

# **Onalaska Independent School District**

## **District Improvement Plan**

### **2025-2026**

**Accountability Rating: B**



**Public Presentation Date:** September 15, 2025

# **Mission Statement**

To provide a safe and exceptional education that unlocks student potential to become responsible and productive members of society.

## **Vision**

Inspiring and empowering 21st century learners toward a standard of superior achievement.

## **Value Statement**

Dedicated to Excellence

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Onalaska Independent School District is a rural PK -12th grade school district located in Polk County. The district serves approximately 1200 students. Onalaska ISD has two campuses: Onalaska Elementary, grades Pre-K – 6, serves students 681, Onalaska Junior High/High School, grades 7 – 12 serves 561 students. All of the campuses are Title 1 campuses. The Onalaska Independent School District has maintained steady enrollment over the past five years. The district does experience high mobility throughout the school year (TAPR 23-24 262 students/21.1%). The average number of students per teacher is 18.

The student population is ethnically represented as follows: African American 3.9%, Hispanic 13.8%, White 76.1%, American Indian .2%, Asian 1.4%, Pacific Islander 0% and 2 or More 4.7%. As per the 23-24 TAPR, the student information is as follows: 67.5% economically disadvantaged, 2.5% EB Students/EL, 4.7 504, 15.4% Special Education students, 29.4% Career and Technical Education, and 6.6% Gifted and Talented.

Attendance rate (TAPR 23-24) :94.9%

Graduation Rate (TAPR 23-24): 100%

### Demographics Strengths

- Small and Stable Sub Populations
- Low Student/Teacher Ratio
- High Graduation Rate
- District administration is committed to focusing on understanding the needs of all subpopulations and providing training to meet the challenges.
- High Attendance Rates
- Steady Enrollment Growth

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Onalaska ISD continues to utilize all building space available for instructional settings. Each building has reached maximum capacity of space utilization.

**Root Cause:** Enrollment continues to increase each year as families move into the district.

# Student Achievement

## Student Achievement Summary

### 2025 Accountability Rating: B

In spring 2025, STAAR was administered on the Elementary and JRSR High School campuses. Onalaska ISD noted celebrations in all grade levels and subject areas. The district and each campus made positive gains from 2024 to 2025 in the areas of Approaches, Meets, and Masters categories. In the majority of the grade levels and subject areas, the district was at or above the state passing percentage. These gains are inclusive of our Special Education subpopulation, which is a focus subpopulation for the district. The district notes that we need to continue to monitor each Special Education student to ensure that they are, not only passing, but achieving one year of academic growth. Onalaska ISD is committed to a growth model where each student gains at least one year of growth so that gaps are eliminated between socio-economic, ethnic and gender groups.

At the foundational grade levels, all students are assessed (benchmarked) on early literacy and math skills/TEKS taught within each 9 weeks. At scheduled times throughout the year (Beginning, Middle, and End), the following Reading and Math screening/progress monitoring tools: Prekindergarten: CLI Engage, Kindergarten: TX-KEA, 1st & 2nd grades: TPRI. In grades 2-8 (Reading/Math), an i-Ready diagnostic screener is administered to monitor individual student growth. RLA Fluency Checks are administered in grades 1-6 (BOY/MOY/EOY where word per minute (WPM) student growth was noted by the majority of students.

Student achievement is not only measured by STAAR or diagnostic assessment, OISD has an abundance of students that excel in extra curricular and leadership competitions such as, but not limited to, UIL, JROTC, Theatre Arts, FFA, Athletics, Art, Robotics, and Band.

## Student Achievement Strengths

### Results

- Most STAAR scores for the district/campus at the Approaches, Meets, and Masters level are above the state average in all subjects
- JRSR High offers 7 Program of Studies to students in grades 8th-12th.
- More than 86.2% of the class of 2023 graduated College, Career, and Military ready.
- High Promotion/Low Retention Rates.
- Success at Academic UIL meets.
- Robotics program gaining new membership/continues to grow.

## Systems

- Elementary: Employ qualified, certified Tier 2 Reading and Math Interventionists for K-3rd Grade
- Elementary: Employ Highly qualified, certified Tier 3 Reading and Math Interventionists for 1st-6th Grade
- JRSR High: Daily Tier II/III support with teachers built into the school day
- After school tutorial program
- Full day Pre-K program
- Availability and guidance from district Instructional Coaches
- Professional Development (both in district and out of district) planning sessions/days provided each grading period (vertical alignment)
- Variety of data collecting assessments/tools which have been carefully crafted and/or reviewed for their specificity and validity in assessing specific standards (i-Ready, NWEA-MAP, CLI Engage, TPRI, Unit Tests, Mock Tests, etc.)
- Consistent use of Performance Assessments as checkpoints in mastery levels
- Data talks and data analysis used to improve and plan classroom instruction, spiraled reviewed of low SE's, additional assessments and other specialized intervention
- Multiple opportunities for students to set goals then receive recognition and incentives with increased academic growth
- Regular Campus Student Academic Success Team Meetings to evaluate and support specific student needs

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Special Education students continue to score below other subgroups within the district.

**Root Cause:** Special Education student placements need to be reviewed; SPED students are not being monitored closely to identify specific TEKS for interventions.

