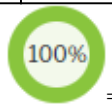
Performance Objective 2: Teachers will utilize technology to access data to assist all student groups

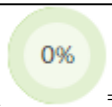
Evaluation Data Source(s) 2: Teacher usage reports per software

Summative Evaluation 2: Exceeded Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Teachers will access student data by using systems efficiently (DMAC, TXEIS)	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administrators Teachers Curriculum/Curriculum coaches Technology director	Improved Administrator/Teacher data meetings Improved student performance on local and state assessments	100%	100%	100%
Funding Sources: 211 - Title 1 Funds - 4404.55, 199 - Local Funds - 17000.00						



= Accomplished 

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Goal 6: Technology

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

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

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

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 CSF 7 1) Create improved teacher web pages by using a district rubric through training	2.0, 4.0, 6.0	Teachers Administrators Technology staff	Improved Web pages Positive feedback from parent surveys Positive feedback from teacher surveys	33%	35%	35%
	Funding Sources: 199 - Local Funds - 3000.00					
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 2) Enhance and foster communication tools (teacher web pages/web communication tools)	6.0	Technology Administrators	Improve student achievement Increase student involvement Communication enhanced	66%	100%	100%
	Funding Sources: 199 - Local Funds - 3000.00					
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 3) LivingTree will be used to implement and maintain consistent communication initiatives across the district so parents are informed partners with schools.	1.0, 2.0, 6.0	Administration Teachers School Counselors Technology staff	Educational needs of students will be met by both parents and educators collaborate to ensure the student meets the State student academic achievement standards	100%	100%	100%
	Funding Sources: 199 - Local Funds - 3341.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: Technology

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

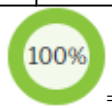
Performance Objective 4: Students in grades Kindergarten through High School will participate in a districtwide STEM program

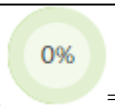
Evaluation Data Source(s) 4: Completed lesson plans

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Dr. Philip Eaglin from CODE.ORG will provide teacher training each six weeks to assist in implementing the K-8th grade full Stem Program	4.0	Curriculum Director Administrators	Increased knowledge of coding Increase in number of unplugged lessons completed by students	33%	60%	60%
Funding Sources: 199 - Local Funds - 7000.00						



= Accomplished 

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Goal 7: Special Programs

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

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

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

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Inclusion support will be provided for special education students in core classes along with collaboration in all subject areas	1.0, 2.0, 9.0, 10.0	Special Education Director Campus leaders Special Education Staff	Cited in walk-through data Increased student performance Progress shown on IEP reports PBMAS data indicators in compliance	100%	100%	100%
	Funding Sources: 224 - IDEA Funds - 50000.00, 199 - Local Funds - 125000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Train OEISD teachers on effective strategies for serving students with disabilities in the general education classroom	2.0, 3.0, 4.0, 9.0	Special Programs Directors Special Education Staff Campus leaders Teachers	Cited in walk-through data Increased student performance Progress shown on IEP reports PBMAS data indicators in compliance	33%	33%	100%
	Funding Sources: 224 - IDEA Funds - 1000.00, 199 - Local Funds - 1000.00, 429 - EEIP Funds - 2000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 3) Provide training to all OEISD Teachers regarding Special Programs per providing all teachers an OEISD Special Programs Binder	2.0, 4.0, 9.0, 10.0	Special Programs Directors	Cited in walk-through data Increased student performance PBMAS data indicators in compliance	33%	50%	50%
	Funding Sources: 199 - Local Funds - 1000.00					

