Ore City Independent School District

District Improvement Plan

2021-2022

Mission Statement

The mission of Ore City Independent School District is to achieve academic excellence and accountability while providing opportunity for all students through a cooperative effort with home and community.

Vision

The vision of Ore City Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for postsecondary education and careers, and engage in positive personal development.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ore City is a rural, 3-A district serving approximately 928 students. Since the spring of 2021, our student population has decreased.

Our student population is represented by :

- 68.97% White
- 21.01% Hispanic
- 3.66% African American
- 5.50% Two or More Races and Other

- 67.03% Economically Disadvantaged
- 50.75% At-Risk
- 13.36% Special Education

(See attached addendums for more detailed demographic information.

Demographics Strengths

In 2021, OCISD student groups met state assigned targets in multiple areas including:

- Economically disadvantaged student group *% at Meets Grade Level Standard or Above* in ELA/Reading
- 2020 OCHS graduation rate
- English Language learners TELPAS Progress target
- African American student group STAAR Component Score
- Graduates meeting CCMR criteria

OCISD students met or exceeded state success rates in the following areas:

- 19-20 Groups exceeded region & state avg for completing/receiving credit for college prep courses: African-American, Hispanic, White, Economically Disadvantaged
- 19-20 Groups exceeded region & state average TSIA Reading Score - African-American, Hispanic, White, Two or More Races, & Eco. Disadv.
- Career and Technical course coherent sequence participation graduates met or exceeded the state average in all reported categories- AfricanAmerican, Hispanic, White and Economically Disadvantaged

Our student/teacher ratio allows for smaller class sizes in most grades than the state average resulting in enhanced opportunities for positive relationships and increased engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not closing the gaps between academic achievement of all students and students in disaggregated student groups. **Root Cause:** Not meeting targets on ELA Reading and Math at Meets or above and not meeting targets on ALL tests.

Student Achievement

Student Achievement Summary

Due to the impact of COVID-19, all districts, open-enrollment charter schools, and campuses, will receive a label of *Not Rated: Declared State of Disaster* for 2021. Although raw and scaled overall scores and domain A–F ratings will not be assigned, all available accountability data will be published. Distinction designations were not awarded in 2021.

Texas Education Agency
2021 Accountability Ratings Overall Summary
ORE CITY ISD (230903)

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	38
College, Career and Military Readiness	90
Graduation Rate	97
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 67.0%)	64
Closing the Gaps % of Indicators Met	
Academic Achievement Status	6%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	9%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races

						3rd - 8th Graders					
Reading and Mathematics	2021	26%	29%	17%	36%	16%	17%	*	*	*	7%
	2019	36%	33%	27%	24%	26%	28%	*	*	*	20%
							3rd - 8th Graders				
Reading and Mathematics Including EOC	2021	28%	30%	20%	42%	20%	19%	*	*	*	13%
	2019	38%	35%	28%	24%	28%	29%	*	*	*	20%
Reading Including EOC	2021	41%	42%	32%	50%	27%	32%	*	*	*	25%
	2019	47%	44%	39%	24%	38%	40%	*	*	*	32%
Math Including EOC	2021	37%	42%	28%	42%	31%	26%	*	*	*	31%
	2019	52%	49%	42%	35%	47%	41%	*	*	*	44%
							End of Course English I				
At Approaches Grade Level or Above	2021	67%	68%	70%	*	50%	76%	-	-	-	*
	2019	68%	68%	83%	*	71%	86%	-	-	-	80%
At Meets Grade Level or Above	2021	50%	50%	45%	*	50%	41%	-	-	-	*
	2019	50%	48%	64%	*	64%	64%	-	-	-	80%
At Masters Grade Level	2021	12%	10%	1%	*	0%	0%	-	-	-	*
	2019	11%	10%	10%	*	7%	14%	-	-	-	0%
End of Course English II											
At Approaches Grade Level or Above	2021	71%	71%	75%	*	64%	80%	*	*	-	*
	2019	68%	68%	82%	90%	90%	80%	*	-	-	*
At Meets Grade Level or Above	2021	57%	57%	61%	*	64%	66%	*	*	-	*
	2019	49%	48%	68%	80%	70%	67%	*	-	-	*
At Masters Grade Level	2021	11%	10%	7%	*	0%	7%	*	*	-	*
	2019	8%	6%	18%	20%	30%	16%	*	-	-	*
End of Course Algebra I											
At Approaches Grade Level or Above	2021	73%	78%	87%	*	83%	88%	-	-	-	83%
	2019	85%	82%	86%	88%	86%	87%	-	*	-	*
At Meets Grade Level or Above	2021	41%	48%	46%	*	44%	46%	-	-	-	33%
	2019	61%	53%	52%	38%	50%	56%	-	*	-	*
At Masters Grade Level	2021	23%	27%	18%	*	17%	17%	-	-	-	33%
	2019	37%	31%	22%	25%	29%	18%	-	*	-	*
End of Course Biology											
At Approaches Grade Level or Above	2021	82%	84%	94%	*	91%	97%	*	*	-	*
	2019	88%	89%	98%	100%	100%	98%	-	-	-	*

