

## Changes in 22-23 High School Campus Improvement Plan

1. Updated Demographics
2. Updated STAAR EOC scores
3. Staff Quality, Recruitment, Retention - Removed the statement that 100% of teaching staff are highly qualified. This was due to having a shortage of applicants for the openings we had. Teachers who are not considered Highly Qualified are in the process of obtaining that designation.
4. Goal 1, Performance Objective 1, Strategy 1 - Removed the Strategy and as it called for creating an attendance clerk on the high school campus. This task is complete and we continue to use the attendance clerk for attendance tracking.
5. Goal 1, Performance Objective 1, Strategy 9 - Amend the Strategy to include the word "continue" rather than "implement new". HB4545 tutorials are in year 2 and being carried out daily.

# Ore City Independent School District

## Ore City High School

### 2022-2023 Campus Improvement Plan



# Mission Statement

To provide our students access to meaningful, productive lives through quality education.

## Vision

Every graduate ready for college, career, and life.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ore City High School is an established learning community that has not seen drastic changes since its creation in 1962-1963. OCHS enrollment has increased in the past 10 years from 196 in 2012-2013 to 247 in 2022-2023. Our student population contains 7 Emergent Bilingual students, 13 Gifted and Talented students, 41 Special Education students, 148 At-Risk students, and 173 Economically Disadvantaged student. Our teacher to student ratio is 1:13.

### 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

# Student Achievement

## Student Achievement Summary

Longitudinally, our students have made consistent progress in regards to STAAR EOC testing. Students did not STAAR test in 2019-2020 due to Covid-19.

	Longitudinal Data			
	<u>2018</u>	<u>2019</u>	<u>2021</u>	<u>2022</u>
Algebra I	95	87	81	73
Biology	100	97	93	94
English I	79	79	69	72
English II	88	79	76	82
U.S. History	98	98	95	94

## Student Achievement Strengths

Our students have not dropped below the state average in over 5 years.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Our course failures, student failures, and student attendance continue to be areas of concern **Root Cause:** Poor attendance

# School Culture and Climate

## School 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. Survey results show that 79% of OCHS students have participated in community service projects or volunteer work.

## School Culture and Climate Strengths

Our local churches as well as business' support our students and staff by contributing time volunteering, as well as donating food and supplies.

## Problem Statements Identifying School 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**

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**

95% of OCHS teachers agree that the principal is approachable and supportive when it comes to meeting the needs of the students, as well as the faculty and staff, and that the principal provides consistent and positive reinforcement.

## **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**

OCHS 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 needed.

### **Curriculum, Instruction, and Assessment Strengths**

OCHS uses 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

OCHS has various opportunities throughout the school year for family and community involvement which include serving on various teams/committees/clubs/organizations. It is difficult to get the amount of parental involvement our school needs. This is largely due to the independent nature of our students' ages.

## Parent and Community Engagement Strengths

OCHS 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 Mammogram 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 barriers

# School Context and Organization

## School Context and Organization Summary

OCHS is a Title I campus that serves 247 students with approximately 60% of those students being identified as Economically Disadvantaged.

## School Context and Organization Strengths

We have implemented a blocked lunch schedule that allows all students access to optional, as well as mandatory tutorial opportunities. This time is also used for UIL academic practice, TMSA practice, campus organization meetings, as well as class meetings.

## Problem Statements Identifying School 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

**Problem Statement 2:** Student involvement in extra-curricular activities **Root Cause:** Lack of motivation/reason to participate

# Technology

## Technology Summary

OCHS is dedicated to providing students with one-to-one technology access in ALL 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 Renaissance, Google Classroom, Edmentum, and Edgenuity.

## Problem Statements Identifying Technology Needs

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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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
  - Enrollment trends
- Employee Data**
- Professional learning communities (PLC) data
  - Staff surveys and/or other feedback
  - Teacher/Student Ratio
  - Campus leadership data
  - Campus department and/or faculty meeting discussions and data
  - Professional development needs assessment data
  - Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

# Goals

**Goal 1:** Ore City High School will demonstrate and sustain increased State Assessment scores for all subjects and in all sub-population groups to achieve a rating of A in the A-F rating system, with 7 of 7 Distinction Designations from the Texas Education Agency.

**Performance Objective 1:** To have at least 90% growth measure for all students and all subgroups on ELA, Math, Science, and Social Studies measures.

