Ore City Independent School District

District Improvement Plan

2019-2020

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

Revised/Approved: October 16, 2019

Demographics

Demographics Summary

See attached addendum for demographic information.

Demographics Strengths

Our teacher to student ratio allows for smaller, more meaningful/engaging instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We must continue to know, understand, and address the needs of our students who are identified as At-Risk. **Root Cause**: High rate of economically disadvantaged students.

Texas Education Agency
PDM1-120-009
v19.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
Campuses: All Campuses
2018 - 2019 Fall Collection, Resubmission

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LEA: 230903 - ORE CITY ISD

TOTAL ENROLLMENT   956

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	5	0.52%
PRE-KINDERGARTEN	47	4.92%
KINDERGARTEN	76	7.95%
GRADE 1	64	6.69%
GRADE 2	52	5.44%
GRADE 3	69	7.22%
GRADE 4	71	7.43%
GRADE 5	79	8.26%
GRADE 6	81	8.47%
GRADE 7	80	8.37%
GRADE 8	69	7.22%
GRADE 9	57	5.96%
GRADE 10	80	8.37%
GRADE 11	69	7.22%
GRADE 12	57	5.96%
TOTAL	956	100.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	7	0.73%	0.73%
ASIAN	5	0.52%	0.52%
BLACK/AFRICAN AMER.	48	5.02%	5.02%
HISPANIC/LATINO	173	18.10%	18.10%
WHITE	673	70.40%	70.40%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	50	5.23%	5.23%
TOTAL	956	100.00%	100.00%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	494	51.67%
FEMALE	462	48.33%
TOTAL	956	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	823	86.09%
"2" ELIGIBLE FOR HALF DAY	37	3.87%
"3" TRANSFER FOR FULL DAY	87	9.10%
"4" INELIGIBLE FOR FULL DAY	7	0.73%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	2	0.21%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	956	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	44	100.00%	4.60%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	44	100.00%	4.60%

	Count	%Enroll
LEP	45	4.71%
IMMIGRANT	1	0.10%
ECONOMIC DISADVANTAGE	634	66.32%
MILITARY CONNECTED	6	0.63%
FOSTER CARE	1	0.10%
DYSLEXIA	85	8.89%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.32%	0.21%
ASIAN	1	0.16%	0.10%
BLACK/AFRICAN AMER.	39	6.29%	4.08%
HISPANIC/LATINO	123	19.84%	12.87%
WHITE	418	67.42%	43.72%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	37	5.97%	3.87%
TOTAL	620	100.00%	64.85%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	4.65%	0.21%
BLACK/AFRICAN AMER.	1	2.33%	0.10%
HISPANIC/LATINO	7	16.28%	0.73%
WHITE	32	74.42%	3.35%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	2.33%	0.10%
TOTAL	43	100.00%	4.50%

This report displays the data for the FALL 2018 - 2019 Resubmission that was accepted by the ESC on 01/09/2019 09:37 AM.

Texas Education Agency
PDM1-120-009
v19.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
Campuses: All Campuses
2018 - 2019 Fall Collection, Resubmission

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LEA: 230903 - ORE CITY ISD

TITLE I, PART A	Count	%Group
0" DOES NOT PARTICIPATE	0	0.00%
6" ATTENDS SCHOOL WIDE	956	100.00%
7" ATTENDS AND PARTICIPATES	0	0.00%
8" PREVIOUSLY PARTICIPATED	0	0.00%
9" HOMELESS RECEIVING SRV	0	0.00%
A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	956	100.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	7.14%	0.10%
HISPANIC/LATINO	1	7.14%	0.10%
WHITE	12	85.71%	1.26%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	14	100.00%	1.46%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	1.21%	0.31%
ASIAN	2	0.81%	0.21%
BLACK/AFRICAN AMER.	18	7.26%	1.88%
HISPANIC/LATINO	39	15.73%	4.08%
WHITE	174	70.16%	18.20%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	12	4.84%	1.26%
TOTAL	248	100.00%	25.94%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	12	1.26%
UNACCOMPANIED YOUTH CODE 3	10	1.05%
UNACCOMPANIED YOUTH CODE 4	2	0.21%
UNACCOMPANIED YOUTH TOTAL	12	1.26%

Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.46%	0.21%
ASIAN	2	0.46%	0.21%
BLACK/AFRICAN AMER.	29	6.61%	3.03%
HISPANIC/LATINO	102	23.23%	10.67%
WHITE	280	63.78%	29.29%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	24	5.47%	2.51%
TOTAL	439	100.00%	45.92%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.95%	0.10%
ASIAN	1	0.95%	0.10%
BLACK/AFRICAN AMER.	6	5.71%	0.63%
HISPANIC/LATINO	11	10.48%	1.15%
WHITE	78	74.29%	8.16%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	8	7.62%	0.84%
TOTAL	105	100.00%	10.98%

PK PROGRAM CODE	Count	%Group
00" NOT APPLICABLE	0	0.00%
01" PK ELIG>2 <4 HRS/DAY	0	0.00%
02" PK ELIG 4+ HRS/DAY	40	85.11%
03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
04" PK INELIG>2 <4 HRS/DAY	0	0.00%
05" PK INELIG 4+ HRS/DAY	7	14.89%
TOTAL	47	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	27	57.45%	2.82%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	20	42.55%	2.09%
"9" OTHER	0	0.00%	0.00%
TOTAL	47	100.00%	4.92%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	7	100.00%	0.73%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	7	100.00%	0.73%

Student Achievement

Student Achievement Summary

Please see addendum for student achievement data.

Student Achievement Strengths

79% of all students scored at the approach grade level which is 1% higher than the state standard.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Course failure and student attendance continue to be areas of concern **Root Cause**: Poor attendance

Student Enrollment Details 956 Students Enrolled   **Address** 100 REBEL RD, ORE CITY, TX 75683

📊 DISTRICT OVERVIEW 2018-19

CHANGE OVER TIME

2017-18	2018-19
B	**C**
83 out of 100	**79** out of 100

This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

HOW WELL DID THIS DISTRICT PERFORM OVERALL?

C

79 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

🔍 CLOSING THE GAPS

C

73 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

🏛 SCHOOL PROGRESS

B

81 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

📋 OVERALL PERFORMANCE DETAILS

🎓 STUDENT ACHIEVEMENT

B

80 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

Student Enrollment Details 956 Students Enrolled   **Address** 100 REBEL RD, ORE CITY, TX 75683

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	80	40%
College, Career, and Military Readiness	74	40%
Graduation Rate	90	20%
Total	80	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	73	
Relative Performance	81	100%
Total	81	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	45	50.0%
Academic Growth/Graduation Rate	67	10.0%
English Language Proficiency	0	10.0%
Student Achievement	40	30.0%
Total	73	100%

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19

A

98 out of 100

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?

$11,523
per student

Fiscal Peer Minimum:
$7,915

Fiscal Peer Maximum:
$24,437

Fiscal Peer Average: $12,862

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. We have many events to foster good parent/teacher relationships, such as Hot Dog Suppers, Meet the Teacher Night, 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: Being purposeful about growing a culture of teamwork with new employees. **Root Cause**: Time for mentoring

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teaching staff are highly qualified. Teachers are provided PLC (professional learning communities) periods with content cohorts, as well as common conference planning periods with other cross-curricular teams. Thus, insuring that team planning, data collection, and data disaggregation occurs daily and individual teachers have the support of the entire staff.

Staff Quality, Recruitment, and Retention Strengths

Update: Data from survey

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Meaningful and applicable professional development for all educators

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCISD teachers plan and deliver instruction based on the district scope and sequence. TEKS Resource System is used for our curriculum to ensure that the TEKS are being covered 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. All unit assessments are uploaded into DMAC. From there, we are able to track our strengths and weaknesses. Data is consistently tracked and disseminated.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Focus on knowing the verbs of the TEKS and increase technological literacy by using digital platforms for classroom work **Root Cause**: Lack of knowing/understanding verbs

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 the following services throughout the year: 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 relationships with our Hispanic families **Root Cause**: Language and transportation barriers

District Context and Organization

District Context and Organization Summary

OCISD is a Title I campus that serves 939 students with approximately 60% of those students being identified as Economically Disadvantaged.

District Context and Organization Strengths

Extra-curricular activities:

UIL Academic

TMSCA

Athletics

Band

Student Council

NHS

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Consciously guarding instruction time against excessive students absences due to extra-curricular activities in addition to unexcused absences. **Root Cause**: Poor attendance

Technology

Technology Summary

OCISD is dedicated to providing students with one-to-one technology access in tested grade level classrooms that include Chromebooks, Surface Pros, and Virtual Learning Programs. This one-to-one access has a profound impact on our students being prepared for their lives beyond high school.

