

**O'Donnell Independent School District**  
**O'Donnell High School - TIP**  
**2021-2022 Targeted Improvement Plan**

**Superintendent:**  
**DCSI/Grant Coordinator:**

Cathy Palmer  
Catherine Palmer

**Principal:** Catherine Palmer  
**ESC Case Manager:** Heather Blount  
**ESC Region:** 17

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Catherine Palmer

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Catherine Palmer

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Catherine Palmer

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# Data Analysis

## Domain 1

**Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

Domain 1 goals is to achieve a component score of 46. We will do this by achieving the following results on our STAAR exam overall:

Approaches: 75 % +3

Meets: 44% +6

Masters: 18% + 5

2020-2021 Report

Approaches 72%

Meets: 38%

Masteris 13%

We plan to recover from learning loss from last year. We will target the following student populations and subject areas with a focus on Meets and Masters. English Language Learners and Economically Disadvantaged are the schools two lowest subpopulations in Domain 1 and that is why it was chosen as a target. Because there are large numbers of economically disadvantaged students in the district if we make improvements in this area, the district will see an improvement across the all Domains and areas.

Economically Disadvantaged students - Math and Reading

2020-2021 Report

Approaches 67% Goal 70%

Meets 32% Goal 35%

Masters 10% Goal 13%

English Language Learners - Math and Reading

2020-2021 Report

Approaches 44% Goal 50%

Meets 17% Goal 20%

Masters 9% Goal 12%

## Domain 2A or 2B

**Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.**

2B

The Relative Performance 2B for the 2020-2021 school year for STAAR and CCMR was 71

The goal for the 2021-2022 school year is to maintain the 71 for the district. With the district focusing on Domain 3 which is the weakest area in accountability and maintaining the level in 2B, the district will see an improvement overall in accountability.

## Domain 3

**Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

Results from the 2020-2021 school year for Closing the Gaps needing improvement are:

ELA/Reading: White 54% 2021/2022 Target: 60%

ELA/Reading: Continuously Enrolled Students: 40% 2021-2022 Target: 46%

Mathematics: All Students 37% 2021-2022 Target: 40%

Mathematics: Hispanic 32% 2021-2022 Target: 36%

Mathematics: White 43% 2021-2022 Target: 48%

Mathematics: Economically Disadvantaged 32% 2021-2022 Target: 36%

Mathematics: Continuously Enrolled 38% 2021-2022 Target 42%

The Hispanic and White population continue to struggle meeting academic targets in Mathematics. Also, the district has these two populations throughout the district so increases in their performance will impact Economically Disadvantaged and Continuously Enrolled subpopulations as well. By prioritizing the targets for Hispanic population in Mathematics and White Students in Reading, the district will achieve two additional targets as well. Setting a goal to achieve 3 more indicators in Domain 3 will help us make up for student loss this year and increase in campus performance overall. By targeting this population the campus performance will be in a position to make up learning loss from the pandemic. We believe these student groups are essential for us to focus on and ensure all student are achieve at their potential.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

Mathematics and Reading are fundamental to other areas of learning. The data indicates that the White population is not meeting the target in reading and the Hispanic population is not meeting the target in mathematics. By targeting these subject areas, improvements will be made across all areas including the subpopulation not specifically identified in the goal. By impacting multiple layers within the domain, the overall domain score will be improved.

By creating platforms that celebrate organized routines and procedures students, community and all stakeholders will understand the expectations of the school and support each other to provide success in and out of the classroom environments. By creating a strong support system in domain 5.1, it will impact the instructional and educational components involved in domain 3.1. It will impact all subject areas because the platforms will effect all systems.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

When evaluating the results from 2019 and 2020, the data indicates that that the Hispanic population struggles to meet the standard in mathematics across the district and the white population failed to meet the targets in reading. My selecting these two populations and subjects, the district will also improve in the economically disadvantaged population since the district is 70 percent economically disadvantaged. Also, these two areas will impact the continuously enrolled population as well. By impacting multiple components of the domain, the overall domain score will be positively improved.

