

Ore City Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Public Presentation Date: October 17, 2022

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: October 13, 2022

Demographics

Demographics Summary

Ore City is a rural, 2-A district serving approximately 861 students (Oct 2021). Since the spring of 2021, our student population has steadily decreased.

In the 2021-2022 school year, our student population consisted of approximately :

- 69% White
- 21% Hispanic
- 4% African American
- 6% Two or More Races, Asian, American Indian & Pacific Islander

67% of students are economically disadvantaged, 50.75% are At-Risk

13.4% of students receive Special Education services and 8% qualify as Emergent Bilingual/English Learners

See attached addendums for more detailed demographic information.

Demographics Strengths

In 2022, OCISD student groups met state assigned targets in multiple areas including:

- ELA/Reading - ALL Students Group, Economically Disadvantaged, Emergent Bilingual, and Hispanic
- ELA Academic Growth in all groups
- Graduation Rate
- TELPAS Progress
- STAAR Participation Rates
- College, Career, & Military Readiness

Problem Statements Identifying Demographics Needs

Problem Statement 2: ELAR targets not met for 3 student groups: Special Education, White, and 2 or more races **Root Cause:** Intervention & differentiation strategies need refinement.

Problem Statement 3: While STAAR Component target met for % Approaches GL standard or above, economically disadvantaged students fail STAAR 14% more frequently than non-economically disadvantaged students and achieve Masters level performance 8% less. **Root Cause:** Training needed to support differentiation and intervention for student groups.

Student Achievement

Student Achievement Summary

Ore City ISD received a **B** rating on the TEA Accountability Rating scale, up from a C in 2019. The STAAR Component score of 43 increased from 38 in 2021.

Texas Education Agency
2022 Accountability Ratings Overall Summary
ORE CITY ISD (230903) - UPSHUR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		86	B
STAAR Performance	43	74	
College, Career and Military Readiness	87	97	
Graduation Rate	96.7	90	
School Progress		92	A
Academic Growth	68	76	C
Relative Performance (Eco Dis: 68.6%)	65	92	A
Closing the Gaps	63	80	B

See Addendums for details.

Student Achievement Strengths

OCISD students scored in the top quartile of comparison schools* in multiple areas:

- Biology - #1 in Masters Level Performance of comparison schools
- Accelerated Progress in ELA/Reading at OCMS - #2 of 40 comparison schools
- Grade 4 Reading - Masters Level Performance - Top Quartile
- English 1 - Masters Level Performance - Top Quartile
- U.S. History - Masters Level Performance - Top Quartile
- Average ACT Score in ELA - Top Quartile
- Percent of students meeting grade level or above on All STAAR tests - Top Quartile
- Percent of graduates meeting TSI criteria - Top Quartile

31% of OCHS students earned dual credit including OnRamps UT course credits

26% of OCHS students earned Industry Based Certifications

*40 schools from across the state nearest our campuses in size & demographics

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement scores in math which do not meet targets. **Root Cause:** Lack of streamlined curriculum implementation. Insufficient professional development for teachers. Vertical alignment gaps in communication opportunities for teacher teams.

Problem Statement 2 (Prioritized): Math Targets not met. **Root Cause:** Lack of streamlined curriculum implementation. Insufficient professional development and vertical alignment planning opportunities for teachers. Learning loss from Covid-19 not yet recovered.

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. 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

OCISD faculty and staff are dedicated to building positive relationships that support student growth. Ore City ISD's extra-curricular activities encourage all students to participate in their schools. Our campuses demonstrate strong extra-curricular participation in band, academic competition teams, agriculture-science activities, athletics, and clubs with nearly every teacher participating as an event or club sponsor.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Building stronger, more effective relationships with families of some groups including but not limited to those identified as At Risk, English Language Learners, and Economically Disadvantaged. **Root Cause:** Communication between campus administration, staff, and families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Ore City ISD employees approximately 165 full time staff, including teachers, administrators, and support staff. We hired 29 new employees this year to replace the same number resulting in an 83% retention rate.