**Evaluation Data Sources:** STAAR EOC data

Strategy 1 Details		Formative Reviews	
<p><b>Strategy 1:</b> Each teacher that teaches an EOC test will disaggregate 2021-2022 State Assessment data using DMAC information system.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness</p> <p>Increase STAAR scores</p> <p>Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers by department</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Nov	Jan	Mar
Strategy 2 Details		Formative Reviews	
<p><b>Strategy 2:</b> Each teacher will meet within their respective departments and determine necessary interventions and student needs as a result of testing results. All students who were not successful on their STAAR assessments will participate in HB4545 remediation as part of MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness</p> <p>Increase STAAR scores</p> <p>Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Nov	Jan	Mar



Strategy 3 Details		Formative Reviews		
<p><b>Strategy 3:</b> Assessments in all core subjects will be administer pre and post tests to assess prior knowledge as well as measure student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Teachers TEKScore Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			
	Nov	Jan	Mar	
Strategy 4 Details		Formative Reviews		
<p><b>Strategy 4:</b> Relevant professional development opportunities will be set based on staff-development needs assessment as well as the goal setting component in T-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness Increase STAAR scores Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Curriculum Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			
	Nov	Jan	Mar	
Strategy 5 Details		Formative Reviews		
<p><b>Strategy 5:</b> Tutoring will be available before, during, and after school per HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			
	Nov	Jan	Mar	

Strategy 6 Details		Formative Reviews	
<p><b>Strategy 6:</b> Increase the number of students who score at Meets and/or Masters Grade Level for each STAAR tested subject by using high-yield teaching strategies, TEKS Resource IFD.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Nov	Jan	Mar
	Formative		
	Formative Reviews		
<p><b>Strategy 7:</b> Continue MTSS/HB4545 plan for At-Risk population.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Increase graduation rate Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> RtI Coordinator Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- Additional Targeted Support Strategy</p>			
Strategy 7 Details		Formative Reviews	
	Nov	Jan	Mar
	Formative		
	Formative Reviews		
<p><b>Strategy 8:</b> Identify at-risk students that may not pass state assessments, not be on track for graduation, and/or potentially drop out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase graduation rate Increase STAAR scores Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers At-Risk Coordinator Attendance Clerk</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>			
Strategy 8 Details		Formative Reviews	
	Nov	Jan	Mar
	Formative		
	Formative Reviews		

Strategy 9 Details		Formative Reviews	
<p><b>Strategy 9:</b> Evaluate students for placement in special programs. Students will be placed in special programs based upon individual need as determined by eligibility and need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> RtI Coordinator Special Education Director Diagnostician Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative		Mar
	Nov	Jan	
Strategy 10 Details		Formative Reviews	
<p><b>Strategy 10:</b> Each student will have a Personal Graduation Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Increase graduation rate Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Counselor At-Risk Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative		Mar
	Nov	Jan	
Strategy 11 Details		Formative Reviews	
<p><b>Strategy 11:</b> Students who do not meet Approaches standard for EOC's will retake course.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores Positively impact student success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Testing Coordinator Counselor Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative		Mar
	Nov	Jan	

Strategy 12 Details		Formative Reviews	
<p><b>Strategy 12:</b> Rebel Response for all students.  <b>Strategy's Expected Result/Impact:</b> Increase STAAR scores            Positively impact student success  <b>Staff Responsible for Monitoring:</b> Teachers            Special Education  <b>Title I:</b>            2.4, 2.5, 2.6</p>		Formative	
		Nov	Mar
Strategy 13 Details		Formative Reviews	
<p><b>Strategy 13:</b> All teachers will be highly qualified as required by ESSA. New teachers will be required to participate in a mentoring program.  <b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness            Increase STAAR scores            Positively impact student success  <b>Staff Responsible for Monitoring:</b> Principal            Mentor Teachers  <b>Title I:</b>            2.4, 2.5, 2.6</p>		Formative	
		Nov	Mar
Strategy 14 Details		Formative Reviews	
<p><b>Strategy 14:</b> All para-professionals will be highly qualified.  <b>Strategy's Expected Result/Impact:</b> Increase para-professional effectiveness            Increase STAAR scores            Positively impact student success  <b>Staff Responsible for Monitoring:</b> Principal            Special Programs Director  <b>Title I:</b>            2.4, 2.5, 2.6</p>		Formative	
		Nov	Mar




Strategy 15 Details		Formative Reviews		
<p><b>Strategy 15:</b> Staff will share good practices with each other across curriculums.  <b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness            Increase STAAR scores            Positively impact student success  <b>Staff Responsible for Monitoring:</b> Principal            Teachers  <b>Title I:</b>            2.4, 2.5, 2.6</p>		Formative		
		Nov	Jan	Mar
Strategy 16 Details		Formative Reviews		
<p><b>Strategy 16:</b> Continue Pre-Algebra and Math Test Prep for struggling math students.  <b>Strategy's Expected Result/Impact:</b> Increase STAAR scores            Positively impact student success  <b>Staff Responsible for Monitoring:</b> Principal            Teachers  <b>Title I:</b>            2.4, 2.5, 2.6</p>		Formative		
		Nov	Jan	Mar
<p>0% No Progress</p>		<p>100% Accomplished</p>	<p>→ Continue/Modify</p>	<p>✗ Discontinue</p>

**Goal 1:** Ore City High School will demonstrate and sustain increased State Assessment scores for all subjects and in all sub-population groups to achieve a rating of A in the A-F rating system, with 7 of 7 Distinction Designations from the Texas Education Agency.