Technology Strengths

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

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Keeping up with/growing with technology **Root Cause**: Ever changing updates with technology

Priority Problem Statements

Problem Statement 1: Building stronger relationships with our Hispanic families
Root Cause 1: Language and transportation barriers
Problem Statement 1 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- 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
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- T-PESS data
- Equity 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Ore City ISD will provide a balanced curriculum so that all students will annually meet or exceed performance standards.

Performance Objective 1: Ore City ISD will provide a balanced curriculum so that all students will annually meet or exceed educational performance standards.

Evaluation Data Source(s) 1: Accomplishment of objective as measured by STAAR results, PBMAS, TAPR report, State Accountability, DMAC testing program, and Renaissance Learning program.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue assessments and use technology for collecting, managing, and analyzing data of all TEKS objectives through TEKScore each six weeks, semester exams, unit tests, benchmarks, and STAAR testing for school improvement effort using TAG question bank.	2.4, 2.5, 2.6	Principals	Positively impact student success				
2) Ensure that all LEP students become proficient in English, reach high academic standards in ELA and math, and meet the yearly growth standard on the TELPAS.	2.5, 2.6	Principals ESL Teacher	Positively impact student success				
3) Utilize State Compensatory Education funding to support the Title I school wide program.	2.4, 2.5, 2.6	Curriculum Director Finance Director	Positively impact student success				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Annually analyze the following programs: ESL, Dyslexia, G/T, Migrant, 504, Homeless, tutorials, CTE, extended day and year, Special Education, technology integration, computer assisted instruction, STAAR remediation, Title I, Title VI, SSIG Grants, and other school wide reform strategies.	2.4, 2.5, 2.6	Superintendent Principals Curriculum Director	Positively impact student success				
5) Monitor PreK-Grade 2 programs for reading/math readiness to ensure proficiency.	2.4, 2.5, 2.6	Principal	Positively impact student success				
6) Continue advanced courses in the core areas of math, science, art, and technology with endorsed GT instructors.	2.5	Principal	Positively impact student success				
7) Ensure a concentration on the STAAR objectives for core subjects so that scores are equal to or greater than the state average of the State Accountability report in grades 3-11.	2.4, 2.5, 2.6	Superintendent Principals Teachers	Positively impact student success				
8) Implement RtI strategies on Title I campuses to meet the identified needs of students.	2.4, 2.5, 2.6	Curriculum Director Special Education Director Principals Teachers	Positively impact student success				
9) Raised the Approaches rate on all campuses to be equal to Quartile 1 or 2 when compared to the 40 school comparison list and above state group averages.	2.4, 2.5, 2.6	Principal Teachers	Positively impact student success				
10) Continue utilizing the TEKS Resource System for a comprehensive curriculum management system for higher rigor and depth alignment.	2.4, 2.5, 2.6	Superintendent Curriculum Director Principals Teachers	Positively impact student success				
11) Utilize Rosetta Stone and additional pull-out/push-in opportunities for our ESL population.	2.4, 2.5, 2.6	Principals ESL Teacher	Positively impact student success				
12) Develop growth tracking measures for closing gaps.	2.4, 2.5, 2.6	Principals	Positively impact student success				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Ore City ISD will provide a balanced curriculum so that all students will annually meet or exceed performance standards.

Performance Objective 2: Each campus will design and align curriculum teaching strategies to maximize performance of all student populations.

Evaluation Data Source(s) 2: Accomplishment of objectives as measured by STAAR results, PBMAS, TAPR, State Accountability report, DMAC testing program, and Renaissance Learning program.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue curriculum co-operative with Region VII for English, reading, math, social studies, science, Special Education, Dyslexia, and ESL.	2.4, 2.5, 2.6	Special Programs Director Special Education Director Curriculum Director	Positively impact student success				
2) Evaluate course offerings and integration of academics in the area of Career and Technology Education(CTE)	2.5	Principal CTE Teachers Counselor	Positively impact student success				
3) Continue and explore additional opportunities in the Tech Prep Program with local community and technical institutions.	2.5	Superintendent Principal CTE Director Area Community Colleges	Positively impact student success				
4) Utilize innovative teaching strategies including cooperative learning, thematic instruction, project based learning, technology driven programs, ect. to improve the performance of all student populations.	2.4, 2.5, 2.6	Principals Technology Director	Positively impact student success				
5) Principals will ensure the state TEKS aligned curriculum, TEKS Resource System, and "best practices" teaching strategies are being used in the classrooms by conducting Data Walks/Walkthroughs on their campuses using DMAC technology data gathering system.	2.4, 2.5, 2.6	Superintendent Principals	Positively impact student success				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Teachers and staff will continually enhance their professional skills and develop a team approach to decision making that will emphasize learning as a life-long process.