Our Recruitment & Retention programs include:

- OCISD Mentor Program for New Teachers
- Teacher Incentive Allotment participation
- University Teacher Job Fair participation
- ESC Region 7 Professional Learning Opportunities

Staff Quality, Recruitment, and Retention Strengths

District offers competitive benefits for our faculty and staff including local leave days, longevity pay, and school cafeteria credit for meals.

New teachers participating in the mentor program were retained at rate of 90%.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teaching positions in math, science, and Spanish remain a challenge to fill. **Root Cause:** Rural location.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCISD teachers plan and deliver instruction based on the Texas Essential Knowledge & Skills aligned in the district scope and sequence. TEKS Resource System is used for our curriculum to ensure that the TEKS are being taught to the rigor and depth necessary for student growth. Training is provided through ESC Region 7 to teachers each school year. Campus leadership ensures implementation, data analysis, and student growth measure study.

As part of Proclamation 2022, we adopted *Texas Health for Middle School* and created a collaborative Health/PE class for all 6th graders to address growing concerns about health issues in East Texas.

During the spring of 2021-2022 school year, the district adopted *STEMscopes Math & Science* and *Saxon Phonics & Spelling* for all appropriate grade levels to address learning loss and achievement gaps to be implemented during the following year. At the Middle School, *Maneuvering the Middle* math curriculum resource was selected to improve math achievement during the following year.

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 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.

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.

During the 2021-2022 school year, participation rates included:

SHAC Committee Activities

Health Fair participants -- 200

Mammograms -- 21

COVID-19 vaccinations -- 86

Student/Staff flu shots -- 70

School immunizations -- 39

Staff B12/Lipo Shots -- 25/monthly

Biggest Loser Staff Weight Loss Competition -- 25

Smiles of Tomorrow Mobile Dentist -- 24 staff/students

OCHS Student Council Activities

- Carter Blood Care - Blood drives - 65 units collected
- October Fall Treat Distribution - 200 bags of treats distributed
- Day of Service - Supported 10 different community organizations or households

OCHS Agriculture & FFA

- Pet Vaccination Clinic
- Annual Plant Sale

Parent and Community Engagement Strengths

OCISD supports family and community members by offering services throughout the year (with adjustments for public health) such as: SHAC sponsored Health Fair done in conjunction with our Ice Cream Social, community blood drives, Crush Cancer 5K, Mobile 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.

District Context and Organization

District Context and Organization Summary

OCISD is a Title I district with approximately 67% of our student population economically disadvantaged. Our enrollment has decreasing from 928 to approximately 860 by the end of the year with numbers continuing to decrease. 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. This year the district approved an Academic Interventionist position for the secondary campuses to focus on math needs. Principals began recruiting and designing a plan for this role to meet student needs.

As a response to HB4545, campuses rallied to organize tutoring opportunities for students within the school day. Programs are refined to support students in areas including gifted & talented, special education, at-risk, and others.

Extra-curricular activities: Intervention & Acceleration Practices:

UIL Academic	Homeroom
TMSCA	OCMS Pride Period
Athletics	OCHS Rebel Response
Band	G/T Coordinator Led Activities
Student Council	
NHS	

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Decrease in student enrollment **Root Cause:** As a district with a majority of socio-economically disadvantaged families, the impact of the Covid-19 pandemic, inflation, economic decline, and lack of employment opportunities has caused families in our community to move elsewhere.

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. Also implemented this year is GoGuardian Beacon. This real time monitoring looks at student activity on the Chromebooks, and alerts appropriate staff members if students are browsing content related to self-harm or harm of others.

Technology Strengths

One-to-one technology access as well as participation in programs such as *Discovery Education*, *Edgenuity*, *Edmentum*, *ReadNaturally*, *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* and *Live School* for adoption in the next school year.

The elementary campus will have interactive boards installed in every classroom. Classroom technology access includes Chromebooks/tablets. This one-to-one access has a profound impact on our students being prepared for their lives beyond high school.

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Problem Statement 1: Math Targets not met.