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 4) Pullout GT K-5 and JH one day a week and JH/HS serviced in Pre AP classes as well.	4.0, 10.0	Campus leaders GT Teachers Teachers	Improved student products Improved student performance at Masters level on STAAR/STAAR EOC	100%	100%	100%
	Funding Sources: 199 - Local Funds - 16000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 5) All Special Ed students will receive reading or math intervention as needed	1.0, 2.0, 9.0, 10.0	Campus leaders Teachers Content Specialists Special Education staff	Documentation evident in student plans Improved student performance Improved unit assessment results State and Federal yearly reports	100%	100%	100%
	Funding Sources: 199 - Local Funds - 5000.00, 224 - IDEA Funds - 5000.00					
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 6) ESL training available to all staff	1.0, 2.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0	Campus leaders Teachers ESL Coordinator	Increase teacher awareness PBMAS data indicators in compliance Improved student performance	0%	100%	100%
	Funding Sources: 429 - EEIP Funds - 6000.00, Title III LEP SSA - 5000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 5 7) Chess club will be offered to OEISD students	6.0	Chess club coach Campus leaders	Improved student performance	100%	100%	100%
	Funding Sources: 199 - Local Funds - 1000.00, 429 - EEIP Funds - 1500.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 7: Special Programs

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers teaching the advanced classes and Pre AP/AP courses will attend GT and Pre- AP and AP Programs institutes such as AP/Pre-AP Institute, State GT Conferences. All teachers will receive the GT 6 hour update.	3.0, 4.0, 10.0	GT Coordinator Campus leaders Teachers	Increased number of students performing at Masters level on STAAR/STAAR EOC Cited on walk-through documentation	66%	66%	100%
	Funding Sources: 199 - Local Funds - 3000.00, 429 - EEIP Funds - 4000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 2) High school will expand college preparation awareness and offerings including, but not limited to, AP, PSAT, ACT, and SAT.		Secondary Campus leaders Secondary Counselors	Improved student performance on state and national assessments Increased number of students accepted into colleges or universities Increased number of students participating in college prep courses Increased number of students taking Pre-AP/AP/Dual-credit courses	66%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 7: Special Programs

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

Performance Objective 3: OEISD will provide a Career and Technical Education program that develops foundational skills, core workplace competencies, and specific skill competencies in various occupational areas that will enhance meaningful opportunities for learners to apply their academic and technical skills.

Evaluation Data Source(s) 3: CTE State Guidelines

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 5 1) Enroll female students in nontraditional CTE classes by providing program representatives from CRAFT and DEL MAR to speak to our students	1.0, 9.0	CTE Director HS Campus leaders School Counselor	Student performance Increased number of female students in CATE	66%	66%	100%
	Funding Sources: 199 - Local Funds - 3000.00					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 5 2) Enroll male students in nontraditional CTE classes by providing program representatives from CRAFT and DEL MAR to speak to our students	1.0, 9.0	CTE Director HS Campus leaders School Counselor	Student performance Increased number of female students in CATE	66%	66%	100%
	Funding Sources: 199 - Local Funds - 3000.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 8: Migrant Education

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

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

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

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
PBMAS **Critical Success Factors** CSF 1 CSF 3	4.0, 9.0, 10.0	Migrant Coordinator	Migrant students needs are met	0%	0%	0%
1) District Designee attends Migrant training offered by ESC Region 2	Funding Sources: 199 - Local Funds - 0.00					
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6	6.0, 9.0, 10.0	Migrant Coordinator Campus Registrars	Enrollment Forms PEIMS Edit + Data TEA PEIMS Submissions	100%	100%	100%
2) Identify all Migrant students per new enrollment procedures/forms	Funding Sources: 199 - Local Funds - 17000.00					
PBMAS **Critical Success Factors** CSF 1 CSF 5	9.0, 10.0	Migrant Coordinator Campus Registrars	Enrollment Forms PEIMS Edit + Data ESC-Fax confirmation TEA PEIMS Submissions	0%	0%	0%
3) Communication between Migrant coordinator and campus personnel each six weeks	Funding Sources: 199 - Local Funds - 0.00					
PBMAS **Critical Success Factors** CSF 1	2.0, 9.0, 10.0	Migrant Coordinator Campus Registrars	Enrollment Forms PEIMS Edit + Data ESC-Fax confirmation Student achievement	0%	0%	0%
4) Migrant student report cards requested from campuses each six weeks	Funding Sources: 199 - Local Funds - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 9: Recruiting and Retaining High Quality Teachers

