

# **Ore City Independent School District**

## **District Improvement Plan**

### **2023-2024**



# **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 post-secondary education and careers, and engage in positive personal development.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ore City is a rural, 2-A district serving approximately 811 students (Oct 2023). Since the spring of 2021, our student population has continued to decreased.

For the fall semester of the 2023-2024 school year, our student population consisted of approximately :

- 63% White
- 26% Hispanic
- 4% African American
- 7% Two or More Races, Asian, American Indian & Pacific Islander

70% of students are economically disadvantaged, 48% are At-Risk

14% of students receive Special Education services and 10% qualify as Emergent Bilingual/English Learners

### Demographics Strengths

Our district uses flexible staffing practices to address the needs of our at-risk population with paraprofessionals cross-trained in multiple grade levels, content areas, and special program supports resulting in improved student achievement on state assessments by our Economically Disadvantaged, Hispanic, Special Education, and Black student groups.

Demographic	Prior Year State Assessment Results	Current Year (2023) Results
Asian	100%	40%
Black	50%	63%
ECD	65%	69%
ELL	56%	48%
Hispanic	66%	69%
Native	100%	100%
No Info	72%	0%
SPED	24%	34%

Demographic	Prior Year State Assessment Results	Current Year (2023) Results
TwoOrMore	67%	65%
White	72%	76%

As our emergent bilingual population increases, support for students utilizes both technology resources and bilingual paraprofessionals to enhance their English language acquisition resulting in

TELPAS Composite Results - All Emergent Bilingual Students 2023	Beginner	Intermediate	Advanced	Advanced High
66 Students K-11	8%	42%	36%	14%

Students with special learning disabilities are supported with the newly constructed life-skills classroom specially designed with adaptable facilities to support changing student needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The number of students identified as needing special education services exceeds the state average. **Root Cause:** Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

**Problem Statement 2:** Enrollment continues to decrease (2020-976, 2021-928, 2022-861, 2023-811) **Root Cause:** Availability of affordable homes, behavior and attendance accountability

# Student Achievement

## Student Achievement Summary

Ore City ISD is projected to receive a **"B"** rating on the current TEA Accountability Rating scale. State accountability ratings release has been delayed.

### Update:

On October 26, 2023, an Austin judge signed an Order Granting Temporary Injunction in the litigation challenging TEA's authority to issue accountability ratings for the 2022-23 school year. This Order prohibits TEA from assigning A-F performance ratings for the 2022-23 school year until either another Order is issued by the court or until a final judgment is issued following a full trial. This trial is scheduled to begin on February 12, 2024.

## Student Achievement Strengths

- Percentage of students who approached grade level standard increased in math (6/7)
- 100% of Biology students Approached on STAAR
- Numbers of students approaching on Social Studies STAAR is increasing
- Student cohorts are making positive gains each academic year

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 4 of 6 STAAR Reading grade levels number of students "Approaches" standard decreased. **Root Cause:** Gaps in vertical alignment communication opportunities for teachers and lack of streamlined curriculum implementation

**Problem Statement 2 (Prioritized):** Percentage of students meeting the Masters STAAR standard declined across all campuses **Root Cause:** Classroom instruction of TEKS not yet consistently provided at depth and rigor necessary to move students beyond the "Approaches" grade level on STAAR.

# District Culture and Climate

## District Culture and Climate Summary

"We CAN" - the motto for OCISD- started at the end of the 21-22 school year and has continued through the 22-23 school year. Along with, "It's a great day to be an Ore City Rebel", these two ideas permeate the culture of our schools. Our goal to foster a culture of respect while encouraging a climate of success is embodied in these beliefs that our district is a great place to be and our students CAN achieve at high levels. Our *District of Innovation* status conveys the idea that Ore City ISD continues to adapt and grow to meet the needs of the community including.

We are committed to providing the best education we can to each of our students. Class sizes averaging from 16 to 20 students, with a teacher/student ratio of 1:18. Support services, staff, and classroom teachers work with children of diverse learning styles and strengths by fostering an environment that meets a wide range of needs. The social development and growing self-esteem of each child is as important as academic growth, teamwork, and cooperation are valued and modeled at each grade level.