Root Cause 1: Lack of streamlined curriculum implementation. Insufficient professional development and vertical alignment planning opportunities for teachers. Learning loss from Covid-19 not yet recovered.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates 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

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 13, 2022

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		
Strategy 1: Professional Development-Provide instructional staff opportunities to attend a variety of local, regional, and state conferences/workshops featuring research-based best practices including, but not limited to: Implementing TEKS Resource System STEMscopes Math & Science Implementation SAXON Reading & Phonics Implementation Maneuvering the Middle Training Math Vertical Alignment Strategy's Expected Result/Impact: Effective instruction in the classroom & increased student achievement in math. Staff Responsible for Monitoring: Campus Principals Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June





Strategy 2 Details	Formative Reviews		
Strategy 2: Data-driven instructional decision making utilizing technology sources like TEKS Resource System and DMAC data-tracking reports in department and grade-level planning. Strategy's Expected Result/Impact: Focused instruction based on student needs will improve achievement. Staff Responsible for Monitoring: Teachers Campus Administration Curriculum Director Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement PRIDE period tutorials & student activities designed by Secondary Interventionist. Strategy's Expected Result/Impact: Improved student performance in math. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Math Targets not met. Root Cause: Lack of streamlined curriculum implementation. Insufficient professional development and vertical alignment planning opportunities for teachers. Learning loss from Covid-19 not yet recovered.





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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend local career day to assist student in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities Strategy's Expected Result/Impact: 100% CCMR criteria met Staff Responsible for Monitoring: Counselors Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide information about higher education, financial aid opportunities, and military career options through PGP meetings, recruiter visits, FASFA information nights, college campus visits, scholarship and grant information. Strategy's Expected Result/Impact: Students make informed curriculum choices to be prepared for success beyond high school resulting in meeting 100% CCMR rating. Staff Responsible for Monitoring: Counselors Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
<div> <div> 0% No Progress</div> <div> 100% 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 3: Student Achievement: Improve OCISD 4-year graduation rate to 96%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Drop-out reduction through serving our At-Risk students with credit recovery options, homebound services, access to the districts licensed professional counselor and home visits. Strategy's Expected Result/Impact: At least 96% 4-year graduation rate Staff Responsible for Monitoring: Attendance Clerks Campus Administrators At-Risk Coordinator LPC Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate technology to track and communicate student attendance with parents/guardians. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Attendance Clerk Campus Administration Title I: 2.4, 2.5, 2.6	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		
Strategy 1: Utilize online testing to streamline data-tracking for student progress. Cambium State Assessments - BOY & Interim mCLASS, CLI Circle, DMAC, IXL, Renaissance STAR Strategy's Expected Result/Impact: Earn STAAR progress measure for 80% of students Staff Responsible for Monitoring: Teachers, Campus Administrators, Testing Coordinators Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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		
Strategy 1: 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 Strategy's Expected Result/Impact: 12 out of 17 academic achievement targets met Staff Responsible for Monitoring: Campus Administrators, Campus Testing Coordinators Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Update Emergency Operations Plan following Texas School Safety Center Toolkit & Training Strategy's Expected Result/Impact: Streamlined functionality and management of resources & personnel during emergencies for the safety of students and staff. Staff Responsible for Monitoring: Superintendent , Safety & Security Team	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Adopt NIMS (National Incident Management System) Components for systematic approach to safety. Strategy's Expected Result/Impact: Preparedness, Streamlined communications & Information Management, Resource management, Command and Management, Ongoing Maintenance of safety protocols. Staff Responsible for Monitoring: Superintendent, Safety & Security Team	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide enhanced security measures through armed security personnel. Strategy's Expected Result/Impact: Safe & Secure schools. Staff Responsible for Monitoring: Superintendent, Safety & Security Team	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement positive behavior intervention and supports, including interventions and support that integrate best practices on grief-informed and trauma-informed care. Strategy's Expected Result/Impact: Reduced office referrals or off-campus placements Staff Responsible for Monitoring: Campus Administration Special Education Director LPC School counselor Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Implementation of a comprehensive school counseling program. Staff Responsible for Monitoring: LPC School counselor Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Professional development in trauma-informed care, sexual abuse and other maltreatment of students using the Vector (SafeSchools) platform. Strategy's Expected Result/Impact: Positive physical and mental health. Staff Responsible for Monitoring: LPC School counselor Title I: 2.4, 2.5, 2.6, 4.1	Formative		
	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$959,652.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Fowler	MS Teacher	1
Autumn Pena	Elementary Teacher	1
Cynthia Goen	Elementary Teacher	1
Dibbrell Gilbreath	Elementary Teacher	1
Evelyn Thiessen	Elementary Teacher	1
Frances Sewell	Library Aide	1
Jessica Bellew	Elementary Teacher	1
Joshua Furlow	HS Teacher/Coach	1
Kimberly Matte	Elementary Counselor	1
Pamela Hendricks	Elementary Teacher	1
Sally Hearle-Cariker	HS Teacher	1
Sarah Walters	HS Library Aide	1
Shannon Pruett	Elementary Teacher	1
Wendy Henson	HS Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Drennan	Elementary Interventionist	Reading Interventionist	1
Charles Haskell	Secondary Special Education Aide	Smart ISS	1
Karina Garza	Secondary Instructional Aide	ESL	1
Lisa Copeland	Elementary Instructional Aide	Computer Lab	1
Melissa Odum	Elementary Instructional Aide		1