**Performance Objective 2:** To have 100% of graduating seniors college, career, or military ready by graduation.

Strategy 1 Details		Formative Reviews		
		Formative		
		Nov	Jan	Mar
<p><b>Strategy 1:</b> TSI Math and English college prep courses for students who are not TSI complete.  <b>Strategy's Expected Result/Impact:</b> Positively impact student success  <b>Staff Responsible for Monitoring:</b> Principal Teachers                      At-Risk Coordinator</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>				
Strategy 2 Details		Formative Reviews		
		Formative		
		Nov	Jan	Mar
<p><b>Strategy 2:</b> Pay for all juniors to take the TSI  <b>Strategy's Expected Result/Impact:</b> Positively impact student success                      Increase the number of TSI participation.  <b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b>                      2.4</p>				
Strategy 3 Details		Formative Reviews		
		Formative		
		Nov	Jan	Mar
<p><b>Strategy 3:</b> Offer ACT testing on our high school campus  <b>Strategy's Expected Result/Impact:</b> Positively impact student success                      Increase the number of ACT participation  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b>                      2.4, 2.5</p>				

Strategy 4 Details		Formative Reviews	
<b>Strategy 4:</b> Offer certificates for CTE course <b>Strategy's Expected Result/Impact:</b> Positively impact student success <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers  <b>Title I:</b> 2.4, 2.5, 2.6		Formative	
		Nov	Mar
Strategy 5 Details		Formative Reviews	
<b>Strategy 5:</b> Offer dual enrollment/credit courses. <b>Strategy's Expected Result/Impact:</b> Positively impact student success <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers  <b>Title I:</b> 2.4, 2.5		Formative	
		Nov	Mar
Strategy 6 Details		Formative Reviews	
<b>Strategy 6:</b> Allow and encourage recruitment on campus as well as invite guest speakers <b>Strategy's Expected Result/Impact:</b> Positively impact student success <b>Staff Responsible for Monitoring:</b> Principal Counselor  <b>Title I:</b> 2.5, 2.6		Formative	
		Nov	Mar
Strategy 7 Details		Formative Reviews	
<b>Strategy 7:</b> Military recognition for previous graduates honoring current and former military personnel. <b>Strategy's Expected Result/Impact:</b> Positively impact student success <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers  <b>Title I:</b> 2.5, 2.6		Formative	
		Nov	Mar

Strategy 8 Details		Formative Reviews		
<b>Strategy 8:</b> Attend college and career fair. <b>Strategy's Expected Result/Impact:</b> Positively impact student success <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2		Formative		
		Nov	Jan	Mar
Strategy 9 Details		Formative Reviews		
<b>Strategy 9:</b> FAFSA annual family meeting. <b>Strategy's Expected Result/Impact:</b> Positively impact student success <b>Staff Responsible for Monitoring:</b> Principal Counselor  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2		Formative		
		Nov	Jan	Mar
		∞ No Progress  Accomplished  Continue/Modify  Discontinue		



# State Compensatory

## Budget for Ore City High School

Total SCE Funds: \$956,858.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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## Personnel for Ore City High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Joshua Furlow	HS Teacher/Coach	1
Sally Hearle-Cariker	HS Teacher	1
Sarah Walters	HS Library Aide	1
Wendy Henson	HS Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charles Haskell	HS Instructional Aide	OCI	1
Karina Garza	HS ESL Aide	ESL/EB	1

# Campus Leadership Team

Committee Role	Name	Position
Administrator	Travis Orms	High School Principal
District-level Professional	Kimberly Freeman	Federal Programs Director
Non-classroom Professional	Ericka Rogers	High School Counselor
Parent	Melinda Heard	Parent
Parent	Teresa Ainsworth	Parent Representative
Community Representative	Jeannette Cox	Ore City Councilmember
Classroom Teacher	Wendy Henson	HS ELA Teacher
Classroom Teacher	Sally Cariker	HS Science Teacher
Classroom Teacher	Tara Stewart	HS Math Teacher
Classroom Teacher	Brian Gaddis	HS Social Studies Teacher
Classroom Teacher	Kenneth Adcock	HS Electives Teacher
Administrator	Julie Furlow	HS Assistant Principal