Performance Objective 1: A highly qualified faculty and staff will continue to participate in professional development focusing on innovative and effective instructional techniques.

Evaluation Data Source(s) 1: Accomplishment of objectives as measured by PBMAS, teacher professional development report used for SBEC certification, ESSA PR1500 report, and survey data of participation events by subject area.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for staff on each campus to attend workshops pertinent to their field for high quality, focused, and sustained professional development.	2.4, 2.5, 2.6	Principals	Positively impact student success				
2) Continue to hire, retain, and recruit a highly qualified staff and provide instruction by highly qualified teachers at all campuses.	2.4, 2.5, 2.6	Superintendent Principals	Positively impact student success				
3) Training on use of the TEKS Resource System shall be provided prior to the start of the school year.	2.4, 2.5, 2.6	Curriculum Director Principals	Positively impact student success				
4) Principals will continue and extend activities in creating action plans to support the Professional Learning Communities(PLC's) concept, with emphasis on improving the fidelity of the PLC's, and developing the PLC's to become the foundation of teacher professional development.	2.4, 2.5, 2.6	Principals	Positively impact student success				
5) Purchase, upgrade, or adapt equipment for effective use and application of technology to improve instruction and technical skills achievement.	2.4, 2.5, 2.6	Technology Director Principals	Positively impact student success				

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

Goal 2: Teachers and staff will continually enhance their professional skills and develop a team approach to decision making that will emphasize learning as a life-long process.

Performance Objective 2: Site-based decision-making will be exercised at the district and campus levels

> **Evaluation Data Source(s) 2:** Accomplishment of objective as measured by improvement plans summative reports, documented meetings, agendas, and sign-in sheets.

> **Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus site-based committees will meet on a regular basis to fulfill all requirements of the campus planning process.	2.4, 2.5, 2.6	Superintendent Principals	Positively impact student success				
2) District site-based committees will meet to extend planning on the district level and approve staff development needs and plans.	2.4, 2.5, 2.6	Superintendent	Positively impact student success				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 3: The organization and management of all levels of the educational system will be productive, efficient and accountable.

Performance Objective 1: The district-wide organization and communication system will be improved.

Evaluation Data Source(s) 1: Accomplishment of objectives as measured by TAPR, PBMAS, Accountability System, district policy updates, TASB updates, and surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will operate in a productive, efficient and accountable manner through the use of standardized procedures and organizational alignment.	2.5	Superintendent Business Director	Positively impact student success				
2) Maximize communication through the use of district email, memos, social media, regularly scheduled staff sessions, network training calendars, minutes of SBDM meetings, District Google Calendar, Google Classroom, community meetings, parental involvement meetings.	2.5	Superintendent Principals	Positively impact student success				
3) Continue the use of the Skylert System (notification system that enables immediate communication with stakeholders in our community via telephone and/or email). Increase the use of social media outlets to keep students and parents informed.	2.5, 3.1	Superintendent Principals Technology Department Maintenance Department	Positively impact student success				
4) Business office will create and distribute operations manual.		Superintendent Business Office	Positively impact district operations				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	X = Discontinue				

Goal 4: Parents, community and school will be partners in the educational, social, emotional and physical development of its students.

Performance Objective 1: Parents and community participation will be actively sought and encouraged.

Evaluation Data Source(s) 1: Parent and community participation will be measured by surveys and district activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parents, community and school will provide input into the educational process through needs assessments, parent school compact, surveys and participation in school, parent and community organizations.	3.1	Principals	Positively impact student success				
2) Parents and staff will be informed of federal requirements for parental involvement.	3.1	Superintendent Special Education Director	Positively impact student success				
3) Continue to support the transition of pre-school children from early childhood programs.	2.5, 2.6	Principal Counselor	Positively impact student success				
4) Parents and the community will be informed of student performance through public meetings, media, social network and OCISD webpage.	3.1	Superintendent Principals	Positively impact student success				
5) Raise the attendance rate from 95.5% to 96.5%	2.5	Principals	Positively impact student success				
6) Improve parental communication with our Spanish speaking population through the use of a district interpreter and an increased effort to translate written communication into Spanish.	2.6, 3.1	Superintendent Principals	Positively impact student success				

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

Goal 5: The performance of students, teachers, administration and support staff will be improved through the effective use of technology and the integration of technology in the curriculum.