All subject areas and students groups will be impacted by the implementation of school culture and routines identified in domain 5.1. By creating a supported, yet structured environment within both campuses students and teachers will know and strive to achieve the expectations for behavior which will lead to a strong school culture and environment for learning.



# Essential Actions

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Fully Implemented**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Fully Implemented**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Beginning Implementation**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Partial Implementation**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Beginning Implementation**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Partial Implementation**

# Cycles

## Cycle 1 - (Sept – Nov)

**1. Essential Action 3.1:** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Implementation Level:** Beginning Implementation

**Rationale:** Developing basic routines and establishing culture is the foundation to any change and will correlate with the goals identified to address.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Beside the Fundamental Five, the principals will ensure that teachers have a bell ringer and exit ticket each class period (Secondary) or transition time (Elementary). This instructional design focus will be supported by creating routines and building a positive culture in both the elementary school and the secondary school. Principals will work with the teachers to establish routines that allow for orderly transition times using the Eagle Way platform in the elementary school and the Rise Together platform in the secondary school. Both platforms were developed by the teachers and principals in previous years so they will be reset during this school year. Both platforms allow for recognition of students who are successful in following the routines and procedures through the Eagle Way Idol monthly recognition in elementary school and the Student of the Month in the secondary. Both of the recognition opportunities are recommended by the staff and are awarded to students who exemplify the expectations each month. Also to support the platforms teachers will be visible in the hallways and have positive interactions with students in and out of the classrooms. Principals will monitor interactions and provide support and reteaching as needed for students and teachers throughout the school year.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Each month and at the end of each semester, OISD will have a marketing/media campaign that recognizes the student's being recognized. These students are also included in the monthly school board newsletter. At the end of the semester award ceremonies parents are invited to attend so they can be involved in celebrating their children. The students being recognized are also presented on the O'Donnell Facebook page. Both elementary and secondary platforms are tied to the district goals approved for the OISD Board of Trustees and are included in the District Improvement Plan. Also, 2 times annually, the district conducts a parents and stakeholder survey which asks for input regarding various programs in the district and these platforms will be included so the districts has quantitative data to support the implementation and evaluation of their success.

**Desired Annual Outcome:** By May 2022, OISD community including parents, teachers and students will have a clear understanding of the two platforms, the Eagle Way at elementary and the Rise Together platforms. There will be 6 recognitions completed during the year and there will be two parent meetings in which students will be recognized. The end of the year survey will indicate that there is an 85% more understanding by the community about the platforms when compared to the fall survey.

**District Commitment Theory of Action:** If the district ensures that the campus principals incorporate the tenants created by teachers, students and community members of the Eagle Way and the Rise together platforms, then the students, parents and community members will be aware of and seek to earn recognition by the end of the year.

**Desired 90-day Outcome:** By October 15, principals and teachers will have taught students the tenants involved in the Eagle Way and the Rise Together platforms and evidence will be gathered by principals when monitoring hallways and completing walkthroughs in the classroom.

**District Actions:** Support campus administrator with resources and needed planning systems.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Train all students in elementary on the expectations of the Eagle Way while in secondary train expectation for Rise Together</p> <p><b>Evidence Used to Determine Progress:</b> Placement of signs that outline expectations in hallways and classrooms.</p> <p><b>Person(s) Responsible:</b> Mr. White and Mrs . Edwards, Principals</p> <p><b>Resources Needed:</b> Email systems, bell systems and procedures clearly outlined.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 4, 2021 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> October 25, 2021</p> <p><b>Funding Sources:</b> Posters - 6300-Supplies and materials - \$100</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Monitoring of implementation of the Eagle Way and the Rise Together Platform</p> <p><b>Evidence Used to Determine Progress:</b> Teacher visibility in hallways and students displaying behavior expected in platforms.</p> <p><b>Person(s) Responsible:</b> Mr. White and Mrs. Edwards, principals</p> <p><b>Resources Needed:</b> Emails for follow to teachers and documentation sheets for monitoring</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 4, 2021 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> October 25, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Recognition of 1 student on each campus for following the platforms</p> <p><b>Evidence Used to Determine Progress:</b> Media information and documentation</p> <p><b>Person(s) Responsible:</b> Mr. White and Mrs. Edwards, principal</p> <p><b>Resources Needed:</b> Facebook and newsletters</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 25, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 10, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Although the district has used fundamental five, it has not been done with fidelity so it will be the responsibility of leadership to ensure that all teachers are utilizing the strategies in their instructional day.