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

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

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Equity Plan Strategy **Critical Success Factors** CSF 3 CSF 6 CSF 7 1) Mentor teachers will be assigned to all first-year teachers to the district.	1.0, 5.0	Curriculum Director Campus Administrators	Continue to have low turnover rate Increase quality teaching Improve school climate	66%	100%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 429 - EEIP Funds - 4000.00					
Equity Plan Strategy **Critical Success Factors** CSF 1 CSF 3 CSF 6 CSF 7 2) The teacher salary will be examined annually to direct resources toward all teaching personnel from those entering the pay system to those near retirement.	1.0, 5.0	School Board Superintendent Business office	Improved recruiting and screening of applicants Continued low turnover rate High teacher retention	33%		100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
System Safeguard Strategy **PBMAS** **Equity Plan Strategy** **Critical Success Factors** CSF 6 CSF 7 3) Experienced employees new to OEISD that have been employed in public education for at least five of the previous eight years may be issued a probationary contract up to three years from the date of district employment to fairly assess an employee's performance.	1.0, 5.0	Human Resources Curriculum Director Campus Administrators	Increase number of high quality teachers in the classrooms	100%	100%	100%

Critical Success Factors CSF 1 CSF 6 CSF 7 4) The campus principal may submit to the superintendent a request to allow a certified teacher to teach one subject out of their field.	1.0, 5.0	Campus Administrators Human Resources Curriculum Director	Increased flexibility in scheduling courses	33%	100%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
Critical Success Factors CSF 1 CSF 6 CSF 7 5) An individual with experience in a CTE field could be eligible to teach a vocational skill or course through a local teaching certificate.	1.0, 5.0	Superintendent Human Resources HS Administrators Curriculum Directors	Increased flexibility in course offerings.	100%	100%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: In the past three years, our district has retired five teachers and promoted three teachers to administrative positions making it a challenge to hire experienced teachers in already hard-to-fill teaching positions. **Root Cause 1**: When we lose experienced teachers in our small district it is difficult to attract experienced replacements due to minimal financial incentives and salaries not being competitive enough with surrounding districts so we mostly attract first-year teachers.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	TCMPC Training provided for New Teachers
1	2	1	Content Specialist for reading, math, science, and social studies
1	2	2	Elective teachers will align goals, standards, objectives, as well as lesson structure/design to create scope and sequence in the elective areas.
1	3	1	Implementation of unit tests during the six weeks by core teachers including planning for instruction with the end in mind prior to each six weeks beginning
1	3	2	Teachers participate in additional planning times with vertical team members for planning/utilizing TCMPC Documents and IFD Planning template with a focus on analyzing TEKS
1	3	3	Six week vertical team meetings which will include representatives from Elementary, Intermediate, Junior High, and High School to review Heat Maps. Data review of weak and strong SE's. Find common concepts of weakness and make instructional emphasis for next six weeks based on data review.
1	4	1	Training on Differentiated Instruction will continue to be provided to all teachers in OEISD in order to implement and assure 100% of our classrooms are transformational
1	4	2	New teachers will be trained on district's instructional strategies
1	4	3	Elementary Advanced Academics courses grades 4th - 5th
1	4	6	Teachers will be made available a gallery room where all 9 instructional strategies are visually displayed and modeled so that teachers can select from the displays what they would like to display in their classrooms
1	4	7	The district has created a list of the 9 instructional strategies where each of the 9 have been identified by the six weeks as a focus. The district will acknowledge and award two teachers per campus per six weeks for each of the two instructional strategies focused upon and implemented at a high level of effectiveness
1	4	8	The focus of Rigor, Relevance, and relationships will be increased in order to teach students at Quadrant D level
1	5	1	Students in OEISD will use software programs during enrichment/tutorials to strengthen fundamental math skills
1	6	1	K-11 students will participate in a reading universal screener and data will determine which students need reading intervention
1	6	2	Designated classes will be reduced in size.
1	7	1	Campus administrators will complete a revised IFD planning tool with the curriculum director in order to review key components of the unit study prior to a walk through each six weeks for all units
1	8	1	Campus reading initiatives will be developed for students
2	1	3	PLC Book study

