

Odem-Edroy Independent School District

District Improvement Plan

2020-2021



Mission Statement

What business are we in

Why we exist...

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

ODEM EDROY ISD Belief Statement

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

Vision

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

Value Statement

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Odem-Edroy ISD is a PK-12 public school located in South Texas. The district consists of an elementary, intermediate, junior high, and high school campus and serves approximately 900 students. Odem-Edroy is a Title I district with 62.4% of the students being economically disadvantaged.

The following demographic data is from TAPR 2018-2019:

Demographics	Percent
Attendance Rate	94.9%
Graduation Rate	100%
Economically Disadvantaged	62.4%
English Learners (EL)	2.7%
At-Risk	42.5%
Gifted & Talented	7.8%
Special Education	8.0%

Student Ethnicity	Percent
African American	0.8%
Hispanic	86.1%
White	12.4%
American Indian	0%
Two or more Races	0.7%

Demographics Strengths

- 100% graduation rate
- ELL population is 2.7% compared the the state average of 19.5%.
- The mobility rate is below the state average.
- Schoolwide free breakfast, lunch and after school dinner program for all students.

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Odem-Edroy ISD earned a "B" on the state accountability performance ratings for 2018-2019. The district will keep the "B" performance rating due to the STAAR waiver for COVID-19. In 2018-2019, all three campuses Met Standard for the overall ratings. High school received score of 84 with Junior High, Intermediate, and Elementary receiving an 84, 76, and 76 respectively. Junior high also earned two Distinction Designations in the areas of Closing the Gaps and Post Secondary Readiness. The high school received a Distinction Designation in Social Studies.

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

The district has implemented district initiatives to assist in closing the gaps for all students as needed. Six week vertical team planning will allow staff to review student data and find common concepts of weakness to address and make instructional emphasis as needed.

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

STAAR waiver was given for Spring 2020 due to COVID-19.

As the 2020-2021 school year begins, students have been out of school for 6 months. All students will be assessed for current math and reading skills within the few weeks of school so that curriculum can be adjusted and students who have fallen behind significantly can be identified and given additional support in those areas.

2019 STAAR Data (most recent data)

STAAR	Approaches	State Average	Meets	Masters	Economically Disadvantaged	GT	At Risk
3 rd Grade Reading	85%	76%	55%	29%	86%	N/A	67%
3 rd Grade Math	85%	78%	53%	15%	86%	N/A	56%
4 th Grade Reading	84%	74%	35%	24%	80%	100%	69%
4 th Grade Math	65%	74%	29%	16%	64%	89%	42%

STAAR	Approaches	State Average	Meets	Masters	Economically Disadvantaged	GT	At Risk
4 th Grade Writing	75%	65%	25%	4%	73%	100%	62%
5 th Grade Reading	89%	86%	56%	20%	83%	100%	84%
5 th Grade Math	84%	89%	54%	10%	78%	100%	74%
5 th Grade Science	67%	74%	31%	16%	68%	60%	47%
6 th Grade Reading	72%	66%	40%	18%	69%	100%	48%
6 th Grade Math	82%	79%	46%	15%	79%	100%	65%
7 th Grade Reading	78%	74%	45%	25%	74%	100%	65%
7 th Grade Math	82%	73%	47%	24%	74%	100%	65%
7 th Grade Writing	78%	69%	49%	24%	74%	100%	62%
8 th Grade Reading	92%	84%	56%	20%	91%	100%	85%
8 th Grade Math	87%	87%	54%	10%	87%	100%	77%
8 th Grade Science	77%	79%	48%	19%	82%	100%	56%
8 th Grade Social Studies	76%	79%	36%	13%	76%	100%	67%

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

Student Achievement Strengths

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

Strengths:

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

Odem-Edroy received the following distinctions:

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): While the student test scores are above the state average, the data shows some possible learning gaps in some populations. **Root Cause:** The

district needs to better analyze the data of the sub-population groups to determine how to better address their learning needs.

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

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

District Culture and Climate

District Culture and Climate Summary

Upon review of the Title I Survey, parents feel that the school is a supportive and inviting place for students to learn. The school district sets high standards for academic performance for all students. The school fosters an appreciation of student diversity and respect for each other. The school emphasizes showing respect for all students' cultural beliefs and practices. There is a great focus on college and career readiness as well as vocational readiness with College day being on every Thursday. OEISD has high graduation rates as well as college entrance. All students are accepted and regardless of their disability. Students receive the support needed to be successful. Those is small class sizes benefit from them.