**Problem Statement 2:** Need to increase the number of students reaching Meets and Masters on the STAAR assessment.

**Root Cause:** Teachers are not setting academic goals with students and monitoring student growth closely.

# District Culture and Climate

## District Culture and Climate Summary

Onalaska ISD is a positive, nurturing, and innovative learning environment that thrives on commitment and collaboration among students, teachers, parents and the community to provide the best opportunity for students to succeed. Onalaska ISD strives to provide a safe learning environment where students can excel academically and teachers can continue to grow professionally. Onalaska ISD facilities are well-maintained, clean, and are continuously being improved. We strive to unlock student potential to become responsible and productive members of society.

Safety and social, emotional, and mental health of our staff and students is a priority.

United in purpose, the district utilizes several groups of dedicated staff, parents, and community stakeholders to create a variety of teams to provide vision for the district such as, but not limited to, the District Improvement Team (DIT), School Health Advisory Council (SHAC), Safety Committee, and District Assessment Team.

## District Culture and Climate Strengths

- Safety and social, emotional, and mental health of our staff and students is a priority.
- Students continue to feel that they are safe at school, that they are treated fairly and that the staff is supportive, respectful and helpful
- Parents feel the schools are safe and welcoming
- Parents feel the district has high academic and behavioral expectations for their students.
- Parents feel the personnel treat their students fairly.
- Staff feel that students are safe.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Minimum communication and lack of attention to the communication that is shared and distributed.

**Root Cause:** Information is not shared on a regular basis and, when shared, not read or paid attention to.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Onalaska ISD employs 198 staff members: 88 Teachers, 32 Educational Aides, 57 Auxiliary Staff, 8 Professional Support Staff, 3 Counselors, 6 Campus Administrators, and 4 Central Administration.

The average staff member has 11 years of experience and approximately 24% hold a Master's Degree. The average teacher's salary is \$54,562.

The average years of experience of teachers is 11 years.

Onalaska ISD advertises job vacancies using the school website, posting on the TASA website, and through ESC Region 6. Campus administrators interview job candidates and make their recommendations to the superintendent. Campus administrators also attend job fairs, when applicable.

As a District of Innovation, this helps with teacher certifications, when needed.

OISD implements a Teacher Mentor Program for teachers joining the Wildcat Team. The focus are those teachers with 1-2 years experience.

Onalaska ISD uses T-TESS as an evaluation and effective feedback tool to teachers. Each teacher is evaluated annually.

This school year (25-26), Onalaska ISD will:

- Have a 4-day instructional week. The district will use this initiative to recruit staff and this will provide teachers with additional time for instructional planning and parent communication.
- Participate in the Teacher Incentive Allotment (TIA) initiative.

Onalaska ISD is focused on recruiting and hiring highly qualified staff and providing training opportunities for all staff members. Onalaska ISD will have a New Teacher Academy in place for all first and second year teachers. Onalaska ISD strives to keep salaries and benefits competitive with surrounding districts. Teachers serving special program students (ESL, GT, Dyslexia, RTI, SPED) are annually trained and certified in the latest instructional pedagogy.

### **Staff Quality, Recruitment, and Retention Strengths**

- 4-Day Instructional Week
- Participating in Teacher Incentive Allotment
- Market Driven Teacher Salary Scale/Competitive Insurance Contribution
- Highly Qualified Staff
- T-TESS and T-PESS are Used as Ongoing Feedback Tools
- Attend a Variety of Job Fairs to Recruit Highly Qualified Candidates
- Increased Opportunities for Leadership Development
- Teacher Mentor Program

#### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** Increase in teacher and administrative turnover and a difficulty to recruit teachers to our rural school district.

**Root Cause:** Teachers/Coaches are resigning to coach in other districts or move closer to relatives.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Onalaska ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. Data driven decisions are made for improvement through the adopted curriculum, effective instructional methodologies, walk-through information, feedback from the teachers, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

Onalaska ISD adopted High Quality Instructional material for K-5 Math and Reading (Bluebonnet).

Onalaska ISD follows the curriculum provided by TEKS Resource System (TRS), including the scope and sequence and supplemental resources. Prior to each 9 weeks, teachers and Instructional Coaches attend a Lesson Design PLC to develop assessments aligned to the upcoming units of study, dig into the Instructional Focus Document (IFD) and supporting documents to determine the specificity of the TEKS, analyze key vocabulary terms, analyze released STAAR items (if applicable), analyze the Vertical Alignment Document, and determine essential questions for the unit and for each TEKS. In-district Unit Assessments will be administered in each core content area at the end of each unit of study. The results of each unit assessment are entered into Eduphoria and a data talk is conducted with the teacher, content instructional coach, and campus administrator. Data is analyzed at scheduled Data Talks during PLCs to review individual student performance, subgroup performance, and to determine opportunities for reteach/review and to celebrate mastery and progress. Instruction is designed based on results and discussions. Throughout the school year, Instructional Coaches continue to provide instructional support during biweekly PLCs and individual planning sessions.

For students needing additional instructional support, Onalaska ISD has several opportunities for student reteaching and support. During the day, campuses provide targeted, small group instruction and identified students attend RtI content groups. After school, identified students can attend fall and spring tutorials. The district also offers extended school year in the month of June. All of these extended learning opportunities are ways that students can be supported. Onalaska ISD also ensures that all students are being instructed based on their individual needs.