Goal	Objective	Strategy	Description
2	2	1	Teachers will be provided the opportunity to visit the instructional strategy gallery and view examples of concrete to abstract instructional examples as well as to debrief with their content specialist at the conclusion of the gallery visit
2	3	1	GT 6 hour update training provided to all staff
2	4	1	Cooperative Learning training provided to new teachers for implementation of Kagan in 100% of all OEISD classrooms.
2	5	1	Teachers will continue to be trained on vocabulary strategies and use those regularly with their unit topics
2	5	2	In order to increase knowledge on differentiated instruction special education staff and general education staff will receive training
2	6	1	OEISD Designated Teachers will attend the Inclusion Works Conference
2	6	2	Staff training in new STAAR testing changes
3	1	1	Anti-Bullying Training for all personnel
3	1	2	Provide lessons to students on all campuses regarding the topic of bullying.
3	1	4	Anti Bullying Pep Rally focusing on "Kindness Counts"theme
3	4	3	Fitness Gram will be administered to all students in grades 3rd - 12th
4	1	10	Literacy Night at Elementary campus
5	1	1	RTI- Response to Intervention Tiers of Support will be implemented at every campus. Documentation of meetings will assist in enhancing the program.
5	1	2	Tutoring and intervention services will be provided at all campus (Enrichment classes (JH), Power Hour(HS)) and Elementary
5	1	3	WCP (Words correct Per Minute) student scores will be tracked on each campus to assure our students reading fluency rate is within the national reading norms
5	1	4	Math Interventionist Services to be provided at Elementary and Intermediate campuses
5	1	5	OEISD will seek opportunities to build on an above average attendance rate to maximize state funding.
5	1	6	All day Pre-Kindergarten 4 year old program
5	1	8	All Special Ed students in the district will receive reading or math intervention as needed
5	1	9	Class size reduction teacher to assist students with reading
5	1	10	Teachers will compile and utilize a blue data folder containing DMAC reports to be utilized during prescriptive data meetings giving guidance on how to implement improvement ideas based on data. Blue data folder contains student tutorial reporsts by SE that they did not master, demographic performance reports by SE).

Goal	Objective	Strategy	Description
5	1	11	Students (subpopulations will be color coded for confidentially identifying economically disadvantaged, Hispanic, white, Special Ed. and ELL) will track and monitor their performance on the reporting categories for each STAAR test they will take in the Spring and be responsible for completing additional activities included in their folder to assist them to reach the STAAR MEETS PASSING PERCENTAGE GRADE OR MEET THE MASTERS LEVEL PASSING PERCENTAGE (track individual progress on each reporting category based on their performance of their folder activities) (Previous STAAR failures will have activities to complete to address passed reporting categories they failed.
5	1	12	Training will be provided to the reading and math interventionist at the elementary campus to assist staff with RTI
5	2	1	Reading Interventionist Services to be provided per campus
5	2	2	Latchkey after school program provided for Elementary campus at a substantially low rate with the goal of providing academic assistance through homework support
5	2	3	Student Attendance Incentives and Awards will be presented routinely at each campus
5	2	4	Designated classes will be reduced in size
5	2	5	Additional training will be provided to 504 coordinators to ensure students have proper plans
5	2	6	Teachers will utilize the open ended questions provided in every unit assessment in TCMPC which requires the student (subpopulations will be color coded for confidentially identifying economically disadvantaged, Hispanic, white, Special Ed. and ELL) to answer the questions using complete thoughts and sentences that would meet the standards on all grade level STAAR writing tests. (teachers will be provided training on rubric that accompanies the open ended questions)
5	4	1	Encourage students to participate in multiple extra-curricular activities.
6	1	1	Provide and utilize modern technology tools and digital resources for teachers and students to guarantee quality instruction and engagement, PK-12.
6	1	2	Upgrade hardware devices, mobile devices, classroom technology, and software as needed
6	1	3	Provide quality ongoing Professional Development for teachers in the use and implementation of modern technology tools and best practices for instructional integration
6	1	4	Integrate the Internet in student learning (TCMPC, Technology Standards, and Cybersecurity)
6	1	5	Use district technology equipment (Computers, Wireless devices) in student projects and learning.
6	1	6	Mobile carts will be used throughout the district
6	1	7	Utilize multiple funding strategies to create and enhance opportunities to secure cutting edge technology for staff and student population.
6	1	8	District technology leaders have revised assignments which include splitting network, hardware, and devices inventory from software and integration of technology into classroom lessons.