Site-Based Decision Making Committee

Committee Role	Name	Position
District-level Professional	Madeline Anderson	Director of Curriculum and Instruction
District-level Professional	Kurt Bannert	Licensed Professional Counselor
Classroom Teacher	Sally Cariker	High School Teacher
Parent	Bruce Coppedge	Parent
District-level Professional	Kimberly Freeman	Federal Programs Director
District-level Professional	Lynn Heflin	Superintendent
Parent	Amy Higginbotham	Parent
Classroom Teacher	Michele Johnson	Middle School Teacher
District-level Professional	Cayla Mars	Director of Finance
Administrator	Chad Miller	Elementary Principal
Business Representative	Janet Orms	Business Representative
Administrator	Travis Orms	High School Principal
School Board Member/Parent	Matthew Pearson	School Board Member/Parent
Classroom Teacher	Autumn Pena	Elementary Teacher
Administrator	Beau Vincent	Middle School Principal
Student	Sonia Pulido Licea	Student
Student	Layne Morris	High School Student

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention			Madeline Anderson	10/11/2022
Coordinated Health Program	District Nurse		Madeline Anderson	10/11/2022
Disciplinary Alternative Education Program (DAEP)			Madeline Anderson	10/11/2022
Decision-Making and Planning Policy Evaluation	Superintendent		Madeline Anderson	10/11/2022
Dropout Prevention	Director of Student Services		Madeline Anderson	10/11/2022
Dyslexia Treatment Program	Director of Student Services		Madeline Anderson	10/11/2022
Pregnancy Related Services	Director of Student Services		Madeline Anderson	10/11/2022
Recruiting Teachers and Paraprofessionals	Director of Curriculum & Assessment		Madeline Anderson	10/11/2022
Sexual Abuse and Maltreatment of Children			Madeline Anderson	10/11/2022
Student Welfare: Crisis Intervention Programs and Training	District LPC		Madeline Anderson	10/11/2022
Texas Behavior Support Initiative (TBSI)	Director of Student Services		Madeline Anderson	10/11/2022
Technology Integration	Technology Director		Madeline Anderson	10/11/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Superintendent	10/17/2022	Madeline Anderson	10/11/2022

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has cause to believe that an adult was a victim of abuse or neglect as a child

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

CRISIS INTERVENTION
TRAUMA-INFORMED CARE

FFBA
(LOCAL)

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

Texas Education Agency
2022 Accountability Ratings Overall Summary
ORE CITY ISD (230903) - UPSHUR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		86	B
STAAR Performance	43	74	
College, Career and Military Readiness	87	97	
Graduation Rate	96.7	90	
School Progress		92	A
Academic Growth	68	76	C
Relative Performance (Eco Dis: 68.6%)	65	92	A
Closing the Gaps	63	80	B

Distinction Designations

X Postsecondary Readiness

Texas Education Agency
2022 Closing the Gaps
ORE CITY ISD (230903) - UPSHUR COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	6	18	33%	50%	16.5
Graduation Status	2	3	67%	10%	6.7
ELP Status	1	1	100%	10%	10.0
School Quality Status	4	4	100%	30%	30.0
Closing the Gaps Score					63