Onalaska ISD believes continuous learning in your craft is essential for professional growth. Onalaska provides an abundance of in-district professional development opportunities and also encourages staff to attend workshops and conferences at the regional and state levels.

## Curriculum Supports

- TEKS Resource System/TexGUIDES/TRS Implementation Tool/PK Outcomes Framework
- ESC6 (Bluebonnet)
- Core Content Instructional Coaches (PK-12)
- Edmentum
- iCEV

- StemScopes
- Technology Instructional Platforms: Waterford, Get More Math, i-Ready, NWEA-MAP, Pear Deck, BrainPop
- Robotics
- PSAT/SAT/ACT-No cost to students
- McMurray University Dual Credit/Advanced/Honors Courses
- Extra Curricular/Electives
- Lesson Design Days & PLCs/Individual IC Sessions
- Eduphoria Reports

### **Initiatives To Support Instruction**

- Instructional Coaching Model (District-wide)
- School Supplies Furnished for All Students (PK-12)
- Students Eligible for Free Breakfast/Lunch Programs (PK-12)
- Fall/Spring After School Tutorials
- Targeted In-School Remediation/Intervention
- Academic Bootcamps
- Robust CTE Program
- Gifted and Talented Program
- Dyslexia Program
- RtI Program
- SPED Support
- Master Schedules Maximize Instruction
- Unit Tests Aligned to TEKS Resource System
- Data Talks/PLCs with Instructional Coaches/Administrators
- Classroom Walkthroughs with Immediate Feedback
- Instructional Rounds with Debriefing Sessions
- Content Supplies and Materials
- Campus Counselors Available to Support Students, Parents, and Teachers (Learning and Social/Emotional)

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

- Guaranteed viable and aligned curriculum with supporting documents.
- Common data disaggregation online tool (Eduphoria) that is used by all staff
- Conduct Student Intervention Team meetings and provide targeted RtI for identified students on each campus.
- Core Content Instructional Coaches for PK -12
- Scheduled Lesson Design Days on school calendar

- Biweekly PLC sessions scheduled on each campus for all core content areas
- Online Testing is conducted 3rd-12th grade
- Provide continued professional development, support, planning time, and materials in all core subjects.
- Employ certified RtI teachers that implement research based practices and monitor student progress.
- Partnership with McMurray University-Onalaska ISD pays for all college tuition/books for eligible students.

#### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Minimal collaborative, vertical team alignment.

**Root Cause:** Not been intentionally addressed and scheduled in the district due to time.

**Problem Statement 2 (Prioritized):** Walkthroughs have not been intentional with timely, specific feedback given to teachers.

**Root Cause:** There have not been district-wide clear expectations for walkthrough calibrations and feedback.

# Family and Community Engagement

## Family and Community Engagement Summary

Onalaska ISD is committed to the goal of providing quality education for every child in this district. Our district wants to establish partnerships with parents and the community. Everyone gains if school and parents/guardians work together to promote high achievement for our children. Neither home nor school can do the job alone. Parent support is critical to a child's educational success. Onalaska ISD recognizes that parent and community support are essential to a productive school culture and must continue to create a school environment that is welcoming to families, the community, and students.

Onalaska ISD is committed to the sustainability and support of family and community at both the district and campus levels. The district strives to achieve family and community partnerships that positively impact the success of all OISD students. A variety of opportunities for parent/community involvement in decision making exists through District Improvement Team (DIT), Campus Improvement Teams (CIT), Booster Clubs, Safety Committee, and School Health Advisory Council (SHAC). Onalaska ISD offers a variety of parent and family engagement opportunities at the district and campus levels such as, but not limited to, Meet the Teacher, content area fun and information nights, field days, College and Career Night, book fairs, extracurricular activities, GT Showcase and award events.

Communication is key to the effectiveness of all family and community involvement. Through the use of Facebook, Remind, District and Campus websites, and Campus propaganda, and District and Campus surveys, stakeholders receive information and are given opportunities to provide feedback. The district is committed to communicating information to parents in meaningful dialogue in a variety of formats and in a language that the parent/guardian understand. OISD also has multiple ways that parents and teachers can communicate about their child's academic and behavior progress: Parent portal gives parents access to their child's grades, notes home, phone calls home, emails, text messages, and Remind. Onalaska ISD will continue to explore preferred methods of communication for parents and increase participation in schools.

Parent surveys are distributed annually which gives parents an opportunity to provide feedback to the district and campuses.

Each year the district will host a Title I planning meeting to discuss with parents the goals and objectives of the Title I program and the impact of those goals and objectives on Onalaska ISD students. Parent, student and teacher compacts will be signed and returned to the school. In the spring of the year parent surveys will be sent home to get feedback from parents on how the school is meeting the needs of their children.