District Culture and Climate Strengths

All district personnel has high expectations for all students. Students feel supported by OEISD staff and encouraged to do well. They are provided opportunities to be successful with tutorials as well as teachers willing to assist them before and after school. Students feel comfortable reporting a bully incident to a teacher or other staff member.

Problem Statements Identifying District Culture and Climate Needs

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district has hired several new teachers this year. The new hire rate at OEISD has averaged at 9.2% which is a little higher than the state rate of 7%. Mentoring programs were set up to assist new teachers this past year. OEISD continues to provide creative methods of recognition and support for all staff members by building an atmosphere within the Odem-Edroy ISD system where all staff members know they are appreciated, treasured and acknowledged within the system and community.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Odem Edroy ISD provides all staff with a curriculum that is aligned to ensure teachers across the district have a consistent plan in place to ensure all students access state standards and receive the learning experiences they deserve. Vertical team planning provides the teams an opportunity to discuss the TEKS the students are having difficulty mastering and closing the gaps. Data driven decisions are made with regards to the improvement of curriculum and instruction to assist in closing the gaps of students not meeting standards in state and local assessments. Unique Curriculum is used for special populations.

Professional Development for educators designed to support Asynchronous Instruction

Timeline	Topic	Key Staff	Support
August 2020	Google Classroom for Beginners Google Calendar tutorial, Collaboration tools, etc.	Administrators, new teachers, paraprofessionals, select teachers that will benefit.	ESC 2, Administrators, Curriculum dept.
August 2020	Tips and Tricks: Best Practices with Google Classroom- Training will focus on different best practices (applications/tools/extensions) you can use with Google Classroom that teachers can implement within their online instruction to help provide efficient and effective eLearning for all students.	Administrators, Secondary Teachers	ESC 2, Administrators, Curriculum dept.
August 2020	Special Education Training-Special education means specially-designed instruction, adapting, as appropriate to the needs of an eligible child under the Individuals with Disabilities Education Act, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the local educational agency (LEA) that apply to all students. This workshop will provide participants with an overview of SDI and creating goals, PLAAFP's and embedding accommodations into the delivery of instruction.	All staff	ESC 2, Administrators, Curriculum dept.
August 2020	See Saw Introduction Training	Elementary Staff	See Saw, Administrators, Curriculum Dept.
August 2020	IStation Training	Jr High and Intermediate Teachers & Administrators	IStation, Administrators, Curriculum Dept.
August 2020	EdBrix Training	3-12 Math and Science Teachers and Administrators	EdBrix, Administrators, Curriculum Dept.

Timeline	Topic	Key Staff	Support
August 2020	Math Seeds	Elementary Math Teachers and Administrators	Math Seed, Administrators, Curriculum Dept.
August 2020	Reading Plus	3-12 ELAR teachers and Administrators	Reading Plus, Administrators, Curriculum Department
August 2020	Eduphoria Aware-Analysis and Test Creation/Online testing training	Administrators, Teachers	Eduphoria, Administrators, Curriculum Dept.
August 2020	TEKS Resource	Teachers	Administrators, Curriculum Department

Curriculum, Instruction, and Assessment Strengths

The curriculum used by OEISD is written with a high level of rigor designed to engage students. The focus is for students to apply strategies and content area knowledge in meaningful contexts. Student data in Eduphoria is an ongoing source to assist students in areas of need with the hopes of closing the gaps. Campus administrators work with teachers to identify strengths and weaknesses and assist in closing the gaps using strategic planning.

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

OEISD provides many opportunities for family and community to participate such as: Meet the teacher, Open House, PTO meetings, Parent conferences, Literacy Night, Math & Science night, College night, GT parent meetings, Orientation, Booster club meetings, awards ceremony, Elementary performances and field day, and Parental Involvement meetings. Covid has hindered the in person parent and community engagement activities, but will begin again just as soon as it is safely possible.

Survey results showed that parents felt that the school is a supportive and inviting place for students to learn and quality work is expected of all students. Living Tree and Remind is used to communicate with parents and allows teachers to communicate in the family's home language. Teachers also communicate through postcards, via phone calls, or face-to-face conferences. Most felt that their child was offered an array of innovative courses to meet their child's needs and interest. The school fosters an appreciation of student diversity and respect for each other.