Goal	Objective	Strategy	Description
6	1	9	Keyboarding classes will be taught at the JH campus and added at Intermediate campus
6	1	11	Establish a live streaming and recorded video (Web content) and/or audio (Podcasts) that will allow teachers and students opportunities to enhance and integrate technology into daily instruction.
6	2	1	Teachers will access student data by using systems efficiently (DMAC, TXEIS)
6	3	1	Create improved teacher web pages by using a district rubric through training
6	4	1	Dr. Philip Eaglin from CODE.ORG will provide teacher training each six weeks to assist in implementing the K-8th grade full Stem Program
7	1	1	Inclusion support will be provided for special education students in core classes along with collaboration in all subject areas
7	1	2	Train OEISD teachers on effective strategies for serving students with disabilities in the general education classroom
7	1	3	Provide training to all OEISD Teachers regarding Special Programs per providing all teachers an OEISD Special Programs Binder
7	1	4	Pullout GT K-5 and JH one day a week and JH/HS serviced in Pre AP classes as well.
7	1	5	All Special Ed students will receive reading or math intervention as needed
7	1	6	ESL training available to all staff
7	1	7	Chess club will be offered to OEISD students
7	2	1	Teachers teaching the advanced classes and Pre AP/AP courses will attend GT and Pre- AP and AP Programs institutes such as AP/Pre-AP Institute, State GT Conferences. All teachers will receive the GT 6 hour update.
7	2	2	High school will expand college preparation awareness and offerings including, but not limited to, AP, PSAT, ACT, and SAT.
7	3	1	Enroll female students in nontraditional CTE classes by providing program representatives from CRAFT and DEL MAR to speak to our students
7	3	2	Enroll male students in nontraditional CTE classes by providing program representatives from CRAFT and DEL MAR to speak to our students
9	1	3	Experienced employees new to OEISD that have been employed in public education for at least five of the previous eight years may be issued a probationary contract up to three years from the date of district employment to fairly assess an employee's performance.

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6117 00 001 8 30 0 00	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$3,000.00
199 11 6117 00 041 8 30 0 00	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$100.00
199 11 6117 00 101 8 30 0 00	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$2,000.00
199 11 6119 00 001 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$104,365.41
199 11 6119 00 041 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$54,598.50
199 11 6119 00 101 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$131,940.50
199 11 6119 00 103 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$134,638.50
199 11 6119 01 101 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$250.00
199 11 6119 01 103 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$250.00
211 11 6119 00 001 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$62,934.56
211 11 6119 00 041 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$40,014.00
211 11 6119 00 103 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$56,368.00
255 11 6119 00 103 8 30 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$28,301.20
199 11 6129 00 041 8 30 0 00	6129 Salaries or Wages for Support Personnel	$22,705.00
199 11 6129 00 101 8 30 0 00	6129 Salaries or Wages for Support Personnel	$17,439.00
199 33 6129 00 999 8 30 0 00	6129 Salaries or Wages for Support Personnel	$25,000.00
199 33 6141 00 999 8 30 0 00	6141 Social Security/Medicare	$362.50
199 33 6142 00 999 8 30 0 00	6141 Social Security/Medicare	$0.00
211 11 6141 00 041 8 30 0 00	6141 Social Security/Medicare	$580.20
211 11 6141 00 103 8 30 0 00	6141 Social Security/Medicare	$776.62
255 11 6141 00 103 8 30 0 00	6141 Social Security/Medicare	$304.32
199 11 6141 00 001 8 30 0 00	6141 Social Security/Medicare	$1,500.29