The district employs a Title I Parent Liaison which supports campuses in planning and implementation of parental involvement activities. She also hosts an early childhood/parent connection session 3x each week entitled Kiddie Club that is open to all children birth to age 4. S

## Family and Community Engagement Strengths

- Volunteer Program
- High Parent Response in Annual Campus Surveys
- Welcoming Learning Positive School Climate and Culture
- Parent/Family Engagement Center
- Kiddie Kat Club Program: Focus on Reading, Math, and Social Skills (Ages 2-4)
- Scheduled Family Engagement Nights (Elem/JRSR High)
- Extra Curricular/Elective Nights
- Social Media Notifications of Events (Remind, OISD Facebook, Website)
- High Number of Students that Participate in Extracurricular Activities

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1 (Prioritized):** With growing demographics/subpopulations, not all communication is in understandable language to all stakeholders.

**Root Cause:** Lack of staff with diverse language and able to translate.

**Problem Statement 2 (Prioritized):** Need to provide more targeted engagement events in the areas of technology and instructional strategies to use at home.

**Root Cause:** Campuses are not planning these sessions prior to the school year beginning and designating a campus person to regularly communicate the events.

**Problem Statement 3 (Prioritized):** District and campus websites need to be updated and maintained.

**Root Cause:** Not a designated person to oversee this on a regular basis.

## District Organization

### District Organization Summary

Onalaska ISD has an organizational chart in place that shows both instructional and operational roles and supports for the district. At the district level, the superintendent is supported by an assistant superintendent and a cabinet of department directors.

OISD has two campuses. Each campus has a principal and two assistant principals. The elementary campus has 2 counselors: one counselor serves grades PK-2 and the other grades 3-6. The JRSR High has one counselor. Each campus principal creates a campus instructional schedule that maximizes time to support student learning. During the instructional day, elementary students are offered core content classes and additional classes such as art, PE, library, and technology. At the JRSR High, students are offered core content classes with a variety of electives such as, but not limited to, band, art, theatre arts, CTE, athletic, and JROTC. For students who need additional support during the school day, each campus schedules instructional models such as small group, RtI, and 1:1. Also, OISD offers fall and spring tutorials and extended school year in June.

Parents, staff and students in Onalaska ISD take pride in their district's reputation of success.

Teachers play an integral role in decision making in the district and on the campuses by serving on various committees and being part of the annual CCNA.

The district has systems in place for staff, parents, and community to have a voice in decision making within the school and/or district. Stakeholders are invited to attend campus meetings such as Title I and be a part of various committees such as Campus Improvement Team (CIT), District Improvement Team (DIT), School Health Advisory Council (SHAC), and Safety Committee.

### District Organization Strengths

- Strong Instructional Support During the School Day
- Teachers and Parents Have a Voice in Decision Making through Serving on Committees and Surveys



# Technology

## Technology Summary

Onalaska ISD embraces technology to ensure that our students and staff have the digital resources necessary to provide the highest quality instruction possible. OISD provides an infrastructure which supports the daily functions of business and provides a quality digital environment for learning. This requires that the district implement relevant current technologies and best practices while keeping abreast of emerging technologies.

Student safety and cyber-security are central to the design of Onalaska ISD's technology infrastructure. Virtual learning, digital citizenship and data analytics are key elements to providing learning spaces that prepare our students to create the future.

OISD has a well staffed Technology Department that supports both campuses and all district departments.

Onalaska ISD teachers integrate technology into their classroom instruction through a variety of instructional platforms and through the use of Google Classroom. Staff is proficient in technology skills and in Google Suite. Staff receive ongoing instructional technology support via Instructional Coaches during Lesson Design, PLC, and 1:1 planning sessions.

## Technology Strengths

- 1:1 Chromebooks
- Chromecarts in every core content classroom/Upgraded CTE computer labs/Chromecarts
- Projectors/Document Cameras/Hue Cameras/In Classrooms
- Provide a variety of instructional and infrastructure platforms to support administrators, teachers, students, and parents.
- Increased network capabilities
- Small group targeted training to staff
- Instructional technology integration support provided districtwide

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Instructional technology integration is low in a majority of classrooms.

**Root Cause:** Teachers are not intentionally planning for the use of technology into their daily instructional lesson, which will increase student engagement and rigor.

**Problem Statement 2:** The district continues to find technology that needs to be improved and/or replaced.

**Root Cause:** Technology is outdated, does not work properly, or does not meet specific needs of students/teachers.

# Priority Problem Statements

**Problem Statement 1:** Special Education students continue to score below other subgroups within the district.

**Root Cause 1:** Special Education student placements need to be reviewed; SPED students are not being monitored closely to identify specific TEKS for interventions.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Walkthroughs have not been intentional with timely, specific feedback given to teachers.

**Root Cause 2:** There have not been district-wide clear expectations for walkthrough calibrations and feedback.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** Increase in teacher and administrative turnover and a difficulty to recruit teachers to our rural school district.

**Root Cause 3:** Teachers/Coaches are resigning to coach in other districts or move closer to relatives.

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 4:** Onalaska ISD continues to utilize all building space available for instructional settings. Each building has reached maximum capacity of space utilization.

**Root Cause 4:** Enrollment continues to increase each year as families move into the district.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Minimum communication and lack of attention to the communication that is shared and distributed.

**Root Cause 5:** Information is not shared on a regular basis and, when shared, not read or paid attention to.

**Problem Statement 5 Areas:** District Culture and Climate

**Problem Statement 6:** Need to provide more targeted engagement events in the areas of technology and instructional strategies to use at home.