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes		Yes	No				No	Yes	Yes	No	No	Yes	Yes		
% at Meets GL Standard or Above	49%	42%	42%	53%	*	*	-	55%	46%	30%	16%	31%	49%	49%		
# at Meets GL Standard or Above	254	8	52	165	*	*	-	17	148	15	10	8	187	67		
Total Tests (Adjusted)	518	19	124	312	*	*	-	31	325	50	61	26	381	137		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No	No					No	No	No		No	No		
% at Meets GL Standard or Above	25%	18%	22%	27%	*	*	-	26%	22%	16%	14%	18%	25%	23%		
# at Meets GL Standard or Above	106	3	21	72	*	*	-	6	57	7	8	4	80	26		
Total Tests (Adjusted)	432	17	94	268	*	*	-	23	265	45	56	22	317	115		
Total Indicators															6	18
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		Yes	Yes					Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	78%	50%	77%	80%	*	*	-	77%	80%	80%	61%	73%	79%	77%		
Growth Points	261.0	6.0	57.0	164.5	*	*	-	11.5	160.0	25.5	25.0	8.0	198.0	63.0		
Total Tests	333	12	74	205	*	*	-	15	199	32	41	11	251	82		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	No		No	No					No	No	No		No	No		
Academic Growth Score	58%	50%	55%	60%	*	*	-	64%	56%	47%	37%	50%	61%	49%		
Growth Points	182.0	5.0	36.0	118.0	*	*	-	9.0	104.5	15.5	15.5	7.5	146.5	35.5		
Total Tests	315	10	66	198	*	*	-	14	185	33	42	15	242	73		
Total Indicators															8	16

Texas Education Agency
2022 Closing the Gaps
ORE CITY ISD (230903) - UPSHUR COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)			Yes (1)					No							
2020 % Graduated	96.7%	-	-	95.6%	-	-	-	-	96.9%	-	-					
2021 % Graduated	94.7%	87.5%	90.9%	96.2%	*	-	-	*	92.9%	-	88.2%					
2021 # Graduated	71	7	10	51	*	-	-	*	39	-	15					
2021 Total in Class	75	8	11	53	*	-	-	*	42	-	17					
Total Indicators															2	3
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										40%						
TELPAS Progress										22						
TELPAS Total										55						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No				No	Yes	No	No	No	No	No		
STAAR Component Score	43	32	38	44	*	*	-	44	39	29	17	34	44	41		
% at Approaches GL Standard or Above	71%	57%	66%	73%	*	*	-	68%	66%	57%	30%	66%	71%	70%		
% at Meets GL Standard or Above	41%	30%	35%	42%	*	*	-	45%	36%	21%	15%	25%	41%	40%		
% at Masters GL Standard	18%	9%	14%	18%	*	*	-	18%	15%	8%	5%	11%	20%	13%		
Total Tests	1,254	46	284	761	*	*	-	66	777	118	154	53	938	316		
Total Indicators															1	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes			Yes					Yes				Yes			
% Students Meeting CCMR	85%	100%	70%	85%	*	-	-	*	80%	-	73%	*	88%	63%		
# Students Meeting CCMR	61	7	7	44	*	-	-	*	32	-	11	*	56	5		
Total Students	72	7	10	52	*	-	-	*	40	-	15	*	64	8		
Total Indicators															4	4
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	99%	90%	100%	99%	*	*	*	100%	99%	100%	100%	100%	99%	98%		