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

Problem Statements Identifying Parent and Community Engagement Needs

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

District Context and Organization

District Context and Organization Summary

The district has benefited from district efforts to reorganize and make improvements to assist all staff in academics as well as compliance. Professional development is provided to all staff as needed. Staff receives training to implement any and all programs used on campuses. They also receive training with regards to compliance standards. Teachers are provided staff development days built into the calendar to allow them time to plan.

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

The COVID-19 pandemic has brought undeniable challenges to every aspect of life, and school districts have been in a unique position during this time period due to the need to keep all of our children safe (as well as employees). On March 23, 2020 our district closed, and students began learning remotely from home and did so for the remainder of the 2019-2020 school year. A new instructional Covid calendar was board approved in May 2020. There is a TEA allowance of 8 weeks of virtual learning for all students. For the upcoming school year, all instructional and safety planning had been completed in the summer and board approved. The district continues to successfully implement a phase in plan for instructing our students and keeping them healthy and safe.

OEISD Safe School Opening Phase In Protocol:

Phase 1: All students learning remotely

Phase 2: Students learning remotely; up to 25% receiving in person instruction

Phase 3: Students learning remotely; Up to 50% receiving in person instruction

Phase 4: Students learning remotely; Up to 75% receiving in person instruction

Phase 5: 100% of students receiving in person instruction

Personal safety protocol- health screening, social distancing (6 ft), required face coverings, and increased hand hygiene and hand washing (Phases 1-4)

OEISD students will take part in asynchronous instruction. This instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via virtual learning (Google Classroom, SeeSaw, Electronic Library System) or other electronic devices/phone. Students engaged during the day and demonstrating academic progress are marked as present. Engagement is defined as progress made each academic day; curricular progress evidenced from teacher/student interactions made that day; or evaluating the completed and submitted assignment(s) planned for that day. The district asynchronous plan was TEA approved.

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

ESSER funds of \$103,689.68 (as of 10/6/20) for PPE supplies and disinfecting/sanitation supplies.

District Context and Organization Strengths

- Reading and Math interventionist at elementary/intermediate campus who utilized pull-out program
- Small-group instruction
- Staff development days built into calendar to allow planning time
- Student and teacher surveys to evaluate programs
- Communication provided to parents regularly
- Continued development of campus/district processes to assist students of all categories
- Common goal/vision for district
- JH enrichment period built in to master schedule
- Teachers have the opportunity to serve on committees
- Proactive approach to COVID-19 pandemic; Quick turnaround to remote learning, mobilization of all district employees for response, comprehensive instructional/safety plan
- Online school registration process through Ascender program

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): There is a need to stay current with safety and security procedures and to assess facilities. **Root Cause:** With new and aging facilities, not all buildings have same level of security or surveillance cameras.

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

Technology

Technology Summary

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

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

COVID-19 added technology purchases:

- Istation
- Reading Plus
- See Saw LMS

Additional chromebooks and wifi hot spots were purchased to help with remote instruction.

Technology Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- District emphasis of student use of technology
- Wireless Internet
- Eduphoria is used by staff to access student data
- Living Tree as the district-wide form of communication
- Mobile workstations for most classrooms
- Robots available for enrichment
- Google training for all staff
- Computer-based intervention programs K-12
- TxEIS Parent Portal available to monitor grades
- Four 3-D printers for district use
- Edbrixx - technology is used for 3rd-12th grade math and science
- Reading Plus
- Istation
- Virtual Learning - Google Classroom, SeeSaw, Electronic Library System

- TxEIS/Ascender

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In recent years, our district has replaced experienced teachers in high need and hard-to-hire positions affecting our academic scores in those areas.

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

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

Problem Statement 4: There is more parental involvement at the elementary/intermediate campus and less at the secondary level.

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

Problem Statement 4 Areas: Parent and Community Engagement

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

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

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: There is a gap in STAAR achievement between students who are receiving special education/504 services, EL, low income, in foster care, or homeless and their peers.

Root Cause 6: Lack of differentiation in the classroom for all students.