**What specific action steps address these challenges?:** Walk through and monitoring with feedback and all administrators supporting its implementation. Follow up with teachers that are not implementing strategies with fidelity.

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Established routines and instructional strategies while supporting the instructional component addressed in 3.1 of fundamental five across all classrooms and grade levels Prek - 12. Developing basic routines and establishing culture is the foundation to any change and will correlate with the goals identified to address.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** To better align the practices in the district, the leadership evaluated the district goals and identified problem areas in data and will be incorporating the Fundamental Five in all classroom while also establishing a routine in bell ringers and exit tickets at in classes and transition times. By implementing these platforms, the district will establish basic routines that allow for high expectations across all grade levels. Observation, feedback and ongoing monitoring using the Fundamental Five and the Observation and Feedback waterfall document to coach teachers to improve no matter the level they are at in the process. Beside the Fundamental Five, the principals will ensure that teachers have a bell ringer and exit ticket each class period (Secondary) or transition time (Elementary). The principals will ensure that the Fundamental Five, Bell Ringer and Exit Tickets are in place through walk throughs. Principals will also ensure that lesson plans identify the level rigor needed to grow students in each area. Implementation of the TIL will include the ESC providing Face to Face PD, on sight support and coaching of the principals who will then coach the teachers in developing rigorous and effect lesson plans while also monitoring the implementation of Fundament 5 and Bell Ringers and Exit Tickets. All ongoing monitoring assessments will be available to the principals and superintendents so that progress will be monitored.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Bi annual reporting to stakeholders while 6 week check ins with teachers at PLC's and weekly administrator meetings are a standard practice in the district. The administration will use these standing meetings to convey the district requirements of Fundamental Five implementation with fidelity and Bell Ringer, Exit Ticket requirements. Teachers will have opportunity to communicate with the principals and other administrators at the Monthly PD that is part of the district's calendar. The revisiting of the 3 components will be done in faculty meetings and at the monthly PD. Supports will be provided in the PLC's which are led by Lead teachers. The PLC's will also offer a time for teachers to visit about progress and develop platforms of continuous learning that will enhance all teacher development. Each Fall and Spring, the district has a newsletter - A State of the School - and one section will be dedicated in each about the instructional designs set in place to address learning loss and improvement in instructional strategies. This newsletter is published on the website, available at the offices and discussed in public meetings. In January, the district will hold benchmarks and the results from the benchmarks will be used to discuss needs not yet addressed or areas that need refinement. PD and additional coaching will be provided to address any areas of concern.

**Desired Annual Outcome:** By May 2022, OISD principals will have established a routine that assesses the use of Fundamental Five, Bell Ringers and Exit Tickets through walk - throughs and formal observations along with analyzing lesson plans to ensure that 90% of teachers have developed rigorous instructional strategies that target gaps in learning and address differentiated supports for students.

**District Commitment Theory of Action:** If the district ensures that the campus principals receive initial training in observation and feedback and ongoing coaching to support the implementation of rigorous instructional platforms framed with Fundamental Five, then the campus/district will be able to consistently provide meaningful feedback to teachers regarding the platforms implementation and instructional techniques to support high levels of student achievement.