199 11 6141 00 041 8 30 0 00	6141 Social Security/Medicare	$1,107.89
199 11 6141 00 101 8 30	6141 Social Security/Medicare	$2,042.42
199 11 6141 00 103 8 30 0 00	6141 Social Security/Medicare	$1,794.61
199 11 6141 01 101 8 30 0 00	6141 Social Security/Medicare	$0.00
199 11 6141 01 103 8 30 0 00	6141 Social Security/Medicare	$0.00
199 11 6142 00 001 8 30 0 00	6142 Group Health and Life Insurance	$750.00
199 11 6142 00 041 8 30 0 00	6142 Group Health and Life Insurance	$750.00
199 11 6142 00 101 8 30 0 00	6142 Group Health and Life Insurance	$9,000.00
199 11 6142 00 103 8 30 0 00	6142 Group Health and Life Insurance	$4,500.00
199 11 6142 01 101 8 30 0 00	6142 Group Health and Life Insurance	$0.00
199 11 6142 01 103 8 30 0 00	6142 Group Health and Life Insurance	$0.00
211 11 6142 00 041 8 30 0 00	6142 Group Health and Life Insurance	$0.00
211 11 6142 00 103 8 30 0 00	6142 Group Health and Life Insurance	$3,000.00
255 11 6142 00 103 8 30 0 00	6142 Group Health and Life Insurance	$1,500.00
199 11 6143 01 101 8 30 0 00	6143 Workers' Compensation	$0.00
199 11 6143 01 103 8 30 0 00	6143 Workers' Compensation	$0.00
199 11 6144 00 103 8 30 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$9,369.82
199 33 6144 00 999 8 30 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,525.00
199 11 6144 00 001 8 30 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$6,822.06
199 11 6144 00 041 8 30 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$5,013.86
199 11 6144 00 101 8 30 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$10,115.43
199 11 6145 01 101 8 30 0 00	6145 Unemployment Compensation	$0.00
199 11 6145 01 103 8 30 0 00	6145 Unemployment Compensation	$0.00
199 12 6145 00 001 8 30 0 00	6145 Unemployment Compensation	$160.00
199 11 6146 00 001 8 30 0 00	6146 Teacher Retirement/TRS Care	$3,077.28
199 11 6146 00 041 8 30 0 00	6146 Teacher Retirement/TRS Care	$2,381.56
199 11 6146 00 101 8 30 0 00	6146 Teacher Retirement/TRS Care	$3,820.03
199 11 6146 00 103 8 30 0 00	6146 Teacher Retirement/TRS Care	$3,875.16