Problem Statement 6 Areas: Student Achievement

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

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

Problem Statement 7 Areas: District Culture and Climate

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

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

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 9 Areas: District Context and Organization

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

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

Problem Statement 10 Areas: District Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- State certified and high quality staff data
- Campus leadership data

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

Parent/Community Data

- Parent surveys and/or other feedback





Goals

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

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

Evaluation Data Sources: Implementation of TCMPC

Strategy 1: TCMPC Training provided for New Teachers and refreshers for veteran teachers. Strategy's Expected Result/Impact: Improved student performance on unit assessments and STAAR. High expectations evident in student work Staff Responsible for Monitoring: Curriculum Director Campus leaders Title I Schoolwide Elements: 2.4	Formative Reviews		
	Jan	Apr	June
Strategy 2: Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, and Education Service Center 2. The COVID-19 situation will have to be taken into consideration with respect to the level of onsite instructional visits. Strategy's Expected Result/Impact: Data in Eduphoria Improved teacher performance Instructional strategies Staff Responsible for Monitoring: Campus Leaders Curriculum Director Teachers Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: District Culture and Climate 2 Funding Sources: Virtual Learning Resources/Training - ESSER -COVID 19	Formative Reviews		
	Jan	Apr	June
Strategy 3: As required by state law, teachers in early childhood grades (K-3) will participate and complete Reading Academies beginning 2020-2021 school year. Strategy's Expected Result/Impact: Improvement in early childhood reading performance, eventual improvement in meets/masters standards on Grade 3 STAAR Reading Assessment. Staff Responsible for Monitoring: District and Campus Administrators Title I Schoolwide Elements: 2.4, 2.6	Formative Reviews		
	Jan	Apr	June

Strategy 4: Monitor Data through Eduphoria. Strategy's Expected Result/Impact: Data reports, progress monitoring Staff Responsible for Monitoring: Superintendent Curriculum Director District Leaders Teachers Title I Schoolwide Elements: 2.4 Problem Statements: Student Achievement 1	Formative Reviews		
	Jan	Apr	June
Strategy 5: Integration of technology in instructional and administrative programs. Purchase additional Chromebooks and hot spots to ensure students and staff can work remotely as needed due to COVID-19. Strategy's Expected Result/Impact: Evidence in instruction, increased student engagement and performance. Staff Responsible for Monitoring: District and Campus Leaders, Technology Director, Teachers Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: District Culture and Climate 2 Funding Sources: - ESSER -COVID 19	Formative Reviews		
	Jan	Apr	June
Strategy 6: Monitor student attendance and state attendance laws. Attendance directly affects student learning. Due to COVID-19, the district will work to keep attendance steady through a variety of learning platforms; to include Face to Face and remote learning. Strategy's Expected Result/Impact: Improved attendance rate that is consistent. Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers Title I Schoolwide Elements: 2.4 Funding Sources: - ESSER -COVID 19	Formative Reviews		
	Jan	Apr	June
Strategy 7: The district will utilize federal Elementary and Secondary School Emergency Relief (ESSER) funding to meet student safety and instructional needs resulting from the COVID-19 pandemic. Strategy's Expected Result/Impact: Ability to purchase materials/cover expenses related to COVID-19 pandemic. Staff Responsible for Monitoring: Business Manager, District Administrators, Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Culture and Climate 2 Funding Sources: - ESSER -COVID 19	Formative Reviews		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

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

District Culture and Climate

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

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





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

Strategy 1: Facilitate effective transitions from preschool , elementary, intermediate, junior high and from high school to post-secondary education. Strategy's Expected Result/Impact: Campus Planned Activities Staff Responsible for Monitoring: Campus Leaders District Leaders Counselors Title I Schoolwide Elements: 2.5	Formative Reviews		
	Jan	Apr	June
Strategy 2: Provide awareness opportunities for post-secondary education and the workforce, which may include career, military, and technical education programs. Strategy's Expected Result/Impact: Activities will vary by campus Staff Responsible for Monitoring: District Leaders Campus Leaders Teachers Counselors Title I Schoolwide Elements: 2.5	Formative Reviews		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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

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

Strategy 1: Written communication. Strategy's Expected Result/Impact: Post cards each six weeks. Newspaper articles. Staff Responsible for Monitoring: Campus leaders, Counselors, Teachers Title I Schoolwide Elements: 3.1	Formative Reviews		
	Jan	Apr	June
Strategy 2: Electronic communication-social media push. Strategy's Expected Result/Impact: District Marquee, District Web-page, Living Tree, Facebook, Twitter, Remind. Staff Responsible for Monitoring: Superintendent, Campus and District Leaders, Counselors, Technology Director Title I Schoolwide Elements: 3.1	Formative Reviews		
	Jan	Apr	June
Strategy 3: Meet the Teacher Night, Open House (when it is safe to have visitors in the buildings) Strategy's Expected Result/Impact: Opportunity to meet educational needs of students by both educators and parents. Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers Title I Schoolwide Elements: 3.1 Problem Statements: District Culture and Climate 2	Formative Reviews		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Performance Objective 1 Problem Statements:

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

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





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

Strategy 1: Develop a parent and family policy to encourage family involvement across the district. Strategy's Expected Result/Impact: Develop, review & plan; Parental Involvement Policy; Develop School-Parent Compact; Increase community awareness and support; Elementary and Secondary Parental Engagement Coordinators Staff Responsible for Monitoring: Parent Involvement Coordinators Campus Leaders District Leaders Title I Schoolwide Elements: 3.1, 3.2	Formative Reviews		
	Jan	Apr	June

 No Progress
 Accomplished
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 Discontinue

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

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

Strategy 1: Mentor teachers will be assigned to all first-year teachers to the district. Strategy's Expected Result/Impact: Improved turnover rate Increased quality teaching Improved school climate Staff Responsible for Monitoring: Curriculum Director Campus Administrators	Formative Reviews		
	Jan	Apr	June
Strategy 2: Expand partnerships with universities, other certification programs and consider job fairs. Host student teachers and interns to grow our own. Strategy's Expected Result/Impact: Student Teachers, Intern Teachers hired and retained. Staff Responsible for Monitoring: Superintendent, HR Director, Campus Leaders Title I Schoolwide Elements: 2.5	Formative Reviews		
	Jan	Apr	June
Strategy 3: For the 2020-2021 school year, teachers will be observed using T-TESS with the goal of observed teachers achieving "proficient" or better. With T-TESS waived in 2019-2020 due to COVID 19, the district will target the completion of the observation process to assist in training to improve academic performance. Strategy's Expected Result/Impact: Professional Development calendar; session agendas with topics, dates, hours, presenters, sign in sheets. Staff Responsible for Monitoring: District administrators, campus administrators Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: District Culture and Climate 2	Formative Reviews		
	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Performance Objective 1 Problem Statements:

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

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

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

Evaluation Data Sources: STAAR Data will be compared to show increased leadership capacity and implementation of campus and district initiatives.

Strategy 1: Leadership meetings, TPESS coaching and implementation. Strategy's Expected Result/Impact: PD records, PLC, Implementation Evidence, TPESS Staff Responsible for Monitoring: District leaders, Campus leaders Title I Schoolwide Elements: 2.5	Formative Reviews		
	Jan	Apr	June
Strategy 2: Support teacher leaders to grow from within. Strategy's Expected Result/Impact: Department meetings, committee participation, increased leadership opportunities. Staff Responsible for Monitoring: District and Campus Leaders	Formative Reviews		
	Jan	Apr	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

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

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





Evaluation Data Sources: STAAR data will be compared to show teacher growth throughout all st

Strategy 1: Increase certified ESL teachers. Strategy's Expected Result/Impact: Certificates of completion. Staff Responsible for Monitoring: District and Campus Leaders Title I Schoolwide Elements: 2.4	Formative Reviews		
	Jan	Apr	June
Strategy 2: Increase teachers with GT hours per the State GT plan. Monitor the yearly 6 hour updates. Strategy's Expected Result/Impact: Certificates of completion. Staff Responsible for Monitoring: District and Campus Leaders, GT Coordinator.	Formative Reviews		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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





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

Strategy 1: Drug/violence/bullying/suicide prevention (Including: discipline management, sexual harassment, dating violence) Strategy's Expected Result/Impact: Sign in sheets, Presenter Information, Invoices, Stop-It data Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Apr	June
Strategy 2: Parent/Student/Staff Surveys Strategy's Expected Result/Impact: Survey Results Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Apr	June
Strategy 3: Red Ribbon Week Strategy's Expected Result/Impact: Record of school activities promoting safe and drug free schools. Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Apr	June
Strategy 4: Regular SHAC meetings. Strategy's Expected Result/Impact: Students and parents learn about healthy lifestyles and illness prevention. Staff Responsible for Monitoring: School Nurses Title I Schoolwide Elements: 3.1	Formative Reviews		
	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: OEISD will enhance the student/staff safety through a proactive Emergency Management Plan and collaboration with First Responders. Continue to evaluate emergency procedures for both instructional and non-instructional facilities. This includes training, policies, procedures, schedules, and equipment to keep all district stakeholders safe from COVID-19.