**Desired 90-day Outcome:** By October 15, basic routines will be established and visible in the weekly walkthroughs by the principal with a focus on beginning and ending of each class period. Teacher will revisit the Fundamental 5 and principals will perform walkthroughs to ensure fidelity to the implementation. Faculty meetings that revisit the Fundamental Five, Bell Ringer and Exit Tickets will be on agenda and resources will be provided to support implementation.

**District Actions:** The district will provide support during weekly administrator meeting and resources needed as identified by the campus principal.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Reintroduce Fundamental Five, Bell Ringers and Exit Tickets to all instructional staff and provide resources for implementation.</p> <p><b>Evidence Used to Determine Progress:</b> Sign - In sheets for training</p> <p><b>Person(s) Responsible:</b> Principals, Mr. White and Mrs. Edwards</p> <p><b>Resources Needed:</b> Sign - In Sheet, Faculty Meeting Time, Description of requirements and expectations</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> November 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 1, 2021</p> <p><b>Funding Sources:</b> Training Materials - 6300-Supplies and materials - \$500</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Monitoring of Implementation of Fundamental Five</p> <p><b>Evidence Used to Determine Progress:</b> Walk through documentation</p> <p><b>Person(s) Responsible:</b> Mr. White and Mrs. Edwards, Principals</p> <p><b>Resources Needed:</b> Eduphoria</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> November 2, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 10, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Evaluation of Progress/Needs in Administrator meeting</p> <p><b>Evidence Used to Determine Progress:</b> Agenda of Administrator Meeting</p> <p><b>Person(s) Responsible:</b> Dr. Palmer, Superintendent</p> <p><b>Resources Needed:</b> Agenda and time for administrator meeting</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> November 8, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 6, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Variability of schedules and class exchanges as well as inconsistency of implementation in previous years.

**What specific action steps address these challenges?:** Walk through and monitoring with feedback and all administrators supporting its implementation. Consistent monitoring and feedback to teachers and students.

## Cycle 2 - (Dec – Feb)

### 1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Implementation Level:** Beginning Implementation

**Rationale:** Developing basic routines and establishing culture is the foundation to any change and will correlate with the goals identified to address.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Beside the Fundamental Five, the principals will ensure that teachers have a bell ringer and exit ticket each class period (Secondary) or transition time (Elementary). This instructional design focus will be supported by creating routines and building a positive culture in both the elementary school and the secondary school. Principals will work with the teachers to establish routines that allow for orderly transition times using the Eagle Way platform in the elementary school and the Rise Together platform in the secondary school. Both platforms were developed by the teachers and principals in previous years so they will be reset during this school year. Both platforms allow for recognition of students who are successful in following the routines and procedures through the Eagle Way Idol monthly recognition in elementary school and the Student of the Month in the secondary. Both of the recognition opportunities are recommended by the staff and are awarded to students who exemplify the expectations each month. Also to support the platforms teachers will be visible in the hallways and have positive interactions with students in and out of the classrooms. Principals will monitor interactions and provide support and reteaching as needed for students and teachers throughout the school year.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Each month and at the end of each semester, OISD will have a marketing/media campaign that recognizes the student's being recognized. These students are also included in the monthly school board newsletter. At the end of the semester award ceremonies parents are invited to attend so they can be involved in celebrating their children. The students being recognized are also presented on the O'Donnell Facebook page. Both elementary and secondary platforms are tied to the district goals approved for the OISD Board of Trustees and are included in the District Improvement Plan. Also, 2 times annually, the district conducts a parents and stakeholder survey which asks for input regarding various programs in the district and these platforms will be included so the districts has quantitative data to support the implementation and evaluation of their success.

**Desired Annual Outcome:** By May 2022, OISD community including parents, teachers and students will have a clear understanding of the two platforms, the Eagle Way at elementary and the Rise Together platforms. There will be 6 recognitions completed during the year and there will be two parent meetings in which students will be recognized. The end of the year survey will indicate that there is an 85% more understanding by the community about the platforms when compared to the fall survey.

**District Commitment Theory of Action:** If the district ensures that the campus principals incorporate the tenants created by teachers, students and community members of the Eagle Way and the Rise together platforms, then the students, parents and community members will be aware of and seek to earn recognition by the end of the year.

**Desired 90-day Outcome:** 80% of the students are utilizing the requirements associated with the two platforms as evident in hall monitoring and classroom observation. Recognitions including media, newsletters and award assemblies have occurred (1 on each campus). Discipline referrals have slowed by 10% as evidenced in Ascender from the beginning of the school year.

**District Actions:** The district will provide supports, training and resources as needed and identified.

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Established routines and instructional strategies while supporting the instructional component addressed in 3.1 of fundamental five across all classrooms and grade levels Prek - 12. Developing basic routines and establishing culture is the foundation to any change and will correlate with the goals identified to address.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** To better align the practices in the district, the leadership evaluated the district goals and identified problem areas in data and will be incorporating the Fundamental Five in all classroom while also establishing a routine in bell ringers and exit tickets at in classes and transition times. By implementing these platforms, the district will establish basic routines that allow for high expectations across all grade levels. Observation, feedback and ongoing monitoring using the Fundamental Five and the Observation and Feedback waterfall document to coach teachers to improve no matter the level they are at in the process. Beside the Fundamental Five, the principals will ensure that teachers have a bell ringer and exit ticket each class period (Secondary) or transition time (Elementary). The principals will ensure that the Fundamental Five, Bell Ringer and Exit Tickets are in place through walk throughs. Principals will also ensure that lesson plans identify the level rigor needed to grow students in each area. Implementation of the TIL will include the ESC providing Face to Face PD, on sight support and coaching of the principals who will then coach the teachers in developing rigorous and effect lesson plans while also monitoring the implementation of Fundament 5 and Bell Ringers and Exit Tickets. All ongoing monitoring assessments will be available to the principals and superintendents so that progress will be monitored.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Bi annual reporting to stakeholders while 6 week check ins with teachers at PLC's and weekly administrator meetings are a standard practice in the district. The administration will use these standing meetings to convey the district requirements of Fundamental Five implementation with fidelity and Bell Ringer, Exit Ticket requirements. Teachers will have opportunity to communicate with the principals and other administrators at the Monthly PD that is part of the district's calendar. The revisiting of the 3 components will be done in faculty meetings and at the monthly PD. Supports will be provided in the PLC's which are led by Lead teachers. The PLC's will also offer a time for teachers to visit about progress and develop platforms of continuous learning that will enhance all teacher development. Each Fall and Spring, the district has a newsletter - A State of the School - and one section will be dedicated in each about the instructional designs set in place to address learning loss and improvement in instructional strategies. This newsletter is published on the website, available at the offices and discussed in public meetings. In January, the district will hold benchmarks and the results from the benchmarks will be used to discuss needs not yet addressed or areas that need refinement. PD and additional coaching will be provided to address any areas of concern.

**Desired Annual Outcome:** By May 2022, OISD principals will have established a routine that assesses the use of Fundamental Five, Bell Ringers and Exit Tickets through walk - throughs and formal observations along with analyzing lesson plans to ensure that 90% of teachers have developed rigorous instructional strategies that target gaps in learning and address differentiated supports for students.

**District Commitment Theory of Action:** If the district ensures that the campus principals receive initial training in observation and feedback and ongoing coaching to support the implementation of rigorous instructional platforms framed with Fundamental Five, then the campus/district will be able to consistently provide meaningful feedback to teachers regarding the platforms implementation and instructional techniques to support high levels of student achievement.

**Desired 90-day Outcome:** 100% of the teachers will have 2 walkthroughs, attended 3 PLC meetings and 70% of teachers are demonstrating the Fundamental Five and Bell Ringer/Exit tickets in instruction. Using data provided with ongoing assessments, principals will have identified teachers needing intervention which will be analyzed in conjunction with mid year benchmarks.

**District Actions:** The district will provide resources, support and training as needed for the principals and faculty.