**Root Cause 6:** Campuses are not planning these sessions prior to the school year beginning and designating a campus person to regularly communicate the events.

**Problem Statement 6 Areas:** Family and Community Engagement

**Problem Statement 7:** District and campus websites need to be updated and maintained.

**Root Cause 7:** Not a designated person to oversee this on a regular basis.

**Problem Statement 7 Areas:** Family and Community Engagement

**Problem Statement 8:** With growing demographics/subpopulations, not all communication is in understandable language to all stakeholders.

**Root Cause 8:** Lack of staff with diverse language and able to translate.

**Problem Statement 8 Areas:** Family and Community Engagement

**Problem Statement 9:** Instructional technology integration is low in a majority of classrooms.

**Root Cause 9:** Teachers are not intentionally planning for the use of technology into their daily instructional lesson, which will increase student engagement and rigor.

**Problem Statement 9 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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

#### **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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

**Performance Objective 1:** Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR by 5%.

## HB3 Goal





**Evaluation Data Sources:** State Assessments  
Local Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design effective lessons using TCR/TRS/TeXGUIDE/TRS Implementation Tool/PK Framework/Instructional Gap Tools along with additional district resources with the assistance of core content Instructional Coaches (9-weeks Lesson Design sessions, PLCs, and individual coaching sessions). <b>Strategy's Expected Result/Impact:</b> Quality Lesson Plans Observable Quality Instruction with Differentiation and Formative Assessments (ESF) Improved Student Academic Performance <b>Staff Responsible for Monitoring:</b> District/Campus Administrators/RLA Instructional Coach  <b>Funding Sources:</b> - 410 - IMA, - 211 - Title IA, - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide grade level RLA teachers, RTI teachers, and instructional paraprofessionals (Gen Ed/SPED) professional development on effective instructional strategies for early foundational reading to assist in Tier I/II/III instructional/inclusion setting. <b>Strategy's Expected Result/Impact:</b> Teachers/Instructional paraprofessionals will develop strong foundation in Reading to the positively impact student academic performance. <b>Staff Responsible for Monitoring:</b> District/Campus Administrators/RLA Instructional Coach  <b>Funding Sources:</b> - 211 - Title IA, - 199 - General Funds, - 199/23 SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use data (CIRCLE, TX-KEA, TPRI, Waterford, i-Ready) to monitor student reading development in early foundation grades (PK-2). <b>Strategy's Expected Result/Impact:</b> Teachers can quickly identify academic "gaps" in learning and be able to support individual student academic needs during small group/RtI time <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Campus Administrators, RLA Instructional Coach, RLA Teachers  <b>Funding Sources:</b> - 211 Title I Part A, - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide targeted instruction in the classrooms and interventions for academic support a variety of resource including, but not limited to: i-Ready, Study Island (Edmentum), Learning.com, and CLI Engage. <b>Strategy's Expected Result/Impact:</b> Quality Lesson Plans Observable Effective Instruction Improved Student Academic Performance <b>Staff Responsible for Monitoring:</b> District/Campus Administrators, RLA Instructional Coach, RLA Teachers, Instructional Specialist/Paraprofessionals  <b>Funding Sources:</b> - 211 Title I Part A, - 410 - IMA, - 270 - Title VI	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> All K-3 certified teachers (General Ed, Special Ed) will participate in and complete the Texas Reading Academies by 2026. <b>Strategy's Expected Result/Impact:</b> Gain a stronger understanding of the Science of Teaching Reading (STR). <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Elementary Campus Administrators, Teachers  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue to purchase digital instructional resources aimed supporting teachers close the gaps in reading and math. <b>Strategy's Expected Result/Impact:</b> Students assessment score will increase: STAAR, Diagnostics, Benchmarks <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Technology Director, Campus Administration  <b>Funding Sources:</b> - 410 - IMA, - 211 - Title IA	Formative			Summative
	Nov	Jan	Mar	June



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Continue to move to an inclusion support model for students served in Special Education. <b>Strategy's Expected Result/Impact:</b> Close learning gaps among the special population. Increase assessment scores. <b>Staff Responsible for Monitoring:</b> Special Education Director, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> District and campus administration team will analyze district and state level assessments to create a plan of action centered on increasing the percentages of students meeting the state and district standards. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all core areas. <b>Staff Responsible for Monitoring:</b> Asst Superintendent, Campus Administration, Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Kindergarten through grade 12 teachers will utilize student data from benchmarks, unit assessments, etc. to analyze student performance, instructional effectiveness, and provide research-based interventions and progress monitoring. <b>Strategy's Expected Result/Impact:</b> Increased student achievement through targeted instruction/interventions. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches  <b>Funding Sources:</b> - 211 - Title IA, - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide high-quality, academic instructional coaches to support teachers through professional development, mentoring and modeling and provide quality professional development for instructional coaches to support teachers. <b>Strategy's Expected Result/Impact:</b> Increase students academic achievement through one on one teacher training and support. <b>Staff Responsible for Monitoring:</b> Asst Superintendent, Instructional Coaches, Campus Administration  <b>Funding Sources:</b> - 211 - Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Provide materials, resources, training, ongoing support and access to variety of well-rounded educational and social-emotional learning resources and opportunities that will enrich the curriculum and educational experience for students. <b>Strategy's Expected Result/Impact:</b> All students will have access to quality instruction and well-rounded education. Academic achievement will increase. <b>Staff Responsible for Monitoring:</b> Asst Superintendent, Campus Administration  <b>Funding Sources:</b> - 211 - Title IA, - 289 - Title IV, - 410 - IMA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Develop and provide summer school programs focused on intervention needs, support for credit recovery, and enrichment opportunities. <b>Strategy's Expected Result/Impact:</b> Increased student achievement, Close gaps% will increase <b>Staff Responsible for Monitoring:</b> Campus Administration, District Administration  <b>Funding Sources:</b> - 289 - Title IV	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1:** Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