The visual and performing arts are a vital component of our educational program. Music, art, and drama are integrated into class activities and showcased at milestone events.

We provide great facilities and upgrade regularly to meet the needs of our students. Whether it be providing a shade awning at the elementary, a new band hall, new turf, or developing a plan to build new life-skills classrooms, we are committed to providing the best for all students.

## District Culture and Climate Strengths

Ore City ISD has placed a great emphasis upon safety and security. There have been upgrades to existing safety and security protocols such as the Guardian Program, ballistic film on all entry way doors, additional cameras, Raptor Technologies, and additional staff training.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** Unknown barriers prevent effective communication between administration, staff, students, and families **Root Cause:** Lack of parent participation in school surveys, specific feedback provided by staff

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Recruitment and retention practices include:

- Participation in Teacher Incentive Allotment. In August 2023, OCISD provided payout of \$234,000 in stipends and benefits to 20 designated teachers. In October of 2023, OCISD submitted 14 new or higher teacher designations from the 22-23 data collection year.
- OCISD Mentor Program for new teachers.
- Collaboration with universities to provide placement and mentoring of student teachers at all campuses.
- Substitute Teacher recruitment and training - building our substitute roster to over 30 employees each year.
- OCISD offers free meals to employees from school cafeteria.
- Longevity stipends provided to employees after 5 years of service.

## Staff Quality, Recruitment, and Retention Strengths

OCISD retained 100% of our TIA designated Recognized, Exemplary, and Master teachers from the 21-22 school year into the 23-24 year and 100% of our mentor teachers.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Recruiting highly effective teachers **Root Cause:** Rural location, pay and incentives



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Classroom instruction based on the Texas Essential Knowledge & Skills is supported with resources provided by the district to teachers including the district adopted core curriculum, TEKS Resource System with *Implementing TEKS R/S*. In addition, campuses provide other TEKS aligned resources and training. Campuses also provide specialized resources to address needs of specific groups, such as *Leveled Literacy Intervention* and *Take Flight* - a comprehensive intervention program for students with Dyslexia.

Instructional support is provided through Education Service Center, Region 7, to provide training or on-campus workshops for teachers and paraprofessionals.

## Curriculum, Instruction, and Assessment Strengths

OCISD remains ahead of the curve in adapting to state mandated online assessments. With the technology plan allowing 1:1 Chromebooks for students which are updated each year, we have had 100% success at online STAAR test administration even before state requirement year. All appropriate STAAR tests (including 3rd grade) were administered successfully in the new Cambium platform.

Outside of STAAR, 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:** Percentage of students meeting the Masters STAAR standard declined across all campus **Root Cause:** Classroom instruction of TEKS not yet consistently provided at depth and rigor necessary to move students beyond the "Approaches" grade level on STAAR.

**Problem Statement 2:** 4 of 6 STAAR Reading grade levels approaches standard decreased **Root Cause:** Lack of differentiation instruction and use of high yield instructional strategies

# Parent and Community Engagement

## Parent and Community Engagement Summary

OCISD provides opportunities for members of the community throughout the year with the "Meet the Rebels" kickoff combined with Health Fair and Hot Dog Supper served by local churches and school board members. In addition, the following opportunities were provided in the past year:

### Ore City ISD District wide

- Use of School Status messaging system
- Health Fair: approx. 200
- Mammograms: 14
- Immunization Clinics: approx. 250 students/staff received flu shots, B12/Lipo injections, and/or immunizations
- Biggest Loser: 17 staff
- Mobile Dentist: 22 students/staff
- Goodside Health Visits: 137 visits (20 staff visits and 117 student visits)

### Ore City Elementary

- Math Night
- Literacy Night with book fair
- Thanksgiving Feast
- 3rd grade Christmas program
- Veteran's Day Program
- Kindergarten Graduation

### Ore City Middle School

- Curriculum Night for Parents
- Back to school Meet-the-Teacher Night

### Ore City High School

- Back to school Meet-the-Teacher Night
- Annual Plant Sale

## Parent and Community Engagement Strengths

Community outreach programs demonstrate increased participation.

School Status has increased teacher parent communication.



# District Context and Organization

## District Context and Organization Summary

OCISD is a Title I district with approximately 70% of our student population economically disadvantaged. Our enrollment has decreased to 811 students. Our size has officially dropped from 3-A to 2-A. Organizational shifts will occur to accommodate our student enrollment decline.

## District Context and Organization Strengths

Innovation to meet needs is a priority.

As a response to HB4545, campuses rallied to organize tutoring opportunities for students within the school day. Students have access to special education teachers for academic labs and TIA designated teachers in across grade levels and content areas. Programs are refined to support students in areas including gifted & talented, special education, at-risk, and others.

<u>Extra-curricular activities:</u>	<u>Intervention &amp; Acceleration Practices:</u>
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:** Continued decrease in enrollment    **Root Cause:** Lack of employment opportunities, district upholding state truancy prevention measures

# 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.

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.

## Technology Strengths

One-to-one technology access as well as participation in programs such as *Edgenuity*, *Edmentum*, *Learning A-Z*, *IXL*, *STEMscopes*, and *Renaissance Learning* supports student content-area learning and technology skills necessary in today's world.

Campus leadership continues to explore programs to enhance school safety and social/emotional support including *Virtual Hall Pass*, *Live School*, *Raptor Technologies*, and *School Status*.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Aging teacher computers and technology **Root Cause:** Funding and useful life plan

# Priority Problem Statements

**Problem Statement 1:** The number of students identified as needing special education services exceeds the state average.

**Root Cause 1:** Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Percentage of students meeting the Masters STAAR standard declined across all campuses

**Root Cause 2:** Classroom instruction of TEKS not yet consistently provided at depth and rigor necessary to move students beyond the "Approaches" grade level on STAAR.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Recruiting highly effective teachers

**Root Cause 3:** Rural location, pay and incentives

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

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

# Goals





**Goal 1:** Academic Achievement Goal: OCISD will achieve an A 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.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR results 2023

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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: <b>Strategy's Expected Result/Impact:</b> Effective instruction in the classroom <b>Staff Responsible for Monitoring:</b> Campus Principals	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Data-driven instructional decision making utilizing technology sources like TEKS Resource System and DMAC data-tracking reports in department and grade-level planning. <b>Strategy's Expected Result/Impact:</b> Focused instruction based on student needs will improve achievement. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administration Curriculum Director	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 1:** Academic Achievement Goal: OCISD will achieve an A rating on the state accountability system.

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





**HB3 Goal**

**Evaluation Data Sources:** None

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attend local career day to assist student in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities <b>Strategy's Expected Result/Impact:</b> 100% CCMR criteria met <b>Staff Responsible for Monitoring:</b> Counselors Campus Administration	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students make informed curriculum choices to be prepared for success beyond high school resulting in meeting 100% CCMR rating. <b>Staff Responsible for Monitoring:</b> Counselors Campus Administration	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 1:** Academic Achievement Goal: OCISD will achieve an A rating on the state accountability system.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> At least 96% 4-year graduation rate <b>Staff Responsible for Monitoring:</b> Attendance Clerks Campus Administrators At-Risk Coordinator LPC	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Integrate technology to track and communicate student attendance with parents/guardians. <b>Strategy's Expected Result/Impact:</b> Increase attendance <b>Staff Responsible for Monitoring:</b> Attendance Clerk Campus Administration	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 1:** Academic Achievement Goal: OCISD will achieve an A rating on the state accountability system.

**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		
<b>Strategy 1:</b> Utilize online testing to streamline data-tracking for student progress. Cambium State Assessments - BOY & Interim mCLASS, CLI Circle, DMAC, IXL, Renaissance STAR  <b>Strategy's Expected Result/Impact:</b> Earn STAAR progress measure for 80% of students <b>Staff Responsible for Monitoring:</b> Teachers, Campus Administrators, Testing Coordinators	Formative		
	Dec	Mar	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>			

**Goal 1:** Academic Achievement Goal: OCISD will achieve an A 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		
<b>Strategy 1:</b> Implement targeted instructional methods, including accelerated learning groups(HB4545) to address the needs of student groups not achieving their full potential. IXL, WIN Time Groups, Tutoring <b>Strategy's Expected Result/Impact:</b> 12 out of 17 academic achievement targets met <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Testing Coordinators	Formative		
	Dec	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 2:** Safe School: OCISD will provide a safe environment to 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		
<b>Strategy 1:</b> Implement positive behavior intervention and supports, including interventions and support that integrate best practices on grief-informed and trauma-informed care. <b>Strategy's Expected Result/Impact:</b> Reduced office referrals or off-campus placements <b>Staff Responsible for Monitoring:</b> Campus Administration Special Education Director LPC School counselor	Formative		
	Dec	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 3:** Staff Quality: OCISD will recruit and retain highly effective teachers.

**Performance Objective 1:** Increase the teacher retention rate and employment of highly qualified staff

**Evaluation Data Sources:** Employment Records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue the district's mentoring program <b>Strategy's Expected Result/Impact:</b> Support the professional and personal growth of beginning teachers and provide professional development opportunities for participants. <b>Staff Responsible for Monitoring:</b> HR	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Identify, designate, and reward high performance teachers through participation in the Texas Teacher Incentive Allotment Program. <b>Strategy's Expected Result/Impact:</b> Provide a realistic pathway for top teachers to earn six-figure salaries and to help attract and retain highly effective teachers at traditionally hard-to-staff schools <b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration	Formative		
	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# Site-Based Decision Making Committee

Committee Role	Name	Position
District-level Professional	Lynn Heflin	Superintendent
District-level Professional	Kurt Bannert	Licensed Professional Counselor
Classroom Teacher	Sally Cariker	High School Teacher
Parent	Bruce Coppedge	Parent
District-level Professional	Kimberly Freeman	Director of Student Services
Parent	Amy Higginbotham	Parent
Classroom Teacher	Jessica Bellew	Teacher
District-level Professional	Cayla Mars	Director of Finance
Administrator	Chad Miller	Campus Administrator
Business Representative	Jeannette Orms	Business Representative
Administrator	Travis Orms	Campus Administrator
School Board Member/Parent	Matthew Pearson	School Board Member/Parent
Classroom Teacher	Amy Harris	Teacher
Administrator	Beau Vincent	Campus Administrator
Student	High School Student	Student
Student	Middle School Student	Middle School Student
Administrator	Marshelle Peterson	Campus Administrator
District-level Professional	Madeline Anderson	Director of Curriculum & Assessment

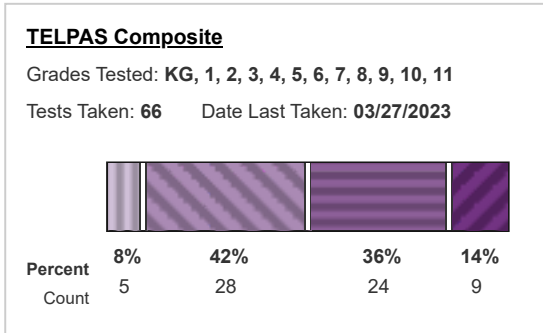
# Addendums



Performance Distribution, By Program: ORE CITY ISD, 2022-2023

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 05/05/2023 | **Sorted By:** Date Last

Taken



#### Performance Levels

-  No Rating Available
-  Beginning
-  Intermediate
-  Advanced
-  Advanced High

#### Tests Taken

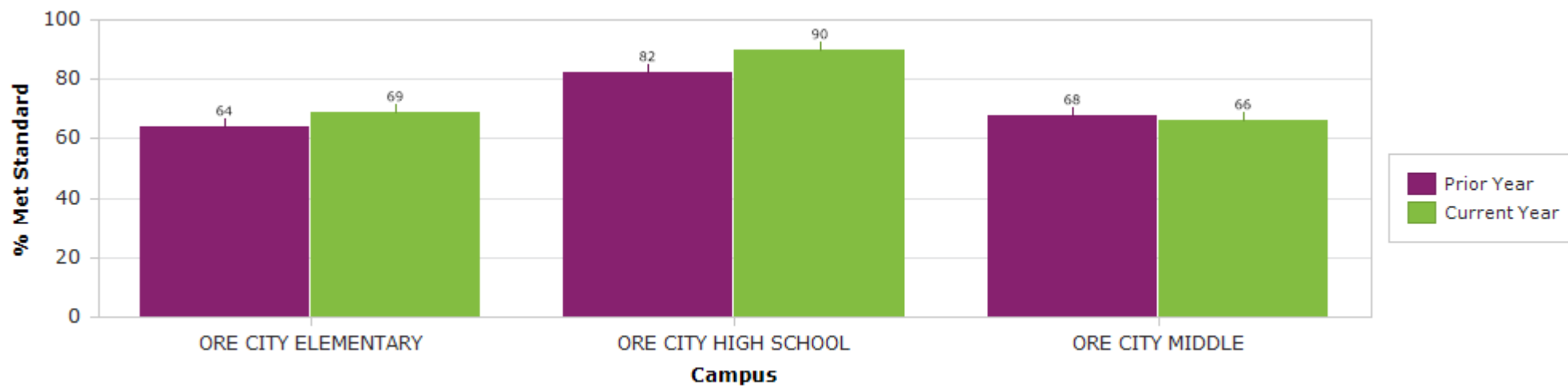
"Tests Taken" represents the count of the first opportunities taken by students on each test in this test family and for each test reason.



# STAAR Campus Drilldown for ORE CITY ISD

Source: Admin Year:  
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration  
Drilldown Filter: ORE CITY ISD

Campus	Prior Year	Current Year
ORE CITY ELEMENTARY	64%	69%
ORE CITY HIGH SCHOOL	82%	90%
ORE CITY MIDDLE	68%	66%

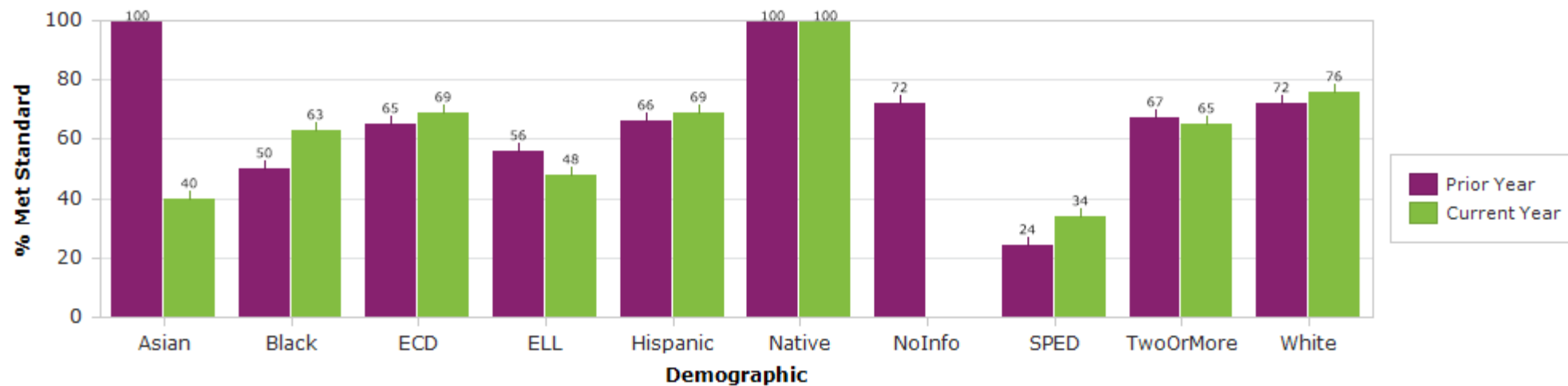




# STAAR Demographic Drilldown for ORE CITY ISD

Source: Admin    Year:  
Test Version: STAAR    Language: English    Calculation Option: All    Retests: Primary Administration  
Drilldown Filter: ORE CITY ISD

Demographic	Prior Year	Current Year
Asian	100%	40%
Black	50%	63%
ECD	65%	69%
ELL	56%	48%
Hispanic	66%	69%
Native	100%	100%
NoInfo	72%	0%
SPED	24%	34%
TwoOrMore	67%	65%
White	72%	76%

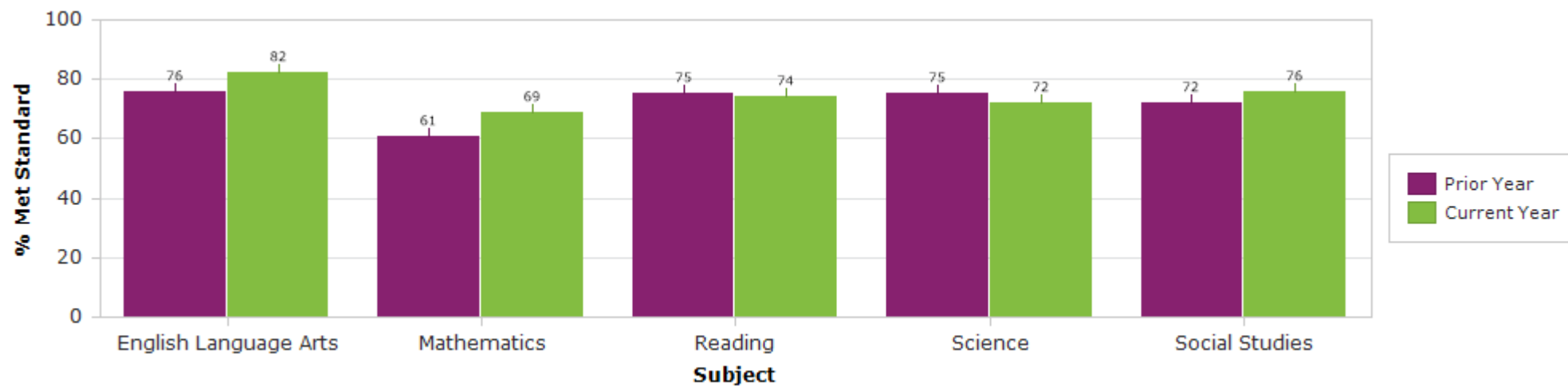




# STAAR Subject Drilldown for ORE CITY ISD

Source: Admin Year:  
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration  
Drilldown Filter: ORE CITY ISD

Subject	Prior Year	Current Year
English Language Arts	76%	82%
Mathematics	61%	69%
Reading	75%	74%
Science	75%	72%
Social Studies	72%	76%





# STAAR Curriculum Drilldown for ORE CITY ISD

Source: Admin Year:  
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration  
Drilldown Filter: ORE CITY ISD

Curriculum	Prior Year	Current Year
English Language Arts E1	71%	78%
English Language Arts E2	83%	86%
Mathematics 03	54%	56%
Mathematics 04	55%	60%
Mathematics 05	64%	85%
Mathematics 06	65%	54%
Mathematics 07	49%	68%
Mathematics 08	58%	69%
Mathematics A1	76%	93%
Reading 03	74%	63%
Reading 04	75%	70%
Reading 05	68%	85%
Reading 06	74%	65%
Reading 07	79%	80%
Reading 08	83%	81%
Science 05	54%	68%
Science 08	73%	48%
Science BI	94%	100%
Social Studies 08	54%	56%
Social Studies US	94%	96%



# STAAR Curriculum Drilldown for ORE CITY ISD

Source: Admin Year:  
Test Version: STAAR Language: English Calculation Option: All Retests: Primary Administration  
Drilldown Filter: ORE CITY ISD