At Meets Grade Level or Above	2021	55%	55%	69%	*	64%	74%	*	*	-	*
	2019	62%	60%	88%	71%	100%	87%	-	-	-	*
At Masters Grade Level	2021	22%	20%	23%	*	27%	24%	*	*	-	*
	2019	25%	21%	17%	14%	20%	17%	-	-	-	*
End of Course U.S. History											
At Approaches Grade Level or Above	2021	88%	90%	96%	*	92%	96%	-	-	-	*
	2019	93%	92%	100%	100%	100%	100%	-	-	-	*
At Meets Grade Level or Above	2021	69%	71%	89%	*	83%	93%	-	-	-	*
	2019	73%	70%	92%	80%	100%	91%	-	-	-	*
						End of Course English I					
At Masters Grade Level	2021	43%	43%	76%	*	75%	78%	-	-	-	*
	2019	45%	38%	72%	60%	88%	70%	-	-	-	*

Student Achievement Strengths

On the 2021 STAAR assessments, OCISD students **outperformed** the state averages in the following subjects:

Grade 3 reading, Grade 5 math & science, Grade 7 math, Grade 8 reading, math, & science

English 1, English II, Algebra 1, Biology, U.S. History

For compiled scores, OCISD students exceeded statewide performance on all grades science assessments and all grades social studies assessments (Masters Grade Level only),

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student attendance continues to be an area of concern. **Root Cause:** Parent and student motivation to return to in-person instruction. Failure to maintain attendance accountability from the state.

Problem Statement 2 (Prioritized): Student achievement scores trail behind state average in math, reading, and writing at Meets Grade Level and Masters Grade Level **Root Cause:** Root cause to be determined through continued data analysis.

Problem Statement 3: Not closing the gaps between academic achievement of all students and students in disaggregated student groups. **Root Cause:** Not meeting targets on ELA Reading and Math at Meets or above and not meeting targets on ALL tests.

District Culture and Climate

District Culture and Climate Summary

Ore City will continue to foster a culture of respect while encouraging a climate of success. Making necessary adjustments for public health this school year, we traditionally host events to foster good parent/teacher relationships such as hot dog suppers, Meet the Teacher Night, Veteran's Day celebration, and numerous extra-curricular events.

District Culture and Climate Strengths

OCISD faculty and staff are dedicated to building positive relationships that support student growth.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Building stronger, more effective relationships with families of some groups including but not limited to those identified as At Risk, English Language Learners, and Economically Disadvantaged. **Root Cause:** Internet access communication barriers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our teaching staff is 100% highly qualified. All campuses provide PLC (Professional Learning Community) opportunities with content cohorts or grade-level teams and planning periods with cross-curricular subject area teachers; thus insuring that team planning, data collection, and data disaggregation occurs regularly and individual teachers have support.

Teacher Incentive Allotment plan has been approved by TEA which offers opportunity to designate highly effective teachers and receive additional stipens for them from the state to aide in recruitment and retention of such highly effective teachers.