**Performance Objective 2:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 55% by June 2026.

**HB3 Goal**

**Evaluation Data Sources:** STAAR 2026  
Local Unit Assessments





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design effective lessons using TRS/TeXGUIDE/TRS Implementation Tool/PK Framework/Instructional Gap Tools along with additional district resources with the assistance of core content Instructional Coaches (9-weeks Lesson Design sessions, bi-weekly PLCs, and individual coaching sessions). <b>Strategy's Expected Result/Impact:</b> Quality Lesson Plans Observable Quality Instruction with Differentiation and Formative Assessments (ESF) Improved Student Academic Performance <b>Staff Responsible for Monitoring:</b> District/Campus Administrators/Math Instructional Coach  <b>Funding Sources:</b> - 211 Title I Part A, - 255 - Title II, - 410 - IMA, - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use data (CIRCLE, TX-KEA, STAAR Math, i-Ready, Waterford) to monitor student math development in early foundation grades (PK-2). <b>Strategy's Expected Result/Impact:</b> Teachers can quickly identify academic "gaps" in learning and be able to support individual student academic needs during small group/RtI time. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Campus Administrators, Math Instructional Coach, Math Teachers  <b>Funding Sources:</b> - 211 Title I Part A, - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide grade level Math teachers, RTI teachers, and instructional paraprofessionals (Gen Ed/SPED) professional development on effective instructional strategies for early foundational reading to assist in Tier I/II/III instructional/inclusion setting. <b>Strategy's Expected Result/Impact:</b> High Quality Lesson Plans with Differentiation and Formative Assessments (ESF Model) <b>Staff Responsible for Monitoring:</b> District/Campus Administrators/Math Instructional Coach  <b>Funding Sources:</b> - 199 - General Funds, - 199/23 SCE, - 211 - Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide targeted instruction in the classrooms and interventions for academic support a variety of resource including, but not limited to: i-Ready, Study Island (Edmentum), Get More Math, Learning.com, and CLI Engage. <b>Strategy's Expected Result/Impact:</b> Quality Lesson Plans Observable Effective Instruction Improved Student Academic Performance <b>Staff Responsible for Monitoring:</b> District/Campus Administrators, Math Instructional Coach, Math Teachers, Instructional Specialist/Paraprofessionals  <b>Funding Sources:</b> - 270 - Title VI, - 211 Title I Part A, - 410 - IMA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

**Performance Objective 3:** The Reading STAAR (gr. 4-10) academic growth score for All Students will increase from 65% to 75%. The Math STAAR (gr. 4-9) academic growth score for All Students will increase from 60% to 70%.





**High Priority**  
**Evaluation Data Sources:** STAAR 2024  
Local Unit Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1: ELEMENTARY:</b> Using i-Ready and NWEA-MAP data, provide teachers explicit professional development on student data, modeling of strategies, and expectations focused on student growth in foundational skills. <b>Strategy's Expected Result/Impact:</b> Teachers analyze student data to monitor individual student growth in Reading. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Campus Administrators, RLA Instructional Coach, RLA Teachers  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1:** Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

**Performance Objective 4:** Student attendance rate will be at 96% or higher.

**Evaluation Data Sources:** PEIMS Reports





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Encourage student attendance by providing campus/student incentives individually and by grade levels. <b>Strategy's Expected Result/Impact:</b> Improved campus attendance rates, campus culture, improved student grades, and graduation rates. <b>Staff Responsible for Monitoring:</b> District/Campus Administrators, Counselors, Teachers, Registrars/PEIMS  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** Promote effective family and community engagement through communication, participation, and partnerships.

**Performance Objective 1:** Increase the participation and involvement of parents, families, and community in schools that provide academic support and strategies to increase student success, including virtual events.

**Evaluation Data Sources:** Sign In Sheets/Parent and Teacher Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide multiple opportunities for parents, guardians, and families to learn academic strategies that support student success and instructional technology.  <b>Strategy's Expected Result/Impact:</b> Increase number of parents/guardians/students that become aware and gain understanding of core content state standards and ways to support/help at home. (School-Home Partnership) <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Campus Administrators, Instructional Coaches, Parent Involvement Liaison, Teachers  <b>Funding Sources:</b> - 211 Title I Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct Annual Title I Meetings and provide information to parents on ESSA/Title program, GT, ESL, CTE, Special Ed, Dyslexia, ACE, SSI, tutoring at all campuses and district-wide events.  <b>Strategy's Expected Result/Impact:</b> Increase participation and communication <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Campus Principals  <b>Funding Sources:</b> - 211 Title I Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase the number of opportunities parent/guardian/community members have to attend school sponsored programs, DIT/CIT/SHAC committees, organizations, and/or volunteer opportunities.  <b>Strategy's Expected Result/Impact:</b> Increased participation <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Campus Principals, Parent Involvement Liaison  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct parent/teacher conferences (required for elementary at end of 1st 9 weeks) and throughout the school year to communicate student academic progress. <b>Strategy's Expected Result/Impact:</b> Teacher and parent/guardian work together to meet the needs of students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Host Kiddie Kat Club (ages 1-4) to begin working with parents and children on early foundational reading, math, and social-emotional skills. <b>Strategy's Expected Result/Impact:</b> Increase number of parents/students that become aware and gain understanding of foundational reading, math, and social-emotional skills. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Parent Involvement Liaison  <b>Funding Sources:</b> - 211 Title I Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Communicate community or campus events through at least three modes of communication, including district website, social media, and Remind 101. <b>Strategy's Expected Result/Impact:</b> Attendance increase in all events <b>Staff Responsible for Monitoring:</b> Campus Administration, Asst Superintendent, Parent Involvement Liaison  <b>Funding Sources:</b> - 211 - Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 2:** Promote effective family and community engagement through communication, participation, and partnerships.

**Performance Objective 2:** Promote effective family and community engagement through open, two-way communication, participation, and partnerships.

**Evaluation Data Sources:** Communication Data/Logs/Parent and Teacher Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent Involvement: - Annually review, develop and distribute the Parent Involvement Policy and School Parent Student Compact . - Involve parents (for example DIT/CIT) in the planning, review and improvement of the Title I, Part A program. <b>Strategy's Expected Result/Impact:</b> Increased parent/community participation Increased informed parents/community <b>Staff Responsible for Monitoring:</b> Asst. Superintendent Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize district and campus communication tools including Campus Marques, Remind, School Messenger, social media, district website, Google Meets, emails, and phone calls to keep parents, students, staff members, and community members informed and to increase school to home communication. <b>Strategy's Expected Result/Impact:</b> Improved two-way communication to parent/guardian <b>Staff Responsible for Monitoring:</b> District/Campus Administrators Teachers <b>Funding Sources:</b> - 211 - Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All parent/guardian/community communications will be sent home and/or posted in the student's home language. <b>Strategy's Expected Result/Impact:</b> Improved parent/guardian/community communication <b>Staff Responsible for Monitoring:</b> District/Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct annual parent surveys to collect data, identify barriers to parent/guardian participation, and revise the current policy where appropriate. (Survey Monkey) <b>Strategy's Expected Result/Impact:</b> Improve parent communication/feedback <b>Staff Responsible for Monitoring:</b> Asst. Superintendent Campus Administrators  <b>Funding Sources:</b> - 211 - Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3:** Recruit, employ, develop, and retain highly qualified staff to maximize learning for all students and staff.

**Performance Objective 1:** Teachers and Instructional Paraprofessionals will meet all certification requirements and participate in ongoing professional development activities to support student success.

**Evaluation Data Sources:** HR Records, PD Documentation/T-TESS Documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recruit highly qualified personnel with the use of district website, Region VI website, TASA Net, and university/virtual job fairs. <b>Strategy's Expected Result/Impact:</b> Increase in highly qualified applicants <b>Staff Responsible for Monitoring:</b> District/Campus Administrators Business Manager/Personnel  <b>Funding Sources:</b> - 255 Title II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All 1st and 2nd year teachers will be included in the New Teacher Mentor program and assigned a campus mentor during the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Increase the number of teachers that are retained within the district. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Funding Sources:</b> - 255 Title II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide teachers and instructional paraprofessionals with opportunities to professional grow in specialized skills and strategies to serve our special student populations (SPED, GT, ESL, Dyslexia, 504, Eco Dis/At Risk). <b>Strategy's Expected Result/Impact:</b> Teachers will use gained knowledge to develop effective lessons to meet the needs of all learners. <b>Staff Responsible for Monitoring:</b> District/Campus Administrators, Instructional Coaches, Teachers  <b>Funding Sources:</b> - 199 - General Funds, - 199/21 G/T, - 199/23 SCE, - 199/25 ESL, - 211 Title I Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Content Instructional Coaches will provide Lesson Design/Instructional Coaching sessions with teachers to utilize curriculum tools/resources, plan effective lesson plans, learn effective content strategies, instructional technology integration, conduct data talks, and provide targeted PD sessions (individual/group). <b>Strategy's Expected Result/Impact:</b> Strengthen classroom instructional practices Increase student academic achievement Increase local/state assessment scores <b>Staff Responsible for Monitoring:</b> Asst. Superintendent Content Instructional Coaches Campus Administrators  <b>Funding Sources:</b> - 199/23 SCE, - 211 - Title IA, - 199/23 SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Offer summer academies (core content, instructional strategies, technology, data) and training opportunities to assist teachers in maintaining or attaining certification in the areas of, Gifted & Talented (including yearly refreshers) and English Learners. <b>Strategy's Expected Result/Impact:</b> 100% certified and trained teachers <b>Staff Responsible for Monitoring:</b> Asst. Superintendent Instructional Coaches Campus Administrators Teachers  <b>Funding Sources:</b> - 211 Title I Part A, - 199 - General Funds, - 199/21 G/T, - 199/25 ESL	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> District and campus administrators will conduct calibrated walkthroughs each 9 weeks in all campus classrooms. Timely and specific feedback will be given for professional growth and development of all teachers. Walkthrough data will be recorded and discussed at monthly administrator meetings to analyze trends and areas of concern. <b>Strategy's Expected Result/Impact:</b> Calibration of Classroom Walkthroughs Strengthening of classroom instruction <b>Staff Responsible for Monitoring:</b> District and Campus Administrative Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Increase the number of subject areas eligible to obtain TIA. <b>Strategy's Expected Result/Impact:</b> Recruit and retain quality, certified teachers <b>Staff Responsible for Monitoring:</b> Asst. Superintendent Superintendent	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 4:** Provide and maintain a safe, healthy, secure, and orderly environment for students, staff, families, and community.