## Cycle 3 - (Mar – May)

### 1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

**Implementation Level:** Beginning Implementation

**Rationale:** Developing basic routines and establishing culture is the foundation to any change and will correlate with the goals identified to address.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Beside the Fundamental Five, the principals will ensure that teachers have a bell ringer and exit ticket each class period (Secondary) or transition time (Elementary). This instructional design focus will be supported by creating routines and building a positive culture in both the elementary school and the secondary school. Principals will work with the teachers to establish routines that allow for orderly transition times using the Eagle Way platform in the elementary school and the Rise Together platform in the secondary school. Both platforms were developed by the teachers and principals in previous years so they will be reset during this school year. Both platforms allow for recognition of students who are successful in following the routines and procedures through the Eagle Way Idol monthly recognition in elementary school and the Student of the Month in the secondary. Both of the recognition opportunities are recommended by the staff and are awarded to students who exemplify the expectations each month. Also to support the platforms teachers will be visible in the hallways and have positive interactions with students in and out of the classrooms. Principals will monitor interactions and provide support and reteaching as needed for students and teachers throughout the school year.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Each month and at the end of each semester, OISD will have a marketing/media campaign that recognizes the student's being recognized. These students are also included in the monthly school board newsletter. At the end of the semester award ceremonies parents are invited to attend so they can be involved in celebrating their children. The students being recognized are also presented on the O'Donnell Facebook page. Both elementary and secondary platforms are tied to the district goals approved for the OISD Board of Trustees and are included in the District Improvement Plan. Also, 2 times annually, the district conducts a parents and stakeholder survey which asks for input regarding various programs in the district and these platforms will be included so the districts has quantitative data to support the implementation and evaluation of their success.

**Desired Annual Outcome:** By May 2022, OISD community including parents, teachers and students will have a clear understanding of the two platforms, the Eagle Way at elementary and the Rise Together platforms. There will be 6 recognitions completed during the year and there will be two parent meetings in which students will be recognized. The end of the year survey will indicate that there is an 85% more understanding by the community about the platforms when compared to the fall survey.

**District Commitment Theory of Action:** If the district ensures that the campus principals incorporate the tenants created by teachers, students and community members of the Eagle Way and the Rise together platforms, then the students, parents and community members will be aware of and seek to earn recognition by the end of the year.

**Desired 90-day Outcome:** By the end of the school year, the district will see 90% of the students following the tenants of the platforms in each campus as evidenced by walkthroughs and hallway monitoring. There will have been a total of 6 celebrations on each campus that recognizes students for success in following the platforms. The end of the school survey indicates that 85% of the respondents understand the platforms and recognize its implementation. Also, discipline referrals will have decreased by 20% from the beginning of the school year which will be evident in Ascender reporting.

**District Actions:** The district will provide resources and supports to campus leadership as needed.



## Cycle 3 - (Mar – May)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Established routines and instructional strategies while supporting the instructional component addressed in 3.1 of fundamental five across all classrooms and grade levels Prek - 12. Developing basic routines and establishing culture is the foundation to any change and will correlate with the goals identified to address.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** To better align the practices in the district, the leadership evaluated the district goals and identified problem areas in data and will be incorporating the Fundamental Five in all classroom while also establishing a routine in bell ringers and exit tickets at in classes and transition times. By implementing these platforms, the district will establish basic routines that allow for high expectations across all grade levels. Observation, feedback and ongoing monitoring using the Fundamental Five and the Observation and Feedback waterfall document to coach teachers to improve no matter the level they are at in the process. Beside the Fundamental Five, the principals will ensure that teachers have a bell ringer and exit ticket each class period (Secondary) or transition time (Elementary). The principals will ensure that the Fundamental Five, Bell Ringer and Exit Tickets are in place through walk throughs. Principals will also ensure that lesson plans identify the level rigor needed to grow students in each area. Implementation of the TIL will include the ESC providing Face to Face PD, on sight support and coaching of the principals who will then coach the teachers in developing rigorous and effect lesson plans while also monitoring the implementation of Fundament 5 and Bell Ringers and Exit Tickets. All ongoing monitoring assessments will be available to the principals and superintendents so that progress will be monitored.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Bi annual reporting to stakeholders while 6 week check ins with teachers at PLC's and weekly administrator meetings are a standard practice in the district. The administration will use these standing meetings to convey the district requirements of Fundamental Five implementation with fidelity and Bell Ringer, Exit Ticket requirements. Teachers will have opportunity to communicate with the principals and other administrators at the Monthly PD that is part of the district's calendar. The revisiting of the 3 components will be done in faculty meetings and at the monthly PD. Supports will be provided in the PLC's which are led by Lead teachers. The PLC's will also offer a time for teachers to visit about progress and develop platforms of continuous learning that will enhance all teacher development. Each Fall and Spring, the district has a newsletter - A State of the School - and one section will be dedicated in each about the instructional designs set in place to address learning loss and improvement in instructional strategies. This newsletter is published on the website, available at the offices and discussed in public meetings. In January, the district will hold benchmarks and the results from the benchmarks will be used to discuss needs not yet addressed or areas that need refinement. PD and additional coaching will be provided to address any areas of concern.