Staff Quality, Recruitment, and Retention Strengths

Competitive benefits for our faculty and staff include local leave days, longevity pay, school cafeteria credit for meals, membership in the ESC Region 7 cooperative.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruit and retain highly effective teachers **Root Cause:** Rural location and low socio-economic population

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCISD teachers plan and deliver instruction based on the Texas Essential Knowledge & Skills aligned in the district scope and sequence. TEKS Resource System is used for our curriculum to ensure that the TEKS are being taught to the rigor and depth necessary for student growth.

Curriculum, Instruction, and Assessment Strengths

OCISD uses universal screeners as well as unit assessments to monitor taught and assessed curriculum. Unit assessments are uploaded into DMAC for data analysis. Student progress data is consistently tracked and disseminated in order to assess our instructional strengths and weaknesses.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Effectively addressing and remediating for learning loss at all grade levels. **Root Cause:** School closures & virtual learning caused by COVID-19 between 2020 and 2021

Parent and Community Engagement

Parent and Community Engagement Summary

OCISD has various opportunities throughout the school year for family and community involvement which include serving on various teams/committees/clubs/organizations.

Parent and Community Engagement Strengths

OCISD supports family and community members by offering services throughout the year (with adjustments for public health) such as: SHAC sponsored Health Fair done in conjunction with our Ice Cream Social, community blood drives, Crush Cancer 5K, Mobile Mammongram Unit, and pet vaccination clinics. We also encourage healthy family relationships by offering families the time to come together at events such as the Veteran's Program, athletic events, band recitals, and other extra-curricular activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Building stronger, more effective relationships with families of some groups including but not limited to those identified as At Risk, English Language Learners, and Economically Disadvantaged. **Root Cause:** Internet access communication barriers.

District Context and Organization

District Context and Organization Summary

OCISD is a Title I district with 64.4% of our student population economically disadvantaged. At the publication of the 2019-2020 TAPR report, we served 976 students. Since that time, our student enrollment has declined significantly due to Covid-19 pandemic.

District Context and Organization Strengths

Context & Organization – a description of students' opportunities to learn, interventions, acceleration practices, processes for identifying and assisting underachieving students, analysis of instructional practices and school structure, methods of identifying and implementing research-based best practices

Extra-curricular activities:	Intervention & Acceleration Practices:
UIL Academic	Homeroom
TMSCA	OCMS Pride Period
Athletics	OCHS Rebel Response
Band	G/T Coordinator Led Activities
Student Council	
NHS	

Problem Statements Identifying District Context and Organization Needs Problem Statement 1: Enrollment decline -

Technology

Technology Summary

OCISD is dedicated to providing students with one-to-one technology access for all students in grades 1-12. We have increased Chromebook count total to provide 1 to 1 access in grades 2-12. Lower grades still have access to Chromebook devices, but at a 1 to 3 rate. We have implemented a plan for Chromebook rotation, which will phase out old devices every year. These phased out devices will be given to the graduating Seniors at the High School, and the Middle

School devices will be given to the elementary. The elementary campus will have interactive boards installed in every classroom over winter break. Classroom technology access includes Chromebooks/tablets, interactive displays, and Virtual Learning Programs. This one-to-one access has a profound impact on our students being prepared for their lives beyond high school.

Through a collaboration with Absolute Technology Solutions, teachers and staff are able to receive tech training upon request. Wireless access continues to be updated as well as content filtering software to provide safe and secure internet access for our students. Also implemented this year is GoGuardian Beacon. This real time monitoring looks at student activity on the Chromebooks, and alerts appropriate staff members if students are browsing content related to selfharm or harm of others.

Technology Strengths

One-to-one technology access as well as participation in programs such as *Discovery Education, Newsela, Edmentum, UT High School, Watch and Learn, Learning A-Z, Rosetta Stone, Study Island, IXL, and Renaissance Learning.*

Previous student survey results show that students graduating high school feel technologically prepared for their post secondary education.

On-demand training for teachers available through Absolute Technologies.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of internet connectivity in community for students at-home use. **Root Cause:** Internet access by providers is limited in rural areas.