**Performance Objective 1:** Implement processes and procedures for students and faculty to ensure the safety of all school community members. OISD will also create and offer a positive and supportive social, emotional, and mental school environment for all staff and students.

**Evaluation Data Sources:** Security System Reports, School Check-In Reports ; PEIMS Reports; SHAC Recommendations/Discipline Reports/Parent and Teacher Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold School Health Advisory Council meeting to provide input into the development of the Coordinated School Health Program, Wellness Policy/Plan, and District Safe and Drug Free Plan. <b>Strategy's Expected Result/Impact:</b> Safety and health decisions will be made for the benefit of all OISD staff, students, and parents. <b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent, Campus Principals, Campus Nurses  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to strengthen the safety and security of the district through the presence of a campus check-in system, School Resource Officer (SRO), security cameras, security fencing, increased staff presence, and timed door alarms. <b>Strategy's Expected Result/Impact:</b> Decrease response time to serious safety and security issues. Improved school climate regarding school safety. <b>Staff Responsible for Monitoring:</b> District/Campus Administrators, Maintenance Director, School Safety Director, OISD Staff  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Through EduHero Online resource, provide regular training and information to faculty and students on, but not limited to, bullying, cyberbullying, digital citizenship, sexual abuse, sex trafficking, maltreatment of children, and signs of mental health that create a focus on developing character traits and social responsibility with and among students. <b>Strategy's Expected Result/Impact:</b> Improved District/Campus Climate and Culture Reduction in Disciplinary Incidents <b>Staff Responsible for Monitoring:</b> District/Campus Administrators, Counselors, OISD Staff  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize the campus counselor to address negative social interactions such as, but not limited to, suicide prevention, conflict resolution, violence prevention, physical and verbal aggression, sexual harassment, and dating violence. <b>Strategy's Expected Result/Impact:</b> Decrease incidents/referrals of profanity, obscene gestures, physical aggression/violence, and student conflict. <b>Staff Responsible for Monitoring:</b> Campus Counselors, Campus Administration, School Resource Officer  <b>Funding Sources:</b> - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement state resource, TCHAT to support student, teacher, and parents social-emotional health. <b>Strategy's Expected Result/Impact:</b> Decrease referrals and services accessible for all <b>Staff Responsible for Monitoring:</b> Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# District Improvement Committee

Committee Role	Name	Position
District Administration	Geoffery Bowdoin	Assistant Superintendent
Parent	Nikki Rice	Parent
Parent	Kailand Raborn	Parent
Parent	Lauren Hodge	Parent
Parent	Lisa Smith	Parent
District Administration	Rebekah Brewer	Instructional Coach
District Administration	Amanda Stayton	Instructional Coach
District Administration	Donielle Rodriguez	Instructional Coach
Teacher	Amanda Ard	Elem Teacher
District Administration	Charles Boyce	Technology Director
Teacher	Michelle Steffey	Elem Teacher
Paraprofessional	Chris Hubbs	Elem Para
Teacher	Jonni Houser	Elem Teacher
Teacher	Ginger Farrar	Dyslexia Teacher
Teacher	Nikki Gayle	Elem Teacher
Teacher	Shawna Hughes	Elem Teacher
Teacher	Jennifer McKendree	Elem Teacher
Teacher	Johnna Jones	Secondary Teacher
Teacher	Tammi Brewer	Elem Teacher
District Administration	Danna Mitschke	Special Programs Director
Teacher	Dru Wyble	Elem Teacher
Teacher	Billie Davis	Elem Teacher
Paraprofessional	Tonia Newman	Secondary Librarian
Teacher	Taylor Beaird	Secondary Teacher
Teacher	Savannah Golson	Elem Teacher
Administrator	Christine Tyerman	Secondary Counselor
District	Peggy Samuels	Business Office



<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Teacher	Paige Cowart	Elem Teacher
Administrator	Christy Elwell	HS Assistant Principal
Teacher	JoAnn Wheeler	Secondary Teacher
Administrator	Cheryl Bertsch	HS Principal
Teacher	Adam Graham	CTE Teacher
Teacher	Jessica Graham	CTE Teacher
Teacher	Mark Jones	Secondary Teacher
Administrator	Crystal Byrd	Elem Principal

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance