

**O'Donnell ISD  
2020-2021  
District Improvement Plan**

Flying Forever Strong...Challenging Minds and Building Futures



## **Mission Statement**

### *Policy AE*

Mission Statement: The mission of O'Donnell I.S.D. is to provide a well – rounded education that focuses on post - secondary success and develops an individual capable of adjusting successfully to life in a changing society. The district is committed to high expectations, pride in the community, a safe and inviting environment, and a creative, enjoyable learning experience for all.

## **Vision / Motto**

Flying Strong...Challenging Minds and Building Futures

## **2020-2021 Objective**

The overarching objectives for the 2020-2021 school year is to prepare students for post - secondary success.

## **2020-2021 District Goals**

1. O'Donnell ISD students are academically challenged and highly engaged in their education.
2. O'Donnell ISD operations and fiscal management practices support future needs of the students and community.
3. O'Donnell ISD uses effective communication that promotes partnerships enhancing the positive learning experiences of all students.
4. O'Donnell ISD has high performing, student centered teachers.
5. O'Donnell ISD Promotes a positive, fun and safe learning environment.

## **2020-2021 District Improvement Plan Smart Goals**

Priority 1: By May 2021, the climate surveys submitted by stakeholders will show only responses in the top two categories. This will be a 20% increase in positive responses.

Priority 2: The percentage of students in grades 3 – 8 who meet or exceed grade level performance on STAAR reading will increase from 50% to 55% by May 2021.

Priority 3: the total number of graduates earning CCMR will increase from 85% to 90% by May 2021.

Priority 4: By May 2021, 55% of students who complete the STAAR will Meet grade level standard.

## **Core Values**

1. Students' First – Decisions are made in the best interest of the students.
2. Integrity – We are kind, respectful and honest.
3. High Expectations – All students and staff are expected to challenge and exceed expectations, never lowering them.
4. Strong Work Ethic – We value, recognize and exhibit a strong work ethic centered on care of the community and students.
5. Character – We value character and the 10 Commandments in the Bible that promote positive character. We take responsibility.

## **Funding Sources**

The district uses the following fund sources to improve our educational programs:

<u>Fund Source</u>	<u>Allocation Amount</u>	<u>Fund Source</u>	<u>Allocation Amount</u>
Title I, Part A	\$112,914	Comp Ed	\$340,417
Title II, Part A	\$13,459	Career and Tech	\$222,744
Title IV	\$10,000	School Safety	\$ 2,819
Early Education	\$ 38,808	Fast Growth	\$ 71,456
Special Ed	\$ 403,996	CCMR	\$ 6,000
E Rate	\$30,000	Bilingual	\$ 11,908
Food Service	\$171,000	Dyslexia	\$ 8,624
Local Funds Misc.	\$117,610		
Local Taxes	\$987,850		
State Aid	\$2,721,028		

FTE: Staff 21 Full Time Professional 42

### Site Base Membership

Cathy Palmer, Superintendent  
 Sharla Edwards, Administrator  
 Cody White, Administrator  
 Melissa Clark, Business Manager  
 Heidi Cobb, School Nurse  
 Casey Owens, CATE Teacher  
 Nancy Franklin, Teacher  
 Nympha Renteria, Parent

Person's attending stakeholder meeting for programming including Title 1.

### School Board of Trustees

Mandy Stidham  
 Randy Cook  
 Billy Edwards  
 Landon Mires  
 Jacob Lowe  
 Trevor Halfmann  
 Melissa Pedroza

### Meeting Dates

School Board Meeting – August 27, 2020  
 School Board Meeting – October 22, 2020  
 Stake Holder Meeting October 8, 2020  
 Surveys – September 9 – October 26, 2020 and April 8, 2021 – May 1, 2021

## Addressing District Level Planning and Decision – Making Sec. 11.252

### 1. Comprehensive Needs Assessment – Located on page 6

OISD Comprehensive Needs Assessment highlights performance of students in academic achievement areas assessed through STAAR and breaks down performance based on the Indexes provided by the TEA. It also provides an overall analysis of the demographic make – up of the student body. The Needs Assessment also highlights strengths and weaknesses of performance. A narrative description is provided for key areas used to determine district performance objectives and overarching district goals. The Goals and performance objectives are found throughout the District Improvement Plan in the table which outlines the programs, resources and staff responsible for each of the objectives and strategies used to meet the District Goals.

### 2. Measurable District Performance Objectives – The District Improvement Plan Smart Goals are measurable and are included on the Title 1 goals submitted in the Federal Application. These are assessed each year to ensure that the District is making progress toward meeting the goals. If adjustments are made, they are submitted through the Title 1 application each summer. Identified Needs are located on page 11. These needs are used to create the District Improvement plan.

### 3. Strategies for Improvement of Student Performance

A. Instructional methods for addressing the needs of student groups not achieving their full potential. Goal 1 located on pages 12 – 13 specifically address the instruction methods used to address instruction methods.

B. Evidence – based practices that address needs of students for special programs. These programs are addressed in Goal 5 on pages 19 – 20. The OISD safety plan also outlines practices that address how the district will respond to each of the required issues. The District has also developed a partnership with outside SSA to support dyslexia screening while also partnering with a licensed counselor and is being paid through grant funds – the DOJ Grant.

a. Suicide prevention programs

b. Conflict resolution programs

c. Violence prevention programs

d. Dyslexia treatment programs

C. Dropout reduction - The School counselor provides supports to prevent dropouts which our district has 0 students in the past 3 years labeled as drop outs. The District also provides tutoring and Odysseyware as dropout prevention strategies throughout the year. Dropout prevention is addressed specifically on Goal #1 on pages 12-13.

D. Integration of technology – Technology integration is addressed in Goal 1 pages 12 – 13. The district currently provides 1:1 I pads for students in Prek – 12. The lower elementary utilizes See Saw and students in grades 4 – 12 use Google Classroom.

E. Positive behavior interventions and support – the Eagle Way in elementary is a positive behavioral support program utilized in the elementary school while the High school utilizes the Together we are Stronger program. The school safety and disciplinary techniques are outlined under Goal 5 and the Safety Plan.

F. Staff development - The Plan addresses staff development in Goal 1 on pages 12-13 and Goal 4 on pages 17-18. The staff are provided staff development at the beginning of each school and during the school year periodically. The staff development programs are designed to address policy requirements as well as issues that become apparent after data disaggregation to inform instructional designs. TTESS is utilized by the district and ongoing monitoring of staff effectiveness is assessed on a rotating basis through TTESS.

G. Career education developing competencies for career opportunities is outlined under Goal 1 on pages 12 – 13. The counselor works with each student individually to address career opportunities and designs plans that will prepare each child for their chosen area.

H. Accelerated Education – Accelerated Instruction is addressed in Goal 1 on pages 12 – 13. Staff provide tutoring, RTI and summer school using effective instructional practices to address student’s needs.

I. Comprehensive School Counseling – Comprehensive Counseling is provided by the school counselor and will be forwarded to our partnering counselor as well as MHMR as needed. The counseling programs are address on Goals 5 as well as the safety plan.

4. Strategies for providing communication and information – Communication programs are addressed on Goal 3. Newsletters, surveys, School App and webpage is the primary way that the following are addressed through communication. The counselor meets with all 8<sup>th</sup> graders in a group meeting and then the student, parent and the school counselor meet to address the individual graduation plan. These plans are revisited annually.
  - A. Higher Education admissions and financial aid opportunities and the TEXAS grant program
  - B. Curriculum choices
  - C. Higher Education Admissions and Financial Aid
5. Resources needed to implement strategies - Resources are outlined throughout the District improvement plan under the Resources/Funding column.
6. Staff Responsible for ensuring accomplishment of each strategy – The Actions/Strategies are outlined throughout the District Improvement Plan in the 2<sup>nd</sup> column.
7. Timelines for ongoing monitoring of implementation – The Time line is outlined on the Results/Timeline column throughout the document.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in sought outcomes. The formative Reviews are done throughout the school year and are located in the last column on throughout the document.
9. Sexual abuse and other maltreatment of children – Sexual Abuse is outlined in the safety plan and on Goal 5. Each year, teachers are provided staff development and it is also addressed in the District Handbook.
10. Trauma – informed care policy – Trauma informed care is outlined in the safety plan and on Goal 5. Each year, teachers are provided staff development and it is also addressed in the District Handbook.

## Table of Contents

Comprehensive Needs Assessment .....	6
Identified Needs .....	10
Goal 1 .....	11
Goal 2 .....	13
Goal 3 .....	15
Goal 4 .....	17
Goal 5 .....	19



## Comprehensive Needs Assessment

### Demographics

#### Demographic Summary

O'Donnell ISD is 76% economically disadvantaged, with 7.5% English Language Learners and a mobility rate of 15.25 mobility rate. The district is 75% Hispanic.

#### Demographic Strengths

O'Donnell ISD serves a very small community but one that is closely connected by shared values and common hopes for the students.

#### Demographic Needs

Due to the high percentage of Economically Disadvantaged students, there is a high need for exposure to global and world outside the small tight community. There is a lack of experience that shelters the students and makes it difficult to make real world connections.

### Student Achievement

#### Student Achievement Summary

In the new accountability system, O'Donnell ISD has Met Standard and has achieved the target score on all four index's evaluated by the state.

#### 2017 Results

	Index 1	Index 2	Index 3	Index 4
Standard	60	17	30	60
State Performance	71	37	36	75
Regional Performance	70	35	36	76
District Performance	71	42	39	81

#### 2018 Results

	Index 1	Index 2	Index 3	Index 4
Standard	60	17	30	60
State Performance	75	41	40	76
Regional Performance	72	40	35	78
District Performance	65	36	33	75

## 2019 Results

		STAAR Performance	CCMR	Academic Growth	Closing the Gaps
	District	66% Approaches 34% Meets 16% Masters	85%	ELA/Reading and math – 65 ELA/Reading – 60 Math – 70 Relative Performance – A (65)	Score – 53 Academic Achievement 8.3 Graduation Status – 11.1 School Quality Status – 33.3
	Reading	Math	Writing	Science	Social Studies
Approaches	64 %	74%	71%	61%	44%
Meets	34%	35%	29%	39%	31%
Masters	14%	17%	8%	23%	23%

## Student Achievement Strengths

The district improved in the Meets and Masters across the board in 2019. It continues to do well in CCMR and in the Growth measure, earning an overall A. The district has implemented RTI strategies that have effectively improved the progress of the students. In 2017, the district has created a calendar that will drive data disaggregation by the teachers and has moved a counselor to a position that specifies data analysis is one of the platforms in her position. Although the district is still above the state requirements, the fall from the previous year indicates that ongoing monitoring and data decision making is a priority. Closing the Gaps is an area that is concerning. The score of 53 is lower than the other areas and this is due primarily because of the low performance on the STAAR. There was no testing done in the 2019-2020 school year so the goals will be based on the 2018-2019 school results.

## Student Achievement Needs

Closing the Gaps is the weakest area last year and the year before and as indicated above, we have made gains in that area however it continues to be an issue. In the future Index 3 may be an issue but our intervention strategies should address any gaps that continue to be problematic. A focus on meeting the higher levels of achievement is a focus and to continue the improvements that began this year.

**School Climate and Culture**

### Climate and Culture Summary

The School is the hub of the community in O'Donnell. The teachers indicated on surveys that they enjoy working at the school and the students feel safe and believe they are receiving a quality education. The school district is setting goals, values and rewriting the mission statement which will be aligned to the goals of the school board, representing the community.

### Climate and Culture Strengths

The school is central to the community and teachers support the students in and out of school. The students have a strong connections and seem to value one another in all activities. The surveys indicated that the students enjoy O'Donnell ISD.

### Climate and Culture Needs

The survey responses indicated that the staff and community would like to see a stronger GT program so we created a position this year in elementary that will provide services in a more direct way. Higher standards were a repeated concern for the stakeholders. An alignment of needs and goals was found to be a concentrated area of concern as well.

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

### Staff Quality, Recruitment and Retention Summary

The 2019 school year saw much turnover last year with 6 positions being filled. This has been a trend for the past few years. In the future, recruiting may be an issue however financially, we will not be able to maintain the same level of staffing going forward.

### Staff Quality, Recruitment and Retention Strengths

90 percent of the teachers are highly qualified and teach students using their area of expertise.

### Staff Quality, Recruitment and Retention Needs

Continue to employ highly qualified teachers. Create a program that promotes

## **Curriculum, Instruction and Assessment**

### Curriculum, Instruction and Assessment Summary

The teachers will be utilizing Year at a Glance to better align the curriculum. There will be a focus on reading improvement in grades Prek – 8. Lesson plans will be monitored to ensure adherence to Year at a Glance. Data meetings will be led by the principals this year as to take the responsibility of the ongoing achievement to the campus level.

The District has used the TEKS Resource system as a support curriculum and assessment support system for the teachers for the last 3 years and this seems to have made improvements to the success of the students. Teachers have a mindset that is seeking materials that will challenge students and provide them the foundational skills that will make them successful in life and in academics.

#### Curriculum, Instruction and Assessment Needs

O'Donnell ISD needs to attain strong, laterally and vertically aligned curriculum tied to state readiness standards. The targeted areas of concern are Reading in elementary and Writing in secondary.

### **Family, Community and Parent Involvement**

#### Family, Community and Parent Summary

The School is the hub of the community in O'Donnell. It provides parental support, entertainment and social services to the families in the community. The surveys and questionnaires have indicated that parent involvement and community support is a concern to all involved in the school. It is an area of concern and communication is a targeted area of concern for stakeholders. There is a disparity that exists between the student and teacher demographics.

#### Family, community and Parent Strengths

There is a desire to build strong partnerships both with all stake holders. All have indicated that stronger partnerships will increase and improve student achievement. The economic development committee has begun making strides in the community to create partnerships. The school has begun a communication process that seems to be making improvements.

#### Family, community and Parent Needs

More communication with parents of enrolled students is needed. Use of the media to promote the successes of the school is needed as well. Parents feel that they need to be brought into the conversations more and goals and objectives that align with the community needs is important and needed.

### **Technology**

#### Technology Summary

O'Donnell ISD has much technology in the classroom. It allows students to utilize their devices at school and has multiple IPAD carts and laptops available to use in the classroom for instruction. Teachers are adept at using technologies and the technology director spends one – on – one time

with teachers training them to use it effectively. This year, the school incorporated 1 to 1, purchasing 1 IPAD for every student. They check them out at the beginning of the school day and return them at the conclusion.

#### Technology Strengths

Number of computers and IPADS and the system of support incorporated throughout the district.

#### Technology Needs

Because of the use of multiple technologies and the one to one IPADS, the district needs to develop an ongoing plan for replacement. Due to the implementation of remote instruction, the district has sought out Internet options for families as well as additional hardware for teachers and students.

## Operations

#### Operations Summary

The district has earned distinctions for financial integrity and reporting.

#### Operations Strengths

All individuals work together for the success of the district. The district has earned distinctions for financial integrity and reporting.

#### Operations Needs

There seems to be concern for accountability in maintenance and operational standards within the district. A more systematic approach that is proactive in nature when addressing the upkeep of the district. There needs to be an ongoing and systematic way to monitor equipment with a yearly inventory.

Two times in the 2019-2020 school year, the district released “State of the School” which is an analysis of all elements of the school. They outline the needs assessments/surveys created to analyze all areas of the school. This will continue in the 2020-2021 school year.

### Identified Needs

1. STAAR Met standard performance is at 66% approaches, 34% Meets and 16% Masters in 2019.

2. CCMR attainment at graduation is at 85% in 2019
3. 48% of students in grades 3 -8 met grade level standard on the STAAR Reading test in 2019.
4. 52% of students in grades 3 – 8 met grade level standard on the STAAR Mathematics test in 2019.
5. Increase student engagement
6. Instructional and curricular alignment is needed at all levels and in all subject areas (TEKS Resource system)
7. Incorporate violence prevention practices that promote positive mental and behavioral health.
8. Expand opportunities for Dual Credit, Certifications, Work Place Preparation and University and College Training while in high school.

**Goal 1:** O'Donnell ISD students are academically challenged and highly engaged in their education.

## Summative Evaluation: Students are engaged as demonstrated on End of Year Testing, Grades and Surveys

Identified Need  Other Goals	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Timelin e	Formative Reviews			
1,2,5 5	Teachers use authentic learning application in lessons	Teacher/ Principals	Lesson Plans, Walk – Through, TTESS, TPESS improved STAAR performance	General Funds Title 1 Comp Ed	Ongoing STAAR Results (May)				
1,2,5 5	Identify students in need of remediation by disaggregation of STAAR results and provide remediation addressing specific SE's for individual students in need	Teacher Principals Special Ed Counselor	STAAR Reports After School Attendance	General Fund Title I Title III Comp Ed	Each 6 Weeks analysis (May)				
1,2,5 5	Identify students in need of remediation by disaggregation of STAAR results and provide remediation addressing specific SE's for individual students in need at Summer School	Teacher Principals Counselor	STAAR Reports	Title 1 General Fund Summer Feeding	Each 6 Weeks analysis				
1,2,5 5	Identify students in need of remediation in all classes/courses and provide remediation addressing specific SE's for individual students in need	Teacher Principals Special Ed Counselor	Report Cards, Benchmark Tests, Teacher Meetings, Teacher Evaluations After School Attendance	General Fund Title I Comp Ed Title III	Ongoing Daily Analysis Each 6 weeks				
5,8	Provide Aligned Instructional Materials to enhance the	Principals	Report Cards STAAR Results	General Fund,	Ongoing Daily				

4	reading, writing, math, science and ELA curriculum Grades PK – 12.			Title I					
5,8	Provide scientifically researched based staff development opportunities for all teaching staff in all areas.	Principals	Report Cards, STAAR Results	General Fund, Title I (Region17 Curriculum) Title I C, Title III IDEA	August 2019				
4					Ongoing analysis each 6 weeks				
5,8	Consistently integrate technology, differentiation and enrichment through everyday instructional practices	Principals	Lesson Plans, Student products, Walk - Throughs	General Fund Title I A ERATE IDEA	Ongoing Daily				
4									
5,8	Focus on instructional strategies that reinforce mathematical processes, critical thinking, vocabulary development, fluency, technology and differentiation.	Principals	STAAR Results, Benchmark performance, Grades and increased student engagement	General Fund Title I A REAP	Ongoing Daily				
4,5									
5	The district will provide Career Planning, financial aid awareness including FAFSA, educational planning training during the school year.	Counselor Principals	Senior Graduation Plans 8 – 12 grade planning documents Students Planning Documentation Sign In Sheets	General Funds College Prep Comp Ed	Each 6 weeks				
1									

✘ - Discontinue ○ - No Progress ● - Some Progress ● - Complete

ds of

the students and community.

**Formative Evaluation:** Continued Superior Rating (FIRST) and Facilities Updated to meet needs of student populations.



Identified Need	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Timeline	Formative Reviews			
6	Utilize the Educational Service Center for checks and balances on budgeting – including Revenue and Expenditures	Superintendent Business Manager	Budget Timelines Met Communications with ESC STAFF Operating within the budget	General Fund (TXEIS Business Contract)	Ongoing August Budget  Monthly Budget Presentation to Board				
6	Training staff on TEA and ESSA updates	Superintendent Business Manager Accounting Clerk	Training Documentation	General Fund TxEIS Business Contract)	Fall 2020				
6	Monitor Maintenance and Janitorial Staff to ensure facility up keep	Superintendent Maintenance Supervisor	Monthly Meeting Recap Walk Through	General Fund	Weekly				

✘ - Discontinue ○ - No Progress ● - Some Progress ● - Complete

the positive learning experiences of all students.

**Formative Evaluation: Climate Surveys and Parent Partnerships**

Identified Need  Other Goals	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Timeline	Formative Reviews			
4,7	Newsletters will be developed that highlight achievements, changes and progress of the district.	Superintendent Principals	Newsletters, State of the School	General Fund Title I, A Comp Ed	2 times yearly				
4,7	Solicit parent involvement with personal invitation to participate and serve on campus committees. Provide Title I compacts and parental involvement policies to all parents.	Principals Superintendent	Parent participation	General Fund Title I,A Comp Ed	2 times yearly				
4,7	Continue to use School App to call parents during school year	Superintendent Principals	Parent participation Observation	General Fund DOJ Funds	Ongoing Weekly				
4,7	Continue to use webpage to disseminate information to all stake holders	Superintendent Technology Manager Principals	Technology Plan Parent Participation Observation	General Fund	Ongoing Semester				
4,7	Coordinate and integrate Title I, Part A services with other educational services such as Pre school programs, LEP programs, special education	Principals	Lesson Plans, Schedules, Agendas and Minutes of Planning meetings	Title I, Part A funds General Fund Title III	Each 6 weeks analysis				

4,7	programs, migrant students, in order to increase the program effectiveness, eliminate duplication and reduce fragmentation of the instructional process			Title I,c IDEA					
	Conduct an annual Title I meeting with parents in order to inform parents of the school's participation in Title I, Part A and explain requirements and rights of parents to be involved	Principals	Sign In Sheet -	Title I, A	Fall, 2020				

✘ - Discontinue ○ - No Progress ● - Some Progress ● - Complete

**Goal 4:** O'Donnell ISD has high performing, student centered teachers.

## Formative Evaluation: Reporting of Highly Qualified Teachers and PDAS Evaluation Materials

Identified Need  Other Goals	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Timeline	Formative Reviews			
8	Implement Periodic Walk Throughs - TTESS	Principals	Documentation in Eduphoria	General Fund	By monthly				
8	Recruit Highly Qualified staff that allows for rigorous instruction at all levels	Superintendent Principals	Highly Qualified Report	General Fund Title II, A	Summer 2020				
8	Offer new teacher training	Principals	Sign – In Sheets for Training	General Fund	August 2020				
1,2,5,8	Allow for adequate planning time for teachers to collaborate, plan and share best practices	Principals	Best practices used in Walk Through, aligned curriculum and project based lessons	General Fund Title I,A	Summer 2020 End of 6 Weeks				
1,2,5,8	Evaluate culture and climate on campuses	Principals	Walkthrough forms, surveys	General Fund					

1					1 time each semester				
---	--	--	--	--	----------------------------	--	--	--	--

✘ - Discontinue ○ - No Progress ● - Some Progress ● - Complete

**Goal 5:** O'Donnell ISD promotes a positive, fun and safe learning environment.

## Formative Evaluation: A Comprehensive Needs Assessment, Surveys and Safety Plan Review

Identified Need	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Timeline	Formative Reviews			
Other Goals									
9	Review and revise the safety plan requirements using input from district, state and federal guidelines.	Principals Superintendent	Safety priority listing updated with current recommendations.	General Fund DOJ	Dec 2020				
3									
9	Review and revise the District Emergency Operations Plan	Superintendent	Emergency Operations Plan in Place	General Fund	September 2020				
3									
9	Conduct Security assessments and safety checks	Superintendent ESC Staff	ESC Report	General Fund	Ongoing 3 Times Yearly				
3									
9	Communicate Safety Measure to parents and community annually	Principals	Newsletters, Website and Comprehensive Assessment Data	General Fund	2 times each semester				
9	Provide training for all staff in recognition and prevention of harassment including:	Principals	Training Documentation	General Fund IDEA	August 2020				

	disability harassment and sexual harassment, dating violence, reporting child abuse, bullying and suicide								
9	Provide healthy choices and activities through physical fitness and nutrition programs: Fitness Gram and SHAC	Principals	SHAC Minutes Fitness Gram Results Student Attendance Sheets	General Fund	2 Times each Semester				
3									
9	The Health Advisory Board will meet during the school year to address health issues	School Nurse	Healthy and Wise ESC17	Sign In Sheets Surveys	2 times Annually				
3									
9	Create strategic plan that prepares campuses and district for the construction management related to safety concerns.	Superintendent Safety Coordinator	Training and Safety Documentation	General Grants	May 2021				
9	Provide trauma training for teachers – grades Pre – K – 12	Superintendent UT Health	Training and Safety Documentation	Sign In Sheets	August 2019				

✘ - Discontinue ○ - No Progress ● - Some Progress ● - Complete

**ADDITIONAL TARGETED SUPPORT PLAN**  
**O'Donnell ISD was identified as additional targeted support for the 2<sup>nd</sup> year in 2019 and 2020.**

<b>Problem Statement #1</b> The District underperforms on the STAAR meeting the Meets and Masters Level.	<b>Annual Goal #1</b> The district will improve the performance of meets and masters on the STAAR improving from 48% in Reading to 52% in May 2020.
<b>Root Cause #1</b> Vertical alignment and lack of consistency across grade level.	<b>Strategy #1</b> Monitor performance using TEKS Resource System and Eduphoria

Goal #1	Activity	Timeline	Resources	Responsible Person	Goal for Activity	Results of Activity	Status	Next Steps
Training teachers – utilizing Eduphia /TEKS Resource system for data desegregation	District Wide Training	August 2019	Eduphoria/TEKS Resource System	Tonya Graham	Proficiency in utilizing Eduphoria and TEKS Resource System	Usage of resources	Complete on August 14	DATA Training
Data desegregation by department	District Wide DATA Meeting	September 30, 2020	DATA from resources, in class testing information	Tonya Graham	Teacher have an understanding of strengths and weakness and develop plan of attack to improve performance			
Testing preparation based on Data	Ongoing instruction improved by individualized analysis	October - May	Teachers, curriculum and ongoing data	Teachers, principals	Improve performance in math and reading on the Spring STAAR			

<p><b>End of Year Report</b> Did you meet the annual goal? Why or Why not?</p>          <p>Is the root cause resolved? Why or Why Not?</p>
--



--

<b>Problem Statement #2</b> The District underperforms on the STAAR meeting the Meets and Masters Level.	<b>Annual Goal #2</b> The district will improve the performance of meets and masters on the STAAR Math improving from 52% to 55% in May 2020.
<b>Root Cause #2</b> Vertical alignment and lack of consistency across grade level.	<b>Strategy #2</b> Monitor performance using TEKS Resource System and Eduphoria

<b>Goal #2</b>	<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Responsible Person</b>	<b>Goal for Activity</b>	<b>Results of Activity</b>	<b>Status</b>	<b>Next Steps</b>
Training teachers – utilizing Eduphoria /TEKS Resource system for data desegregation	District Wide Training	August 2020	Eduphoria/TEKS Resource System	Tonya Graham	Proficiency in utilizing Eduphoria and TEKS Resource System	Usage of resources	Complete on August 14	DATA Training
Data desegregation by department	District Wide DATA Meeting	September 30, 2020	DATA from resources, in class testing information	Tonya Graham	Teacher have an understanding of strengths and weakness and develop plan of attack to improve performance			
Testing preparation based on Data	Ongoing instruction improved by	October - May	Teachers, curriculum and ongoing data	Teachers, principals	Improve performance in math and			

	individualized analysis				reading on the Spring STAAR			
--	----------------------------	--	--	--	--------------------------------	--	--	--

**End of Year Report****Did you meet the annual goal? Why or Why not?****Is the root cause resolved? Why or Why Not?**