199 11 6146 01 101 8 30 0 00	6146 Teacher Retirement/TRS Care	$0.00
199 11 6146 01 103 8 30 0 00	6146 Teacher Retirement/TRS Care	$0.00
199 33 6146 00 999 8 30 0 00	6146 Teacher Retirement/TRS Care	$937.50
211 11 6146 00 041 8 30 0 00	6146 Teacher Retirement/TRS Care	$3,941.38
211 11 6146 00 103 8 30 0 00	6146 Teacher Retirement/TRS Care	$5,552.24
255 11 6146 00 103 8 30 0 00	6146 Teacher Retirement/TRS Care	$2,517.48
199 11 6149 01 101 8 30 0 00	6149 Employee Benefits	$0.00
199 11 6149 01 103 8 30 0 00	6149 Employee Benefits	$0.00
	6100 Subtotal:	**$770,982.32**
6200 Professional and Contracted Services		
199 13 6239 00 999 8 30 0 00	6239 ESC Services	$25,631.00
211 13 6239 00 999 8 30 0 00	6239 ESC Services	$7,500.00
	6200 Subtotal:	**$33,131.00**
6300 Supplies and Services		
199 11 6399 03 001 8 30 0 00	6399 General Supplies	$150.00
199 11 6399 03 041 8 30 0 00	6399 General Supplies	$175.00
199 11 6399 03 101 8 30 0 00	6399 General Supplies	$175.00
199 11 6399 03 103 8 30 0 00	6399 General Supplies	$500.00
211 11 6399 00 001 8 30 0 00	6399 General Supplies	$500.00
211 11 6399 00 041 8 30 0 00	6399 General Supplies	$500.00
211 11 6399 00 101 8 30 0 00	6399 General Supplies	$500.00
211 11 6399 00 103 8 30 0 00	6399 General Supplies	$500.00
199 11 6399 00 101 8 30 0 00	6399 General Supplies	$6,375.00
199 11 6399 00 103 8 30 0 00	6399 General Supplies	$6,375.00
199 11 6399 01 101 8 30 0 00	6399 General Supplies	$125.00
199 11 6399 02 103 8 30 0 00	6399 General Supplies	$125.00

	6300 Subtotal:	**$16,000.00**
6400 Other Operating Costs		
211 41 6498 00 999 8 30 0 00	6410 Travel, Subsistence and Stipends	$4,815.00
211 41 6411 00 720 8 30 0 00	6411 Employee Travel	$5,000.00
	6400 Subtotal:	**$9,815.00**

Personnel for District Improvement Plan:

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

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

Title I Component Personnel

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

District Site-Based Team

Committee Role	Name	Position
District-level Professional	Veronica Gutierrez	Curriculum Director
Administrator	Yolanda Alvaro	High School Principal
Administrator	Lisa Gonzales	Superintendent
Administrator	Joey Avila	Technology Director
Administrator	Lisa Flores	High School Assistant Principal
Administrator	Sherri Brown	High School Counselor
Classroom Teacher	Lindsay Silguero	High School Teacher
Classroom Teacher	Melissa Vela	High School Teacher
Student	Taylor Clark	High School Student
Student	Josh Perez	High School Student
Administrator	Traci Pogue	Junior High Principal
Administrator	Lidamar Yruegas	Junior High Assistant Principal
Administrator	Cynthia Garcia	Junior High Counselor
Classroom Teacher	Nathan Williams	Junior High Teacher
Classroom Teacher	Yolanda Hinojosa	Junior High Teacher
Administrator	Jana Kieschnick	Intermediate Principal
Administrator	Sonia Gamez	Intermediate/Elementary Assistant Principal
Classroom Teacher	Clarissa Moreno	Intermediate Teacher
Administrator	Melissa Soto	Intermediate/Elementary Counselor
Administrator	Esmeralda Martinez	Elementary Principal
Classroom Teacher	Anita Rogers	Elementary Teacher
Parent	Pam Brewer	Parent
Parent	Sandra Ortiz	Parent
Business Representative	Rita Jasso	Business Member
Classroom Teacher	Elizabeth Sanchez	Elementary teacher

Parent	Amber Tijerina	Parent
Parent	Heather Huerta	Parent

District Funding Summary

199 - Local Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	District staff provides training		$0.00
1	2	2			$500.00
1	3	1			$6,765.00
1	3	2			$7,022.00
1	4	1			$2,600.00
1	4	2	District staff trains		$300.00
1	4	3			$20,000.00
1	4	4	supplies needed		$33,000.00
1	4	6			$1,600.00
1	4	7			$0.00
1	6	1			$26,000.00
1	7	1			$0.00
1	8	1			$2,000.00
2	1	3			$500.00
2	2	1			$1,600.00
2	5	1	District staff provides training		$2,000.00
2	5	2			$1,000.00
2	6	1			$1,000.00
2	6	2	District staff provides training		$4,745.00
3	1	1			$1,000.00
3	1	2			$1,000.00
3	1	3			$2,000.00
3	1	4			$200.00
3	2	1			$529.00

3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	4	1	district staff provides training		$266.00
3	4	2	district staff provides training		$1,066.00
3	4	3			$0.00
3	5	3			$0.00
4	1	1			$3,341.00
4	1	2	food and refreshments		$3,000.00
4	1	3	campus personell will provide proper communication		$1,000.00
4	1	4			$1,000.00
4	1	5	district staff will promote		$0.00
4	1	6			$0.00
4	1	9			$1,000.00
4	1	10			$300.00
5	1	1			$8,000.00
5	1	2			$13,000.00
5	1	4			$30,000.00
5	1	6			$142,000.00
5	1	7			$68,000.00
5	1	8			$5,000.00
5	1	11			$1,000.00
5	2	1			$10,000.00
5	2	2			$20,000.00
5	2	5			$4,000.00
5	3	1			$200.00
5	3	2			$500.00
5	3	3	campuses will support the incentive		$200.00

6	1	1			$0.00
6	1	4			$7,500.00
6	1	6			$0.00
6	1	8			$120,000.00
6	1	9	taught by JH teachers		$800.00
6	1	9	taught by JH teachers		$16,000.00
6	2	1			$17,000.00
6	3	1			$3,000.00
6	3	2			$3,000.00
6	3	3			$3,341.00
6	4	1			$7,000.00
7	1	1			$125,000.00
7	1	2			$1,000.00
7	1	3	training provided by district staff		$1,000.00
7	1	4	core teacher will be used for pull out program		$6,000.00
7	1	4			$10,000.00
7	1	5			$5,000.00
7	1	7			$1,000.00
7	2	1			$3,000.00
7	3	1			$3,000.00
7	3	2			$3,000.00
8	1	1			$0.00
8	1	2			$17,000.00
8	1	3			$0.00
8	1	4			$0.00
				Sub-Total	$780,875.00

429 - EEIP Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	2	1			$89,430.00
1	3	2			$9,879.00
1	4	1			$2,600.00
1	4	5	distict staff trains		$2,500.00
1	5	1			$5,000.00
2	4	1			$2,500.00
3	1	1			$2,503.41
3	5	2			$2,503.41
6	1	3			$3,000.00
7	1	2			$2,000.00
7	1	6			$6,000.00
7	1	7			$1,500.00
7	2	1			$4,000.00
9	1	1			$4,000.00
				Sub-Total	$137,415.82

211 - Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			$5,352.00
1	4	8			$3,000.00
1	6	2			$141,293.00
4	1	7			$3,000.00
4	1	8			$1,500.00
5	1	2			$8,000.00
5	1	8			$5,000.00
5	1	10			$50.00
5	1	12			$2,000.00
5	2	4			$141,293.00
5	2	5			$2,000.00

6	2	1			$4,404.55
				Sub-Total	$316,892.55
224 - IDEA Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	2			$2,000.00
2	6	1			$2,000.00
5	1	4			$27,197.00
7	1	1			$50,000.00
7	1	2			$1,000.00
7	1	5			$5,000.00
				Sub-Total	$87,197.00
Title III LEP SSA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	6			$5,000.00
				Sub-Total	$5,000.00
Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	3			$2,000.00
				Sub-Total	$2,000.00
255-Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2			$56,540.00
5	1	9			$56,540.00
5	2	1			$51,700.00
				Sub-Total	$164,780.00
199 State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	5			$7,600.00

Sub-Total	$7,600.00
Grand Total	$1,501,760.37