**Desired Annual Outcome:** By May 2022, OISD principals will have established a routine that assesses the use of Fundamental Five, Bell Ringers and Exit Tickets through walk - throughs and formal observations along with analyzing lesson plans to ensure that 90% of teachers have developed rigorous instructional strategies that target gaps in learning and address differentiated supports for students.

**District Commitment Theory of Action:** If the district ensures that the campus principals receive initial training in observation and feedback and ongoing coaching to support the implementation of rigorous instructional platforms framed with Fundamental Five, then the campus/district will be able to consistently provide meaningful feedback to teachers regarding the platforms implementation and instructional techniques to support high levels of student achievement.

**Desired 90-day Outcome:** Utilizing the data from mid year assessments, principals and teachers, will evaluate growth toward goals for students in 100% of the classrooms. Lesson plans and walkthroughs will indicate that 90% of the teachers have implemented the Fundamental Five, bell ringers and exit tickets with fidelity.

**District Actions:** The district will provide resources and support as needed for campus leadership.

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$85,000.00
<b>+/- Difference</b>					\$85,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$60,000.00
<b>+/- Difference</b>					\$60,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Posters		\$100.00
1	2	1	Training Materials		\$500.00
<b>Sub-Total</b>					\$600.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$9,400.00
6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$10,000.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00

Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Budget Object Code Amount</b>	\$4,787.00
				<b>+/- Difference</b>	\$4,787.00
				<b>Grand Total</b>	\$600.00

Student Data

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	64	70	100	Other	70		Other	73		75	
			All	All	Reading	Meets	STAAR	34	44	100	Other	44		Other	47		46	
			All	All	Reading	Masters	STAAR	14	17	100	Other	17		Other	20		22	
			All	All	Mathematics	Approaches	STAAR	74	78	100	Other	78		Other	80		82	
			All	All	Mathematics	Meets	STAAR	35	37	100	Other	37		Other	40		42	
			All	All	Mathematics	Masters	STAAR	17	16	100	Other	16		Other	18		20	
			All	All	Science	Approaches	STAAR	61	74	100	Other	74		Other	76		78	
			All	All	Science	Meets	STAAR	39	35	100	Other	35		Other	38		40	
			All	All	Science	Masters	STAAR	23	7	100	Other	7		Other	10		12	
			All	All	Writing	Approaches	STAAR	71	71	100	Other	71		Other	73			
		All	All	Writing	Meets	STAAR	29	33	100	Other	33		Other	35				
		All	All	Writing	Masters	STAAR	8	8	100	Other	8		Other	10				
2. Domain 3	Focus 1	Academic Achievement	All	White	Reading	NA	STAAR	76	54	100	Other	56		Other	58		60	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	NA	STAAR	68	32	100	Other	34		Other	38		40	

# Addendums