Ore City Independent School District

Ore City Elementary

2023-2024 Improvement Plan

Accountability Rating: C

Mission Statement

"This year, OCE will build relationships to encourage academic and personal growth every day."

Vision

"We Can" succeed...all staff...all students...all standards.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment is 400 students. Our current teacher to student ratio is as follows by class size:

Pre-Kindergarten: 1:19

Kindergarten: 1:13

1st Grade: 1:18.33

2nd Grade 1:20

3rd Grade 1:18.33

4th Grade 1:18.25

5th Grade 1:23

	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**21-22**
Enrollment	442	466	462	463	440	421
At-Risk	76%	75%	32%	36.7%	50%	34%
ESL	10.1%	9.2%	8.9%	8.8%	11.4%	11.9%
GT	3.8%	3.2%	2.6%	2.5%	1.6%	%
Dyslexia	5.0%	3.6%	5.2%	5.8%	3.2%	%
Special Ed	9.7%	9.2%	8.4%	11.2%	11.2%	10.7%
ECD	80.5%	76%	76.6%	69.1%	71%	70.1%

Demographics Strengths

We have an increased number of identified Gifted/Talented students who are now being served through an all-day pull-out program.

We have multiple bilingual aides and a certified ESL teacher on staff to help support our growing EB population both in the general education classroom and through a pull-out program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decreased total enrollment has led to a reduction in staff through attrition.   **Root Cause:** COVID caused families to move away to find jobs and living arrangements. There are not many job opportunities in/near Ore City to entice new families or returning families to the area.

Student Achievement

Student Achievement Summary

STAAR Scores

Grade	15-16	16-17	17-18	18-19	19-20	20-21	21-22
3rd Reading	64	88	81	76	COVID	71	74
4th Reading	72	62	61	77	COVID	59	75
5th Reading	66	72	81	80	COVID	66	68
3rd Math	65	54	79	89	COVID	40	54
4th Math	67	67	69	79	COVID	57	55
5th Math	63	82	89	86	COVID	78	64
4th Writing	61	47	47	63	COVID	59	N/A
5th Science	55	62	79	73	COVID	75	54

Student Achievement Strengths

Growth was shown in:

3rd Reading

4th Reading

5th Reading

3rd Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low number of students reaching "Meets" or "Masters" level on STAAR grades 3-5, all tested subjects.   **Root Cause:** Few opportunities for students to fully engage in rigorous curriculum designed to enrich the learning experience.

Problem Statement 2: Not enough students showed at least a year's worth of growth in math or reading.   **Root Cause:** Lack of quality tier one instruction that meets the needs of varied learners/learning styles.

School Culture and Climate

School Culture and Climate Summary

2022 Staff Survey Results Showed:

* Communication was mentioned as one of the greatest growth opportunities between campus admin and staff, and between campus and student families.

* Discipline management was also mentioned as an area where teachers felt less supported than they would've liked.

School Culture and Climate Strengths

Our staff genuinely cares for the halth and safety of each of their students and coworkers. In many cases, this extends beyond the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of our staff members are either highly qualified in their teaching field or are in the process of becoming highly qualified. Additionally, teachers who are new to the district or have recently changed teaching assignments are assigned a mentor teacher with whom they meet regularly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCE Teachers plan and deliver instruction based on the curriculum provided by the district. TEKS Resource System, STEMScopes Science, MyView, and Studies Weekly were used for our curriuclum to ensure that the TEKS were being covered to the rigor and depth necessary for student growth.

Curriculum, Instruction, and Assessment Strengths

DMAC is intended to be utilized for data disagreggation to shape our instructional and assessment practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of effective planning utilizing data.   **Root Cause:** Beginning stages of implementation of MTSS and data meetings and teacher lack of exposure/ training in DMAC and state standards.

Parent and Community Engagement

Parent and Community Engagement Summary

OCE held meet the teacher night, 1-1 parent meetings at the beginning of school, and opened campus at the end of the year for grade level awards ceremonies and kindergarten graduation. The counselor implemented "Coffee with the Counselor" to help bring in parents and community resources to assist wht parent education. Provided a monthly newsletter.

Parent and Community Engagement Strengths

Various forms of parent involvement at various times of day. Provided a monthly newsletter to parents.

Technology

Technology Summary

OCE is dedicated to increasing the amount of available technologies for student use. This includes Chromebooks, student computers, Chromebook Tablets, and Promethean Boards.

Technology Strengths

We are currently 1:1 in grades 1-5 and have multiple carts available for PK-K when appropriate. We have a longterm plan for cycling expired Chromebooks to ensure there are always enough for online testing.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Goals

Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.

