

**O'Donnell ISD
2022-2023
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

2022-2023 Objective

The overarching objectives for the 2022-2023 school year is to prepare students for post - secondary success.

2022-2023 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.

2022-2023 District Improvement Plan Smart Goals

Priority 1: In 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 in May 2023.

Priority 2: The percentage of students in grades 3 – 8 who meet or exceed grade level performance on STAAR reading will increase from 48% to 55% by May 2023.

Priority 3: The total number of graduates meeting CCMR criteria will be maintained at 100% in May 2023.

Priority 4: By May 2023, the percentage of students who meet or exceed grade level performance on STAAR in all subjects will increase from 40% to 48%.

Priority 5: By May 2023, Closing the Gaps Domain will increase in Academic Achievement Mathematics will 3 of 6 indicators being met, improvement from 1 of 6 in 2022.

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	\$112,645	Comp Ed	\$342,542
Title II, Part A	\$17,195	Career and Tech	\$398,153
Title IV	\$10,000	School Safety	\$ 2,762
Early Education	\$ 38,808	Fast Growth	\$ 71,456
Special Ed	\$ 349,601	CCMR	\$ 5,000
E Rate	\$30,000	Bilingual	\$ 8,994
Food Service	\$207,000	Dyslexia	\$ 13,552
Local Funds Misc.	\$133,017		
Local Taxes	\$1,853,492		
State Aid	\$2,419,902		
ESSER I	\$ 0		
ESSER II	\$133,097		
ESSER III	\$325,210		
TCLAS	\$586,531		
ESF	\$108,257		

FTE: Staff 21 Full Time Professional 42

Committee Title 1 Membership

Cathy Palmer, Superintendent
 Sharla Edwards, Administrator
 Cody White, Administrator
 Pam Wilson, Technology Director
 Kim Parker, Mayor
 Chris Resendez, O'Donnell PD
 Casey Boone, Parent

Person's attending stakeholder meeting for programming including Title 1, ESSER Funding, as well as Safety and Security.

School Board of Trustees

Mandy Stidham
 Randy Cook
 Landry Barton
 Landon Mires
 Jacob Lowe
 Trevor Halfmann

Meeting Dates

- School Board Meeting – September 20, 2022
- School Board Meeting – August 21, 2022
- Stake Holder Meeting - August 30, 2022
- Surveys –October - November 2022 and April – May, 2022

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Comprehensive Needs Assessment

Demographics

Demographic Summary

O'Donnell ISD is 70% economically disadvantaged, with 5.4% Emergent Bilingual/English Learners and 13.8% enrolled in Special Education. The district is 62% Hispanic, 35% White, .3% African American, .7 American Indian and 1.7% Two or More Races.

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 Strengths

The district has made improvement in the last 4 years in Academic Achievement but the gains have been small and incremental. The district continues to excel in CCMR and in Student Progress. CCMR is 100%, well above the state which is at 65%. The district also is above the state in graduation rate which is 100% compared to 90%. The district has implemented RTI strategies that have effectively improved the progress of the students. The district is no longer Additional Targeted as defined by the US Department of Education.

Student Achievement Needs

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, specifically in targeted groups including Hispanic, White, Special Education and Continuously Enrolled students. 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. A focus on meeting the higher levels of achievement is a focus and to continue the improvements that began this year with a focus on Mathematics and Reading.

O'DONNELL ISD

2021-22 Total Student Enrollment: 296 Schools: 1

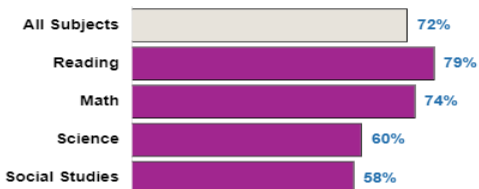
ADDRESS:
400 Small St, O'Donnell, TX 79351

PHONE:
(806) 428-3241

[PROFILE](#) [PERFORMANCE](#) [FINANCE](#) [SCHOOLS](#)

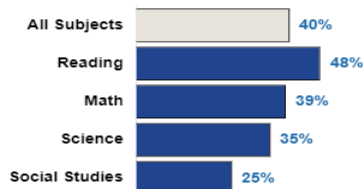
[PARENT RESOURCES](#) [COMPARE](#) [PDF REPORTS](#)

Percentage of Students Approaching Grade Level or Above



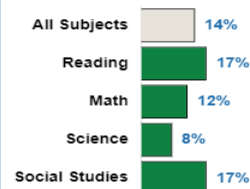
Subject	This District	State
All Subjects	72%	74%
Reading	79%	75%
Math	74%	72%
Science	60%	76%
Social Studies	58%	75%

Percentage of Students Meeting Grade Level or Above



Subject	This District	State
All Subjects	40%	48%
Reading	48%	53%
Math	39%	42%
Science	35%	47%
Social Studies	25%	50%

Percentage of Students Mastering Grade Level or Above



Subject	This District	State
All Subjects	14%	23%
Reading	17%	25%
Math	12%	20%
Science	8%	21%
Social Studies	17%	30%

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

SCHOOL PROGRESS

Rating



92 out of 100

School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.

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School Progress Calculation

Component	Score	% of Grade
Academic Growth	81	0%
Relative Performance	92	100%
Total		100%

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Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	58	0.0	40	20.0	174	174.0	194.0	272	71
Reading / ELA	19	0.0	14	7.0	101	101.0	108.0	134	81
Mathematics	39	0.0	26	13.0	73	73.0	86.0	138	62

Number of Assessments

2020-21		2021-22						Count
		Did Not Meet	Approaches	Meets	Masters			
Both Subjects								272
Both Subjects	Did Not Meet	19	21	2	26	3	0	71
	Approaches	11	0	22	24	34	4	95
	Meets	1		14	16	19	14	64
	Masters	0		3	10		29	42
Reading / ELA								134
Reading / ELA	Did Not Meet	7	13	0	15	3	0	38
	Approaches	1	0	7	13	17	3	41
	Meets	1		4	7	12	10	34
	Masters	0		3	3		15	21
Mathematics								138
Mathematics	Did Not Meet	12	8	2	11	0	0	33
	Approaches	10	0	15	11	17	1	54
	Meets	0		10	9	7	4	30
	Masters	0		0	7		14	21

TEA | School Programs | Assessment and Reporting | Performance Reporting

Closing the Gaps Details

- Target Summary
- Target Details

✓ Met Target ✗ Did Not Meet Target

Student Group	Academic Achievement		Graduation Rate	School Quality
	ELA/Reading	Mathematics		
% of Targets Met	38% (5 out of 13)		100% (1 out of 1)	100% (1 out of 1)
All Students	✓	✗	✓	✓
African American	n/a	n/a	n/a	n/a
Hispanic	✓	✗	n/a	n/a
White	✗	✗	n/a	n/a
American Indian	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a
Economically Disadvantaged	✓	✗	n/a	n/a
Emergent Bilingual (EB) / English Learners (EL)	n/a	n/a	n/a	n/a
Receiving Special Education Services	✗	n/a	n/a	n/a
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a
Continuously Enrolled	✗	✗	n/a	n/a
Non-Continuously Enrolled	✓	✓	n/a	n/a

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

CLOSING THE GAPS

Rating



79 out of 100

Closing the Gaps tells us how well a district is ensuring that all student groups are successful.

TELL ME MORE

Closing the Gaps Calculation

Component	Score	% of Grade
Academic Achievement	21.1	55.6%
Graduation Rate	11.1	11.1%
School Quality	33.3	33.3%
Total	66	100.0%

TELL ME MORE

School Climate and Culture

Climate and Culture Summary

O'Donnell ISD 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 and a counselor at the elementary so this year, we have a person going to elementary part time. 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 2021 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.

TCLAS, ESSER I, II and III Funds are being utilized to support tutoring to close gaps since the closure of the school due to the pandemic.

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 2022-2023 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.

Identified Needs

1. STAAR Met standard performance is 72% approaches, 40% Meets and 14% Masters in 2022.
2. 48% of students in grades 3 -8 met grade level standard on the STAAR Reading test in 2022.
3. 39% of students in grades 3 – 8 met grade level standard on the STAAR Mathematics test in 2022.
4. Use of the TEKS Resource System, Fundamental Five and DATA to make decisions in interventions.
5. Incorporate violence prevention practices that promote positive mental and behavioral health.

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	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Time line	Formative Reviews				
Other Goals										
1,2,5	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)					
5										
1,2,5	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 ESSER/TCLAS	Each 6 Weeks analysis (May)					
5										
1,2,5	Identify students in need of remediation by disaggregation	Teacher Principals	STAAR Reports	Title 1 General Fund	Each 6					

5	of STAAR results and provide remediation addressing specific SE's for individual students in need at Summer School	Counselor		Summer Feeding ESSER/TCLAS	Weeks analysis				
1,2,5	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 ESSER/TCLAS	Ongoing Daily Analysis Each 6 weeks				
5									
5,8	Provide Aligned Instructional Materials to enhance the reading, writing, math, science and ELA curriculum Grades PK – 12.	Principals	Report Cards STAAR Results	General Fund, Title I	Ongoing Daily				
4									
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 ESSER/TCLAS	August 2019 Ongoing analysis each 6 weeks				
4									
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			
Other Goals									
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 Presentati				

					on 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	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Timeline	Formative Reviews
Other Goals						
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	Principals Superintendent	Parent participation	General Fund	2 times yearly	

	and serve on campus committees. Provide Title I compacts and parental involvement policies to all parents.			Title I,A Comp Ed					
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 programs, migrant students, in order to increase the program effectiveness, eliminate duplication and reduce fragmentation of the instructional process	Principals	Lesson Plans, Schedules, Agendas and Minutes of Planning meetings	Title I, Part A funds General Fund Title III Title I,c IDEA	Each 6 weeks analysis				
4,7									
	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/ Time line	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	Sum mer 2020				
8	Offer new teacher training	Principals	Sign – In Sheets for Training	General Fund ESSER/TCLAS	Aug ust 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 ESSER/TCLAS	Sum mer 2020 End of 6 Wee ks				
1,2,5,8	Evaluate culture and climate on campuses	Principals	Walkthrough forms, surveys	General Fund	1 time each seme ster				
1									

✘ - 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 Other Goals	Actions / Strategy	Staff Responsible	Evidence that Demonstrate Success	Resources/ Funding	Results/ Timeline	Formative Reviews			
9 3	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				
9 3	Review and revise the District Emergency Operations Plan	Superintendent	Emergency Operations Plan in Place	General Fund	September 2020				
9 3	Conduct Security assessments and safety checks	Superintendent ESC Staff SRO	ESC Report	General Fund	Ongoing 3 Times Yearly				
9		Principals							

	Communicate Safety Measure to parents and community annually		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: disability harassment and sexual harassment, dating violence, reporting child abuse, bullying and suicide	Principals	Training Documentation	General Fund IDEA	August 2020				
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 SRO	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