Priority Problem Statements

Problem Statement 2: Not closing the gaps between academic achievement of all students and students in disaggregated student groups.
Root Cause 2: Not meeting targets on ELA Reading and Math at Meets or above and not meeting targets on ALL tests. **Problem Statement 2 Areas**: Demographics

Problem Statement 1: Student achievement scores trail behind state average in math, reading, and writing at Meets Grade Level and Masters Grade Level
Root Cause 1: Root cause to be determined through continued data analysis. **Problem Statement 1 Areas**: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data SAT and/or ACT assessment data

Student Data: Student Groups

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

Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation Communications
- data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Academic Achievement Goal: OCISD will achieve a B rating on the state accountability system.

Performance Objective 1: Student achievement: Student achievement average will exceed state average on all STAAR tested subjects and grade levels.

Evaluation Data Sources: STAAR results 2022

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Strategy 1: Professional Development-Provide instructional staff opportunities to attend a variety of local, regional, and state conferences/workshops featuring research-based best practices including, but not limited to: Reading Academy TEKS Resource System Lowman Consulting ST Math **Strategy's Expected Result/Impact:** Effective instruction in the classroom **Staff Responsible for Monitoring:** Campus Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%		

Strategy 2 Details	Fo mative Reviews		
	Formative		
	Nov	Jan	Mar
Strategy 2: Data-driven instructional decision making utilizing technology sources like TEKS Resource System and DMAC data-tracking reports in department and grade-level planning. **Strategy's Expected Result/Impact:** Focused instruction based on student needs will improve achievement.			

Staff Responsible for Monitoring: Teachers Campus Administration Curriculum Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Strategy 3: Utilizing online platforms to individualize instruction in order to raise student achievement at ALL performance levels. STEM Scopes IXL ST Math Renaissance Edgenuity **Strategy's Expected Result/Impact:** Individualized instruction will help ALL students grow **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Academic Achievement Goal: OCISD will achieve a B rating on the state accountability system.

Performance Objective 2: Student Achievement-100% of our students will meet college, career, military, readiness criteria.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Attend local career day to assist student in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities **Strategy's Expected Result/Impact:** 100% CCMR criteria met **Staff Responsible for Monitoring:** Counselors Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar
	0%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide information about higher education, financial aid opportunities, and military career options through PGP meetings, recruiter visits, FASFA information nights, college campus visits, scholarship and grant information. **Strategy's Expected Result/Impact:** Students make informed curriculum choices to be prepared for success beyond high school resulting in meeting 100% CCMR rating. **Staff Responsible for Monitoring:** Counselors Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar
	0%		

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

Performance Objective 3: Student Achievement: Improve OCISD 4-year graduation rate to 96%.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Drop-out reduction through serving our At-Risk students with credit recovery options, homebound services, access to the districts licensed professional counselor and home visits.	Nov	Jan	Mar

Goal 1: Academic Achievement Goal: OCISD will achieve a B rating on the state accountability system.

Strategy's Expected Result/Impact: At least 96% 4-year graduation rate **Staff Responsible for Monitoring:** Attendance Clerks Campus Administrators At-Risk Coordinator LPC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate technology to track and communicate student attendance with parents/guardians.	Formative		
Strategy's Expected Result/Impact: Increase attendance **Staff Responsible for Monitoring:** Attendance Clerk Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov 0%	Jan	Mar

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

Performance Objective 4: School Progress-Academic Growth-80% of students will earn a STAAR progress measure for performance on reading and math.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize technology to streamline data-tracking for student progress. DMAC IXL Renaissance STAR	Formative		
Strategy's Expected Result/Impact: Earn STAAR progress measure for _____% of students **Staff Responsible for Monitoring:** Teachers Curriculum Director Testing Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov 0%	Jan	Mar

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

Goal 1: Academic Achievement Goal: OCISD will achieve a B rating on the state accountability system.

Performance Objective 5: Closing the Gaps-Reduce the disparity in achievement between student groups including those serviced by special programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement targeted instructional methods, including accelerated learning groups(HB4545) to address the needs of student groups not achieving their full potential. IXL Edgenuity-MyPath WIN Time Groups Tutoring **Strategy's Expected Result/Impact:** 12 out of 17 academic achievement targets met **Staff Responsible for Monitoring:** Campus Administration Curriculum Director Testing Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Formative		
	Nov	Jan	Mar
	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Academic Achievement Goal: OCISD will achieve a B rating on the state accountability system.

Performance Objective 6: Attendance-Achieve 94% attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide incentives to students for meeting expected attendance rate.	Formative		
Strategy's Expected Result/Impact: Reach 94% attendance overall **Staff Responsible for Monitoring:** Attendance Clerks Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar
	0%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Systematic tracking of attendance and communicating with parents/guardians regarding absences and implementing truancy prevention measures with fidelity.	Formative		
Strategy's Expected Result/Impact: Reach 94% attendance rate **Staff Responsible for Monitoring:** Attendance Clerk Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar
	0%		

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

Goal 2: Safe School: OCISD will provide a safe and healthy environment to promote attainment of goals for students, faculty, staff, and community.

Performance Objective 1: Use evidence-based practices to address the physical and social-emotional health needs of students, staff, and community.

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development in trauma-informed care, sexual abuse and other maltreatment of students using the Vector (SafeSchools) platform.	Formative		
Strategy's Expected Result/Impact: Positive physical and mental health.	Nov	Jan	Mar
Staff Responsible for Monitoring: LPC School counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1	0%		

Strategy 2 Details	Fo mative Reviews		
Strategy 2: Implement positive behavior intervention and supports, including interventions and support that integrate best practices on griefinformed and trauma-informed care.	Formative		
Strategy's Expected Result/Impact: Reduced office referrals or off-campus placements	Nov	Jan	Mar
Staff Responsible for Monitoring: Campus Administration Special Education Director LPC School counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of a comprehensive school counseling program.	Formative		
Staff Responsible for Monitoring: LPC School counselor	Nov	Jan	Mar

Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%		

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $956,585.00

Name	Position	FTE
Amy Fowler	MS Teacher	1
Autumn Pena	Elementary Teacher	1
Cynthia Goen	Elementary Teacher	1
Dibbrell Gilbreath	Elementary Teacher	1
Evelyn Thiessen	Elementary Teacher	1
Joshua Furlow	HS Teacher/Coach	1
Kimberly Agnew	MS Teacher/Coach	1
Kimberly Matte	Elementary Counselor	1

Mary Phillips	Elementary Library Aide	1
Pamela Hendricks	Elementary Teacher	1
Sally Hearle-Cariker	HS Teacher	1
Sarah Walters	HS Library Aide	1
Shannon Pruett	Elementary Teacher	1
Wendy Henson	HS Teacher	1

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Title I Personnel

Name	Position	Program	FTE
Amy Drennan	Elementary Interventionist	Reading Interventionist	1
Frances Sewell	Elementary Library Aide	Library	1
Karina Garza	Secondary Instructional Aide	ESL	1
Lisa Copeland	Elementary Instructional Aide	Computer Lab	1
Melissa Odum	Elementary Instructional Aide		1
Pamela Walker-Slaughter	Secondary Special Education Aide	Smart ISS	1
Suzanne Heflin	Elementary Teacher	5th Grade Teacher	1

Site-Based Decision Making Committee

Committee Role	Name	Position
District-level Professional	Madeline Anderson	Director of Curriculum and Instruction
District-level Professional	Kurt Bannert	Licensed Professional Counselor
Student	Sadie Bonnette	Middle School Student
Classroom Teacher	Sally Cariker	High School Teacher
Parent	Bruce Coppedge	Parent
District-level Professional	Kimberly Freeman	Federal Programs Director
District-level Professional	Lynn Heflin	Superintendent
Administrator	Nathan Heflin	High School Principal
Parent	Amy Higgenbotham	Parent
Classroom Teacher	Michele Johnson	Middle School Teacher
District-level Professional	Cayla Mars	Director of Finance
Administrator	Chad Miller	Elementary Principal
Student	T.J. Norris	High School Student
Business Representative	Janet Orms	Business Representative
Administrator	Travis Orms	High School Assistant Principal
District-level Professional	Teddy Ott	Special Education Director
School Board Member/Parent	Matthew Pearson	School Board Member/Parent

Classroom Teacher	Autum Pena	Elementary Teacher
Non-classroom Professional	Zac Thomas	Technology Director
Administrator	Beau Vincent	Middle School Principal

Addendums

Site-Based Decision Making Committee

Meeting Date: November 15, 2021

4:00 P.M.

OCISD Board Room

Committee Role	Name	Position	Signature
District-level Professional	Madeline Anderson	Director of Curriculum and Instruction	Madeline Anderson
District-level Professional	Kurt Bannert	Licensed Professional Counselor	
Student	Sadie Bonnette	Middle School Student	
Classroom Teacher	Sally Cariker	High School Teacher	
Parent	Bruce Coppedge	Parent	
District-level Professional	Kimberly Freeman	Federal Programs Director	Kimberly Freeman
District-level Professional	Lynn Heflin	Superintendent	Lynn Heflin
Administrator	Nathan Heflin	High School Principal	
Parent	Amy Higgenbotham	Parent	
Classroom Teacher	Michele Johnson	Middle School Teacher	Michelle Johnson
District-level Professional	Cayla Mars	Director of Finance	Cayla A. Mars
Administrator	Chad Miller	Elementary Principal	Chad Miller
Student	T.J. Norris	High School Student	TJ Norris
Business Representative	Janet Orms	Business Representative	
Administrator	Travis Orms	High School Assistant Principal	
District-level Professional	Teddy Ott	Special Education Director	
School Board Member/Parent	Matthew Pearson	School Board Member/Parent	
Classroom Teacher	Autum Pena	Elementary Teacher	A. Pena
Non-classroom Professional	Zac Thomas	Technology Director	
Administrator	Beau Vincent	Middle School Principal	

DSBC/ESSER III
November 15, 2021
Agenda

1. Welcome and Introductions
2. Elementary and Secondary School Emergency Relief III Funds
3. District Improvement Plan
4. Adjourn

Texas Education Agency
2020-21 STAAR Performance ORE
CITY ISD (230903)

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Leve																	
rade 3 Reading																	
t Approaches Grade Level or Above	2021	67%	72%	73%	*	69%	70%	*	*	-	*	44%	*	79%	50%	77%	75
	2019	76%	75%	75%	*	86%	73%	-	-	*	75%	40%	*	77%	69%	74%	78
t Meets Grade Level or Above	2021	39%	41%	41%	*	31%	43%	*	*	-	*	22%	*	47%	17%	41%	25
	2019	45%	42%	33%	*	36%	35%	-	-	*	13%	20%	*	30%	44%	33%	22
t Masters Grade Level	2021	19%	19%	22%	*	15%	25%	*	*	-	*	22%	*	28%	0%	18%	0
	2019	27%	25%	19%	*	21%	22%	-	-	*	0%	0%	*	17%	25%	13%	11
rade 3 Mathematics																	
t Approaches Grade Level or Above	2021	62%	70%	42%	*	23%	48%	*	*	-	*	44%	*	45%	33%	45%	25
	2019	79%	79%	87%	*	93%	89%	-	-	*	75%	40%	*	91%	75%	82%	89
t Meets Grade Level or Above	2021	31%	35%	15%	*	15%	13%	*	*	-	*	22%	*	17%	8%	16%	13
	2019	49%	47%	56%	*	64%	57%	-	-	*	38%	40%	*	57%	50%	54%	56
t Masters Grade Level	2021	14%	16%	3%	*	0%	3%	*	*	-	*	11%	*	4%	0%	2%	0
	2019	25%	23%	30%	*	36%	32%	-	-	*	13%	0%	*	34%	19%	31%	22
rade 4 Reading																	
t Approaches Grade Level or Above	2021	63%	67%	59%	*	56%	59%	-	-	-	-	*	-	61%	56%	54%	33
	2019	75%	74%	79%	*	29%	85%	-	*	-	80%	43%	*	83%	70%	70%	33
t Meets Grade Level or Above	2021	36%	39%	14%	*	0%	15%	-	-	-	-	*	-	21%	0%	9%	0
	2019	44%	43%	40%	*	14%	43%	-	*	-	60%	29%	*	40%	40%	37%	0
t Masters Grade Level	2021	17%	18%	6%	*	0%	7%	-	-	-	-	*	-	9%	0%	3%	0
	2019	22%	20%	22%	*	0%	25%	-	*	-	40%	29%	*	21%	25%	19%	0