Performance Objective 1: OCE will reach 46% "Meets" and "Masters" on the '23-'24 end of year STAAR Math test. (Carried from '22-'23 - only achieved 34%)

High Priority

HB3 Goal

Evaluation Data Sources: 3rd-5th grade Math STAAR Results
Common assessments
Informal/formal assessments
BOY/Interim assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: We will be using STEMScopes Math campus-wide for a more aligned curriculum.	**Formative**		
Strategy's Expected Result/Impact: Student growth in math should result and be evident throughout the year on STEMScopes assessments and other formal/informal assessment efforts.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Math Interventionist, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Realigned math curriculum pacing guides for K-5 to ensure new content all taught by administration of STAAR.	**Formative**		
Strategy's Expected Result/Impact: All standards taught prior to administration of STAAR testing.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Math Interventionist Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly curriculum planning meetings will be held to discuss following week's TEKS focus. Will discuss Big 4 Questions to be included in teacher lesson planning process:	**Formative**		
1. What do we want the students to learn? 2. How will we know when they learn it? 3. What do you do when they don't? 4. What do you do when they already know it?	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: More explicit planning of both intervention and extension. Increased number of students achieving meets/masters level scoring on all tests, including STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**			

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

Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.

Performance Objective 2: OCE will reach 49% "Meets" and "Masters" on the '23-'24 end of year STAAR Reading test. (In '22-'23 achieved 39%)

High Priority

HB3 Goal

Evaluation Data Sources: 3rd-5th grade Math STAAR Results
Common assessments
Informal/formal assessments
BOY/Interim assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize TEKS Resources to align instructional practices with the standards to ensure coverage of required standards.	**Formative**		
Strategy's Expected Result/Impact: Unit tests assessed through DMAC will track improvements in student outcomes.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly curriculum meetings will be held to ensure alignment with the TEKS and to answer the Big 4 Questions (stated in math objective above.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Aligned curriculum Improved scores in DMAC assessments and STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: Ore City Elementary School will provide academic excellence whereby all students achieve their maximum educational potential and become confident and independent learners measured by mastery of the Texas Essential Knowledge and Skills (TEKS), the State of Texas Assessment of Academic Readiness (STAAR), and other formal and informal assessments.

Performance Objective 3: Monitor and maintain written, taught, and assessed curriculum at all grade levels in all subject areas.

Evaluation Data Sources: Walk-through observations
Planning meeting notes
STAAR
MClass
CLI

Strategy 1 Details	Formative Reviews		
Strategy 1: PK-5 teachers will participate in grade-level planning meetings with leadership team and interventionists to unpack standards and plan engaging lessons for students.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Alignment of lessons and objectives will be evidenced in lesson plans, walkthroughs, and observations.
    Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
 	
    Title I:
2.4, 2.5
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments			

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

Goal 2: Ore City Elementary will maintain an attendance rate of 96% throughout the 23-24 school year.

Performance Objective 1: To monitor daily attendance.

    High Priority

   **Evaluation Data Sources:** Daily attendance reports
Attendance letters

Strategy 1 Details	Formative Reviews		
Strategy 1: Celebrate and offer attendance rewards throughout the school year. Announce hallway winners during Friday assemblies.	**Formative**		
Strategy's Expected Result/Impact: Improved attendance.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Office staff Principal Assistant principal Counselor **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: Ore City Elementary will maintain an attendance rate of 96% throughout the 23-24 school year.

Performance Objective 2: To contact parents of students who have reached their second absence in a five day period.

    High Priority

    Evaluation Data Sources: Daily attendance reports
    Teacher observation

Strategy 1 Details	Formative Reviews		
Strategy 1: When students are absent twice in a five day period, teachers will reach out through School Status to identify the cause of the absences.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Improve attendance schoolwide.
     Staff Responsible for Monitoring: Teachers
 Office staff
 Principal
 Assistant principal
 Counselor
 	
     Title I:
 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture			

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Realigned math curriculum pacing guides for K-5 to ensure new content all taught by administration of STAAR.
1	1	3	Weekly curriculum planning meetings will be held to discuss following week's TEKS focus. Will discuss Big 4 Questions to be included in teacher lesson planning process: 1. What do we want the students to learn? 2. How will we know when they learn it? 3. What do you do when they don't? 4. What do you do when they already know it?
1	2	1	Utilize TEKS Resources to align instructional practices with the standards to ensure coverage of required standards.
1	2	2	Weekly curriculum meetings will be held to ensure alignment with the TEKS and to answer the Big 4 Questions (stated in math objective above.

Campus Leadership Team

Committee Role	Name	Position
Administrator	Chad Miller	Principal
Administrator	Dale Ann Mizell	Assistant Principal
Non-classroom Professional	Kimberly Matte	Counselor/Student Services Coordinator
Paraprofessional	Melissa Strutton	Attendance Clerk/Principals' Secretary
Paraprofessional	Alisha Thomas	Campus Receptionist
Classroom Teacher	Lavenda Jones	Head Start Teacher
Classroom Teacher	Lauren Linson	First Grade Teacher
Classroom Teacher	Rachel Perez	Third Grade Teacher
Classroom Teacher	Kayla Jordan	Math Interventionist/PK-2 Testing Coordinator
Classroom Teacher	Elizabeth Davis	Special Education Teacher