Performance Objective 1: Training and support will be provided by the district to encourage the effective use of technology in the curriculum by the faculty and staff.

Evaluation Data Source(s) 1: Accomplishment of objective as measured by PBMAS, lesson plans, observation documentation, surveys and ESC VII training sessions.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and support staff will receive training on the use of technology integration in classroom instruction. The district will continue to improve the quality of technology integration in the classroom through the employment of an integration specialist through our technology services contract.	2.4, 2.5, 2.6	Superintendent Principals Technology Director Technology Specialist	Positively impact student success				
2) Continue use of educational software programs via computer labs and classrooms: UT High School for credit recovery Edmentum for Spanish lab NBC Learn United Streaming Texas Virtual School Network Study Island IStation Think-Through Math McGraw Hill digital system acquired with textbooks Newsela Flocabulary	2.4	Technology Director Principals	Positively impact student success				
3) Provide resources to aid teachers in developing "Google Classrooms".	2.5	Technology Director Principals	Positively impact student success				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Implement a survey to determine technology knowledge levels.	2.5	Principals Technology Director	Positively impact student success				
5) Principals will ensure the integration of technology into the curriculum by documenting and implementing.	2.5	Principals Teachers	Positively impact student success				
6) Continue applications of technology to enable teachers to increase student academic achievement through innovative distance learning strategies.	2.4, 2.5, 2.6	Principals	Positively impact student success				
7) Continue to outsource IT department.		Superintendent	Positively impact student success				

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

Goal 5: The performance of students, teachers, administration and support staff will be improved through the effective use of technology and the integration of technology in the curriculum.

Performance Objective 2: The use of existing technology will be evaluated and improved while providing new and innovative resources that allow students, faculty and staff to excel.

Evaluation Data Source(s) 2: Accomplishment of objective as measured by TAPR, PBMAS, observation data, lab sign-in data, expenditures and increased parent involvement.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue distance learning at the high school while investigating other options to increase dual credit opportunities.	2.4, 2.5, 2.6	Technology Director Principal	Positively impact student success				
2) Investigate state approved CTE certificates.	2.5, 2.6	Superintendent CTE Director	Positively impact student success				
3) Students in grades K-12 are required to use computers at least once weekly.	2.5	Principals Lab Teachers/Aides	Positively impact student success				
4) Parent Portal continued through OCISD web pages so parents may access their student's grades, attendance, discipline, and state testing results.	2.5	Technology Director	Positively impact student success				
5) Continue policy, programs and resources to move towards being a "Google District".	2.5	Superintendent Principals Technology Director	Positively impact student success				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 6: A safe, productive environment will be provided for all students, staff and administration to ensure positive educational results.

Performance Objective 1: Strategies will be developed to motivate students toward higher achievement and personal growth.

Evaluation Data Source(s) 1: Accomplishment of objective as measured by PBMAS, PEIMS, number of students participating, surveys of careers entered and higher participation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide and encourage opportunity for participation in UIL activities on each campus	2.5	Superintendent Principals	Positively impact student success				
2) Provide students ample opportunity for career exploration as well as information about higher education, financial aid, Texas Grant Program and curriculum choices.	2.5	Principals Counselors	Positively impact student success				
3) Continue programs in suicide prevention, bullying, harassment, character, health and sex education to enhance social skills, positive attitudes and violence prevention for students and staff on each campus.	2.5	Principal Counselor	Positively impact student success				
4) Support the National Honor Society and Junior National Honor Society on the high school and middle school campuses.	2.5	Superintendent Principals Counselors	Positively impact student success				

100% = Accomplished   → = Continue/Modify   0% = No Progress   X = Discontinue

Goal 6: A safe, productive environment will be provided for all students, staff and administration to ensure positive educational results.

Performance Objective 2: Each campus will maintain an atmosphere that fosters the mental and physical safety, health and overall well-being of all students, faculty and staff.

Evaluation Data Source(s) 2: Accomplishment of objective as measured by PBMAS, PEIMS discipline records, surveys and data collections.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain drug-free, gun-free, bully-free, tobacco-free, vape-free, and violence-free campuses.	2.5, 2.6	Superintendent Principals Counselors	Positively impact student success				
2) Conduct regular emergency drills and maintain campuses as safe and free of health hazards; conduct regular emergency drills.	2.5	Superintendent Principals	Positively impact student success				
3) All staff will be provided a picture identification badge to be worn at all times signifying employment with OCISD.	2.5	Principals	Positively impact student success				
4) Update district crisis management plan yearly and coordinate/training on each campus.	2.5	Superintendent Principals Transportation Director	Positively impact student success				
5) Employ at least one School Resource Officer (SRO) to provide a law enforcement presence and to promote school safety.	2.5	Superintendent Upshur County Sheriff's Office	Positively impact student success				
6) Continue the district radio system so that it is one of the primary sources of communication during an emergency.	2.5	Superintendent Principals Technology Director	Positively impact student success				

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

Goal 6: A safe, productive environment will be provided for all students, staff and administration to ensure positive educational results.

Performance Objective 3: Campuses will develop programs that fosters the mental and physical safety, health and overall well-being of all students, faculty and staff.

> **Evaluation Data Source(s) 3:** Accomplishment of objective as measured by PBMAS, PEIMS discipline records, surveys and data collections.

> **Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue pregnancy related services(PRS) for student parents.	2.5, 2.6	Principal Counselor Nurse	Positively impact student success				
2) Reinforce at the beginning of each year training the staff on recognizing signs of abuse and protocols for reporting suspected child sexual abuse. Practice will include resources and assistance for students who may be victims of such abuse.	2.6	Counselor Nurse Health Care Providers	Positively impact student success				
3) Continue the School Health Advisory Committee(SHAC) using state guidelines.	2.5, 2.6	District Nurse Principals Committee Co-Chair(parent)	Positively impact student success				

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

Goal 7: Strategies will be developed to address student drop-outs and to improve student attendance.

Performance Objective 1: Annual drop-out rate will remain at or below 1%

Evaluation Data Source(s) 1: Accomplishment of objective as measured by PBMAS, PEIMS, State Accountability and TAPR report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue at-risk program to target students, before and after-school programs, extended year and advisory periods.	2.5, 2.6	Principals	Positively impact student success				
2) Continue the POINTS Academy to aid in preventing drop-outs.	2.5, 2.6	Principal Assistant Principal	Positively impact student success				
3) Enforce compulsory attendance regulations; involve local law enforcement/judicial agencies in drop-out recovery.	2.5, 2.6	Principals	Positively impact student success				
4) Provide incentives for reward of exemplary attendance on each campus.	2.4, 2.5	Principals	Positively impact student success				
5) Monitor reasons for lack of attendance.	2.5, 2.6	Principals	Positively impact student success				

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

Plan Notes

Remember that the District Plan is more global than campus plan. Goals have stayed consistent, but objectives have been updated.

Discussed Renaissance testing and the importance of the data. Goal 1.

PLC's need to function with fidelity. Driven by collaboration. Must be ongoing. Point of emphasis. Goal 2

Goal 3 Communication: develop and distribute business department operations manual.

Communicating with Spanish speaking parents and sending home relevant information in Spanish-Spanish Liaison

Goal 5: improvement of technology integration, Google Classroom

Goal 6: Hired SRO, positive impact, and can be used in any aspect..classroom, functions, not just being eyes and ears on the campus, but developing relationships with the students on all campus. Mental health awareness

Site-Based Decision Making Committee

Meeting Date: October 16, 2019

3:45 PM

Ore City ISD Board Room

Committee Role	Name	Position	Signature
Classroom Teacher	Pam Hendricks	Elementary Teacher	*Pam Hendricks*
Administrator	Beau Vincent	Middle School Principal	*Beau V.*
District-level Professional	Teddy Ott	Special Education Director	*Teddy Ott*
Administrator	Chad Miller	Elementary Principal	*Chad Miller*
Classroom Teacher	Jennifer Myers	Elementary Teacher	*Jennifer Myers*
Classroom Teacher	Lisa Wright	High School Counselor	*Lisa Wright*
Business Representative	Janet Orms	Business Representative	
Administrator	Lynn Heflin	Superintendent	*Lynn Heflin*
District-level Professional	Kimberly Freeman	Federal Programs Director	*Kimberly Freeman*
Administrator	Nathan Heflin	High School Principal	*Nathan Heflin*
Classroom Teacher	Michelle Johnson	Middle School Teacher	
Classroom Teacher	Vanessa West	Middle School Teacher	*V-West*
Classroom Teacher	Travis Orms	High School Teacher	
Parent	Charlotte Casey	High School Parent	
Parent	Kara Mitchell	Middle School Parent	
Parent	Amy Pearson	Elementary Parent	*Amy Pearson*