Texas Education Agency
2022 Closing the Gaps
ORE CITY ISD (230903) - UPSHUR COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
# Participants	532	18	104	374	*	*	*	25	342	45	74	16	368	164		
Total Tests	537	20	104	377	*	*	*	25	347	45	74	16	370	167		
Mathematics																
% Participation	98%	88%	100%	98%	*	*	*	100%	97%	100%	100%	100%	98%	97%		
# Participants	449	15	90	312	*	*	*	23	294	42	60	16	307	142		
Total Tests	459	17	90	320	*	*	*	23	304	42	60	16	313	146		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	99%	*	*	-	100%	99%	100%	98%	100%	100%	99%		
# Participants	555	21	131	333	*	*	-	35	337	53	62	28	387	168		
Total Tests	557	21	131	335	*	*	-	35	339	53	63	28	388	169		
Mathematics																
% Participation	99%	100%	98%	99%	*	*	-	100%	98%	100%	98%	100%	98%	99%		
# Participants	467	19	100	287	*	*	-	28	275	48	57	24	322	145		
Total Tests	473	19	102	291	*	*	-	28	281	48	58	24	327	146		

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2022 Distinction Designation Summary
ORE CITY H S (230903001) - ORE CITY ISD - UPSHUR COUNTY

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	41,144.0	45,064.0	91.3	94.8	Q4
Accelerated Student Progress in ELA/Reading	0	60	0.0	2.0	Q3
Accelerated Student Progress in Mathematics	9	43	21.0	23.0	Q2
Algebra I Performance (Masters Grade Level)	9	70	13.0	26.0	Q3
English I Performance (Masters Grade Level)	11	88	13.0	9.5	Q1
English II Performance (Masters Grade Level)	1	74	1.0	9.0	Q4
EOC Biology Performance (Masters Grade Level)	33	73	45.0	17.5	Q1
EOC U.S. History Performance (Masters Grade Level)	33	57	58.0	43.0	Q1
AP/IB Examination Participation: ELA	0	133	0.0	0.0	Q4
AP/IB Examination Participation: Mathematics	0	133	0.0	0.0	Q4
AP/IB Examination Participation: Science	0	133	0.0	0.0	Q4
AP/IB Examination Participation: Social Studies	0	133	0.0	0.0	Q4
AP/IB Examination Participation: Any Subject	0	133	0.0	4.0	Q2
SAT/ACT Participation	33	70	47.0	90.0	Q3
Average ACT Score: ELA	n/a	33	19.6	18.9	Q1
Average ACT Score: Mathematics	n/a	33	18.2	19.1	Q2
Average ACT Score: Science	n/a	33	19.3	19.4	Q2
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	220	369	60.0	56.5	Q1
Four-Year Longitudinal Graduation Rate	71	74	95.9	100.0	Q3
Four-Year Longitudinal Graduation Plan Rate	54	71	76.1	93.5	Q4
TSI Criteria Graduates	48	70	68.6	51.9	Q1
College, Career, and Military Ready Graduates	61	70	87.0	90.0	Q2
Advanced/Dual-Credit Completion: ELA/Reading (9–12)	14	254	5.5	16.5	Q4
Advanced/Dual-Credit Completion: Mathematics (9–12)	24	248	9.7	24.5	Q4
Advanced/Dual-Credit Completion: Science (9–12)	28	238	11.8	28.8	Q4
Advanced/Dual-Credit Completion: Social Studies (9–12)	15	242	6.2	16.4	Q4

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

Site-Based Decision Making Committee

Meeting Date: October 13, 2022

4:00 P.M.

OCISD Board Room

Committee Role	Name	Position	Signature
District-level Professional	Madeline Anderson	Director of Curriculum and Instruction	
District-level Professional	Kurt Bannert	Licensed Professional Counselor	
Classroom Teacher	Sally Cariker	High School Teacher	
Parent	Bruce Coppedge	Parent	
District-level Professional	Kimberly Freeman	Federal Programs Director	
District-level Professional	Lynn Heflin	Superintendent	
Parent	Amy Higginbotham	Parent	
Classroom Teacher	Michele Johnson	Middle School Teacher	
District-level Professional	Cayla Mars	Director of Finance	
Administrator	Chad Miller	Elementary Principal	
Business Representative	Janet Orms	Business Representative	
Administrator	Travis Orms	High School Principal	
School Board Member/Parent	Matthew Pearson	School Board Member/Parent	
Classroom Teacher	Autum Pena	Elementary Teacher	
Administrator	Beau Vincent	Middle School Principal	
Student	Sonia Pulido Licea	Student	
Student	Layne Morris	High School Student	