



# Targeted Improvement Plan

District Name:	Ore City ISD	County District Number:	230-903	Superintendent Name:	Lynn Hefflin
Campus Name:		Campus Number:		District Coordinator of School Improvement:	Selenia Cato
PSP:		Educational Service Center:	Region 7	School Principal:	

Goal #1:	Activity (Actions/Processes)	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Training and communications specific to the needs of each student	Region 7 and district personnel	Teachers, Special Ed. Director, and Administrators	Teachers will make plans based on needs of students		Select	
<b>Intermediate:</b> (Implementation)	Frequent monitoring and analyzing of special ed. student data	DMAC	Teachers (general ed. and special ed.)	Teachers can make real-time adjustments and give feedback		Select	
<b>Long-Term:</b> (Results)	Vertical monitoring of progress to ensure success	Data input	Special Education Director and teachers	75% of special ed. students pass STAAR		Select	

Goal #2:	Activity (Actions/Processes)	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Provide 2 hour onsite ARD decision making training for administration team and special education teachers	Region 7 (J. Reeves)	Candy Scott	Better informed decisions in the ARD meetings regarding STAAR Alt. 2		Select	
<b>Intermediate:</b> (Implementation)	Utilize ARD decision making knowledge in all IEP meetings	Information from training	Candy Scott, Karen Barnett, Special Ed. Teachers, Parents, and Campus Principals	Better informed decisions in the ARD meetings regarding STAAR Alt. 2		Select	
<b>Long-Term:</b> (Results)	Lower participation rate for STAAR Alt. 2	Information from training	Candy Scott, Karen Barnett, Special Ed. Teachers, Parents, and Campus Principals	Fewer students administered STAAR Alt. 2		Select	

Goal #3:	Activity (Actions/Processes)	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b>	ELPS Training	Region 7	Nathan Hellm/Sherill Ballard Campus Principals	Improved instructional techniques		Select	

Problem Statement #1:	Root Cause #1:	Annual Goal #1:	Strategy #1:
STAAR passing rate for special education students in grades 3-8 is less than 50%	Lack of training on pertinent topics	Increase the passing rate for special education students	Provide training and improve communication district wide

  

Problem Statement #2:	Root Cause #2:	Annual Goal #2:	Strategy #2:
In grades 3-8, 18.2% of our special ed. students participated in STAAR Alt. 2	Lack of professional development in ARD/IEP decision making for STAAR Alt. 2	To decrease the total number of special ed. students taking STAAR Alt. 2 district wide.	Ongoing professional development district wide in ARD/IEP decision making

  

Problem Statement #3:	Root Cause #3:	Annual Goal #3:	Strategy #3:
STAAR passing rate for ESL students in grades 3-8 is less than 50% in Reading	Ineffective delivery of ELPS	Increase the passing rate for ESL students in STAAR Reading	Ongoing training for teachers district wide and increase collaboration with parents

Vision: Our vision is to achieve academic excellence through focusing on engaged learning and student success.					
Identification of other needs	December - end of school year	Diagnostician, Region 7	Campus Principal	Better assessment of student abilities	Select
Talk/Read; Talk/Write Stop, ESL Training, Sheltered Instruction	Throughout the year	Information received in training	Campus Principals and Teachers	Improved instructional techniques	Select
Communications in Spanish and English, Investigate offering Community Outreach and Language Classes	Spring	Consultant to translate correspondence, Help from local churches, "Laubach Way to Reading"	Superintendent, school board and Beau Vincent	Better communication	Select
Monitor data of Students	January - to end of year	DMAC, teacher data	Raeann Handy, Teachers, Campus Principals	Increase in student success	Select
Vision Status		Vision Metrics			



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School Principal:			

Goal #1:	Activity (Actions/Processes)	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term: (training, acquisition of new skills)</b>	Training and communications specific to the needs of each student	Region 7 and district personnel	Teachers, Special Ed. Director, and Administrators	Teachers will make plans based on needs of students		Select	
<b>Intermediate: (Implementation)</b>	Frequent monitoring and analyzing of special ed. student data	DMAC	Teachers (general ed. and special ed.)	Teachers can make real-time adjustments and give feedback		Select	
<b>Long-Term: (Results)</b>	Vertical monitoring of progress to ensure success	Data input	Special Education Director and teachers	75% of special ed. students pass STAAR		Select	

Goal #2:	Activity (Actions/Processes)	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term: (training, acquisition of new skills)</b>	Provide 2 hour onsite ARD decision making training for administration team and special education teachers	Region 7 (J. Reeves)	Candy Scott	Better informed decisions in the ARD meetings regarding STAAR Alt. 2		Select	
<b>Intermediate: (Implementation)</b>	Provide parents with information (emphatized) on ARD decision making and administration of STAAR Alt. 2	Current STAAR Alt. 2 information	Debbie Spencer and Candy Scott	Valuable parental input in ARD meetings		Select	
<b>Long-Term: (Results)</b>	Utilize ARD decision making knowledge in all IEP meetings	Information from training	Candy Scott, Karen Barnett, Special Ed. Teachers, Parents, and Campus Principals	Better informed decisions in the ARD meetings regarding STAAR Alt. 2		Select	

Goal #3:	Activity (Actions/Processes)	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
<b>Short-Term:</b>	ELPS Training	Region 7	Nathan Hefflin/Sherrell Ballard Campus Principals	Improved instructional techniques		Select	

**Problem Statement #1:** STAAR passing rate for special education students in grades 3-8 is less than 50%  
**Root Cause #1:** Lack of training on pertinent topics

**Problem Statement #2:** In grades 3-8, 18.2% of our special ed. students participated in STAAR Alt. 2  
**Root Cause #2:** Lack of professional development in ARD/IEP decision making for STAAR Alt. 2

**Problem Statement #3:** STAAR passing rates for ESL students in grades 3-8 is less than 50% in Reading  
**Root Cause #3:** Ineffective delivery of ELPS

**Annual Goal #1:** Increase the passing rate for special education students  
**Strategy #1:** Provide training and improve communication district wide

**Annual Goal #2:** To decrease the total number of special ed. students taking STAAR Alt. 2 district wide.  
**Strategy #2:** Ongoing professional development district wide in ARD/IEP decision making

**Annual Goal #3:** Increase the passing rate for ESL students in STAAR Reading  
**Strategy #3:** Ongoing training for teachers district wide and increase collaboration with parents

**Vision Metrics**

Vision: Our vision is to achieve academic excellence through focusing on engaged learning and student success.		Vision Metrics	
<b>Short-Term Results</b> (training, acquisition of new skills)	Identification of other needs December - end of school year	Diagnostic, Region 7 Campus Principal	Select Select Select Select Select Select
<b>Intermediate:</b> (Implementation)	Talk, Read, Write, Stop, ESL Training, Sheltered Instruction Throughout the year Communications in Spanish and English, Investigate offering Spring Community Outreach and Language Classes Consultant to translate correspondence. Held from local churches, "Laubach Way to Reading" DMAAC, teacher data	Campus Principals and Teachers Superintendent, school board and Beau Vincent Raean Hamdy, Teachers, Campus Principals	Better assessment of student abilities Improved instructional techniques Better communication Increase in student success
<b>Long-Term:</b> (Results)	Monitor data of students January - end of year	Vision Metrics	Select Select