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

Strategy 1: Crisis Management Plan-ongoing updates. Recent purchase of radios for all administration. Strategy's Expected Result/Impact: District CMP, Campus monthly required safety drills. Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers Funding Sources: - Safety Grant	Formative Reviews		
	Jan	Apr	June
Strategy 2: Facilities Audit Strategy's Expected Result/Impact: Safety Audit Report; Work Orders addressing repairs and invoices for replacement Staff Responsible for Monitoring: Superintendent, District Leaders, Campus Leaders, Director of Maintenance, Transportation and Custodial	Formative Reviews		
	Jan	Apr	June
Strategy 3: Staff will complete mandated compliance training from EduHero. Strategy's Expected Result/Impact: 100% compliance by all staff. Staff Responsible for Monitoring: District and Campus Leaders Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Apr	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

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

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

Strategy 1: Social Emotional Health-Connections Coastal Bend Wellness; BCFS counseling K-12, Cyber Safety Speaker K-5, Communities in Schools, SB 460 Mental Health Training, Mental Health First Aid Certification for select staff. Strategy's Expected Result/Impact: Information focused on student and staff well being. Staff Responsible for Monitoring: Counselors Principals Title I Schoolwide Elements: 2.4 Problem Statements: District Culture and Climate 2	Formative Reviews		
	Jan	Apr	June

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Performance Objective 3 Problem Statements:





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

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

Performance Objective 4: For the 2020-2021 school year, OEISD will continue its plan to ensure that district stakeholders feel safe at school and school events. COVID-19 considerations will be prioritized with respect to the health and safety of all district stakeholders.

Evaluation Data Sources: Feedback from district stakeholders.

Strategy 1: Continue to implement and make revisions to the district Emergency Operations Plan (EOP) to evaluate emergency procedures for both instructional and non-instructional facilities. This includes all training, policies, procedures, schedules, and equipment paramount to keeping all district stakeholders safe from COVID-19. Problem Statements: District Culture and Climate 2 Funding Sources: - ESSER -COVID 19, - Safety Grant	Formative Reviews		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

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

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


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


Strategy 1: Serve homeless students following the McKinney-Vento Act. Monitor Migrant students. Strategy's Expected Result/Impact: Documentation of providing for needs so student can perform academically. Migrant assistance from the ESC-2. Staff Responsible for Monitoring: Principals, Homeless Liaison Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Apr	June
Strategy 2: Identify GT students and provide accelerated instruction opportunities according to the new State GT Plan. Strategy's Expected Result/Impact: Monitor student participation and instruction. Students will perform at the Masters Level on STAAR. Staff Responsible for Monitoring: Principals, GT Coordinator Title I Schoolwide Elements: 2.5	Formative Reviews		
	Jan	Apr	June
Strategy 3: Students that qualify for special education, ESL, the dyslexia program or are in 504 will receive intense research based instruction. Strategy's Expected Result/Impact: Monitor instruction, Students will perform at the passing standard on STAAR. Staff Responsible for Monitoring: Principals, 504 Coordinator, Dyslexia teachers Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Apr	June
Strategy 4: Monitor all discipline practices, DAEP placements, attendance rates, pre and post assessments, dropouts and recidivism rates. Strategy's Expected Result/Impact: Reduction of office referrals, students will return without academic gaps so they may perform at the passing standard on STAAR. Staff Responsible for Monitoring: Principals, counselors Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			


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


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

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

 0% No Progress

 100% Accomplished

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

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

Strategy 1: Form a team to a five-year strategic plan that determines the mission and vision for the entire district. Strategy's Expected Result/Impact: mission, vision, core values, and priorities outlined in this strategic plan, comprehensive needs assessment Staff Responsible for Monitoring: District and Campus Leaders, Teachers , paraprofessionals, Nurse, parent Title I Schoolwide Elements: 2.4	Formative Reviews		
	Jan	Apr	June

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No Progress

100%

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State Compensatory

Personnel for District Improvement Plan

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

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

District Funding Summary

ESSER -COVID 19					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Virtual Learning Resources/Training		\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
Safety Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums