

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN



2021-2022

Kevin McCasland
Superintendent

“Grow: Every Student, Every Adult, Every Day, Every Way”

Approved by OISD Board _____

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Goals and Objectives

Goal 1: Olton ISD will improve at the Meets and Masters Grade Levels standard compared to the 2020-2021 STAAR/EOC

Objective 1: Improve district-wide Meets GL standard for all students by 3% and Masters GL by 1%

Objective 2: Subpopulations will improve by 3% at Meets GL standard and Masters GL by 1%

Objective 3: 70% of OISD students will grow a year academically from their 2020-2021 STAAR/EOC

Goal 2: Improve CCMR criteria:

Objective 1: Improve the annual average of ACT scores

Goal 3: Olton ISD will encourage all community stakeholders to work together to achieve a relative, efficient, and effective educational environment for our students.

Objective 1: Provide parental and community involvement opportunities district-wide.

Objective 2: Improve communication and progress of student performance with parents/guardians.

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Goal 4: Olton ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the safety of students, faculty, and staff.

Objective 1: Provide a safe environment for students, staff, and community members by ensuring the MEOP is updated and implemented.

Objective 2: Provide a safe environment for students, staff, and community members by ensuring student social and emotional needs are addressed.

Goal 5: Olton ISD will strive to ensure hired staff are certified or are on track to becoming certified.

Objective 1: OISD will recruit staff that are certified or have education or experience in their area of assignment. OISD will next prioritize recruiting uncertified personnel and providing expectations and a time frame to obtain certification.

Objective 2: OISD will train and retain staff in their area of assignment.

Goal 6: Olton ISD will ensure district budgeting and spending are reflective of funding trends and identified needs.

Objective 1: Ensure budgeting is based on current data and reflective of trends affecting funding.

Objective 2: Ensure a plan that includes budgeting for technology, facilities, and transportation maintenance and improvement is in place.

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Goal 7: Address all system safeguards

- Objective 1: Ensure Special Education students are showing growth in STAAR and STAAR/EOC Math by 3% improvement from the 20-21 STAAR exam.
- Objective 2: Ensure Special Education students are showing growth in STAAR Reading and STAAR/EOC ELA by 3% improvement from the 20-21 STAAR exam.

Goal 8: Early Education

- Objective 1: K-3 Reading performance will improve sufficiently for all students from BOY to EOY assessments
- Objective 2: K-3 Math performance will improve sufficiently for all students from BOY to EOY assessments

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DISTRICT MISSION

“Grow: Every Student, Every Adult, Every Day, Every Way”

We believe the following:

1. We exist to serve the needs of our students.
2. Every employee of the District is important to the success of our educational goals and objectives.
3. Education is a joint venture that requires the involvement of families, churches, and the community.
4. We must educate all students to reach their highest potential and become life-long learners.
5. We should be innovative in the use of all our resources.

Target Populations

Economically Disadvantaged
African American
Hispanic
White
Migrant
Male
Female
At-Risk
ELs
Homeless
Limited English Proficient
Rural and Low Income

Special Programs

Career and Technology Education (CTE)
Dyslexia
ESL
Gifted and Talented (GT)
Pre-K
Special Education
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (Title I)
Title III, Limited English Proficient
Title I, Part C: Migrant
Title II, Teacher & Principal Training & Recruitment (TPTR)

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District Advisory Committee Members

Name	Term	Role
Kori LaDuke	2020-2022	Elementary Parent
Meghan Azam	2021-2023	JH Parent
Michelle Leathers	2021-2023	HS Parent
Laurey Rinney	2021-2023	Elementary Community Member
Rachel Holmes	2021-2023	JH Community Member
Rosemary Peggram	2021-2023	HS Community Member
Andrew Rejino	2021-2023	Elementary Business Member
Dale Falcon	2021-2023	JH Business Member
Terry Martin	2021-2023	HS Business Member
DeAnn McGill	2021-2023	HS Teacher
Clinton Gleghorn	2021-2023	HS Teacher
Jonathan Bullard	2021-2023	HS Teacher
Whitney Stiles	2021-2023	JH Teacher
McKenzie Mcfadden	2021-2023	JH Teacher
Ashlyn Ramage	2021-2023	JH Teacher
Jenny Bett Newsom	2020-2022	Elementary Teacher
Kristi Jones	2021-2023	Elementary Teacher
Sarahi Rodriguez	2020-2022	Elementary Teacher
Jayde Neinast	2021-2023	District-Level Professional
Misty Lassiter	Advisory	Elem Counselor
Erin Marmolejo	Advisory	JH Campus Level Non-Teaching
Angi Martin	2021-2023	HS Campus Level Non-Teaching
Colby Huseman	Advisory	Jr. High Principal
Gregg Ammons	Advisory	High School Principal
Stacie Ramage	Advisory	Elementary Principal
Terri Sandoval	Advisory	Federal Programs Director
Kevin McCasland	Advisory	Superintendent

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Goal 1: Olton ISD will improve at the Meets and Masters Grade Levels standard compared to the 2020-2021 STAAR/EOC

Objective 1: Improve district-wide Meets GL standard for all students by 3% and Masters GL by 1%

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Staff Development Focused on Tier I Instructional Improvement: <ul style="list-style-type: none"> ● Curriculum Contract Services (ESC17) for teachers, counselors, and admin ● Curriculum, Planning, Assessment, and Instructional Improvement Training provided for admin, teachers, and support staff. It will be provided by organizations, consultants, admin staff, and teachers as appropriate ● Training aimed at incorporating collaborating, reading, writing, and speaking about content in an effort to implement ELPS and improve English Language Proficiency ● Lesson Planning Requirements and Training ● District Strategic Plan Implementation 	Principals, Supt., Fed/Spec Prog Coord, Instructional Coach	Ongoing	Local Title Funds Grants ESSER Funds	Attendance sheets Walkthrough Evidence Benchmarks / SE Checks Admin Meeting Planning	STAAR Results Walkthrough Reflections
Provide differentiated courses and opportunities: <ul style="list-style-type: none"> ● Begin with a BOY assessment for all campuses and grade levels to gauge student current levels of performance ● Accelerated Instruction provided for all students that are determined in need ● Accelerated reading and math on the elementary campus ● GT Pullout Program 	Principals, Supt., Fed/Spec Prog Coord, Teachers	Aug - June	Local Title Funds Grants Technology Devices Internet Resources ESSER Funds	BOY assessment data 6 weeks grades SE Check Data Progress monitoring tools	Local Assessment STAAR/EOC

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<ul style="list-style-type: none"> ● STAAR/EOC summer and school year courses and programs as needed ● RTI pullout/push in programs ● Dyslexia services ● English Language Learners will have opportunities to read, write, and speak about the academic content 					
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Objective 2: Subpopulations will improve by 3% at Meets GL standard and Masters GL by 1%

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention <ul style="list-style-type: none"> ● Begin with a BOY assessment for all campuses and grade levels to gauge student current levels of performance ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not passing STAAR/EOC ● Conduct post-assessment data analysis meeting and build action plans ● Track individual student progress on local and state assessments to ensure students of all populations are showing academic growth ● Identify and Track progress of ELL students to ensure language and academic progress is being made to bridge the achievement gap 	Principals, teachers	Aug - May	Local Title Funds Grants ESSER Funds	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC	STAAR/EOC TAPR

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<ul style="list-style-type: none"> ● Lesson Planning Requirements and Training ● District Strategic Plan Implementation ● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment ● Identify migrant students' families ● Migrant student services and tutorials after school and summer school ● Migrant student progress will be monitored and interventions provided ● Small class sizes and additional support provided to Pre-K ● Additional staff to support RTI initiatives primarily targeting special and sub populations ● Accelerated Instruction provided for all students that are determined in need 					
Provide quality instruction by hiring employees who are SBEC certified or who demonstrate proficiency in their respective area(s) and can become SBEC certified.	Supt, Principals, Fed/Spec Prog Coord	Ongoing	Local Title Funds Grants ESSER Funds	College Transcripts, SBEC certifications, experience, monitor progress toward certification	Percent of staff who are SBEC certified STAAR/EOC Certifications
Provide instructional support staff and volunteers to facilitate small group intervention and support	Supt, Principals	Ongoing	Local Title Funds Grants ESSER Funds	College Transcripts, SBEC certifications, experience	Percent of staff who are SBEC certified STAAR/EOC
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress	Principals, Teachers	August – July	Local Title Funds Grants	Lesson Plans Walkthrough notes	STAAR/EOC

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<ul style="list-style-type: none"> ● Education Galaxy ● Textbooks ● iStation ● RTI 3 Tier Model ● Think Through Math ● Study Island ● FASTMATH ● Edgenuity ● Edmentum ● News ELA ● Other relevant and/or prescriptive programs ● Chromebooks 			ESSER Funds	Program data on student progress SE Checks / Benchmarks Progress monitoring tools	
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Objective 3: 70% of OISD students will grow a year academically from their 2020-2021 STAAR/EOC

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention <ul style="list-style-type: none"> ● Begin with a BOY assessment for all campuses and grade levels to gauge student current levels of performance of accountability. ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not passing STAAR/EOC ● Conduct post-assessment data analysis meeting and build action plans 	Principals, teachers	Aug - May	Local Title Funds ESSER Funds	Benchmark tests and SE Checks Progress monitoring tools and programs Prior year STAAR/EOC	STAAR/EOC TAPR

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

<ul style="list-style-type: none"> ● Track individual student progress on local and state assessments to ensure students of all populations are showing academic growth ● Tutorials and intervention courses during the school day for struggling learners identified through local formative and summative assessment ● Use technology and programs to provide differentiated opportunities to learn as well as data on student progress 					
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Goal 2: Improve CCMR criteria

Objective 1: Improve the annual average of ACT average

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	<i>Summative Evaluation</i>
<ul style="list-style-type: none"> ● 45 minutes of ACT Prep each day. ● Timed ACT practice testing ● Test taking strategies 	Principal, Counselor, and the ACT team	Aug-May	ACT Prep Manuel Recent Test	Benchmark in October Daily checks	ACT average, Dual Credit students and ACT average, full group

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Goal 3: Olton ISD will encourage all community stakeholders to work together to achieve a relative, efficient, and effective educational environment for our students.

Objective 1: Provide parental and community involvement opportunities district-wide.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide opportunities to become involved as an advisory in district decision making and programs: <ul style="list-style-type: none"> ● Campus SBDM Committee meetings for open forum ● District SBDM Committees meetings for open forum ● Community Surveys for parent and student feedback ● SHAC ● ESC 17 Trainings for parents / community ● SS&SC (Safety Team) ● Parent-teacher organizations such as ABC, 4-H, and booster clubs ● Visitor friendly policies and procedures 	Supt. Fed. Prog. Dir. & Principals	Ongoing	Local Grants Federal Funds	Plans & Surveys	Accomplishments, Input & results of Plans & Surveys.
<ul style="list-style-type: none"> ● Enter into agreements with businesses and organizations that express interest in promoting student success and experiences 	Supt. Principals CTE Teachers	Annually	Local Grants	Site observations	Accomplishments, Input & results of visits & Surveys.

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Objective 2: Improve communication and progress of student performance with parents/guardians.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Communicate with all stakeholders regarding opportunities for involvement and updates regarding student progress. <ul style="list-style-type: none"> ● School Messenger ● Parent Portal ● District Website ● Social Media ● Website and Apps ● Grade Reports ● Special Announcements (Letters) ● Updated Calendars & Newsletters ● Various Public Meetings 	Supt. Fed. Prog. Dir. & Principals	Ongoing	Local Federal Funds Grants	Plans & Surveys	Accomplishments, Input & results of Plans & Surveys.

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Goal 4: Olton ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the safety of students, faculty, and staff.

Objective 1: Provide a safe environment for students, staff, and community members by ensuring the MEOP is updated and implemented.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure the MEOP is updated and implemented. <ul style="list-style-type: none"> ● Train employees, parents, community members, and students in the Multi-hazard Emergency Operations Plan. ● Involve stakeholders as an advisory (SS&SC) ● Schedule and run safety drills ● Communicate regularly concerning safety concerns and updates to procedures 	Superintendent Safety Coordinator Principals	BOY, MOY, Summer	Local Grants ESC 17 Federal Funds	BOY and MOY MEOP meetings and analysis of safety issues Training Agendas	Final Summer Meeting Certificates
Train the approved concealed carry team	Supt, Principals School Guardian	Year round	Local Grants Federal Funds	Year long training plan	Credentials approved according to local policy
Install, maintain, and upgrade equipment as needed: <ul style="list-style-type: none"> ● Implement security monitoring and entry access systems ● District-wide communications systems 	Same	Ongoing	Local Grants Federal Funds	Completion of Project	Completion of Project

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Objective 2: Provide a safe environment for students, staff, and community members by ensuring student social and emotional needs are addressed.

Provide character education, counseling, and career guidance Utilization of SafeSchools trainings	Counselors, Principals, teachers	Six Weeks	Local Grants	Analysis of student participation and discipline referrals	Analysis of student participation and discipline referrals
Increase awareness among all staff and students of issues regarding: <ul style="list-style-type: none"> ● Drug use prevention ● Child abuse ● Unwanted physical or verbal aggression ● Sexual harassment and abuse ● Cyberbully Hotline ● Other forms of bullying ● Suicide Prevention ● Other social and emotional issues that arise 	Supt, Principals, Counselors	Six Weeks	Local Grants	Incidents reported each 6 weeks	PEIMS incidents reports

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Goal 5: Olton ISD will strive to ensure hired staff are certified or are on track to becoming certified.

Objective 1: OISD will recruit staff that are certified or have education or experience in their area of assignment. OISD will next prioritize recruiting uncertified personnel and providing expectations and a time frame to obtain certification.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide quality instruction by attracting and hiring qualified employees <ul style="list-style-type: none"> ● Attend job fairs and opportunities to interact with prospective candidates ● Build partnerships with local Universities and Colleges to gain exposure for OISD ● Increase pay in the form of salary raises ● Advertise jobs and pay on the website, regional websites, and through district recruitment fliers and social media channels ● Use flexible hiring with non-certified teachers as permitted in the Local Innovation Plan and provide support for employees to become SBEC certified 	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Local Federal Funds Grants ESSER Funds	College Transcripts, SBEC certifications experience, monitor progress toward certification Job fair recruits	Percent of staff who are SBEC certified TAPR Turnover Rate Exit Interviews
Strive to have 100% of courses and grade levels taught by SBEC certified teachers <ul style="list-style-type: none"> ● Assist with exams/fees ● Make assignments of teachers to areas of qualifications ● Make individualized plan for any teacher not certified ● Create provisions to allow people to obtain certification while teaching under a local permit 	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Local Federal Funds Grants ESSER Funds	Local Compliance reporting	Local Compliance reporting

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Objective 2: OISD will train and retain staff in their area of assignment.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure all staff receive high quality professional development opportunities <ul style="list-style-type: none"> ● Training is based on needs ● Training is intensive, sustained, research-based ● Provide leadership training opportunities that may lead to advancement in the district ● Provide mentoring for new staff and teachers ● Organize the district calendar to provide staff development days 	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Title funds, local ESC 17 contract ESSER Funds	Staff Development Calendar	STAAR/EOC Employee Surveys
Retain teachers and staff <ul style="list-style-type: none"> ● Increase pay in the form of salary raises, incentive and retention-based pay ● Ensure training for relevant job performance ● Give employees opportunities to participate in decision making through DAC, CAC, SHAC, and other committees 	Superintendent, Principals, Fed/Spec Prog Coord.	Ongoing	Local Title Funds Grants ESSER Funds	New hires Job fair recruits TAPR Turnover Rate Exit Interviews	Personnel files SE Checks Evaluations

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Goal 6: Olton ISD will ensure district budgeting and spending are reflective of funding trends and identified needs.

Objective 1: Ensure budgeting is based on current data and reflective of trends affecting funding.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure district compliance with financial principles and requirements is occurring (i.e. internal / external controls, FIRST, FASRG, etc)	Supt., Bus. Mgr., School Board	Ongoing	All Funds	Use Accountability of DIP Goals, Surveys & Meetings for input.	Financial Audit Report
<p>Ensure budgeting is based on current data and trends</p> <ul style="list-style-type: none"> ● Re-run template each six weeks with updated enrollment and coding to monitor projected end-of-year alignment with original budget ● Project enrollment, attendance, and special program enlistment for budgeting practices ● Consult with ESC 17 and hired support on a regular basis ● Ensure staffing patterns and program offerings are reflective of student enrollment trends and enlistment in programs ● Remain involved in organizations that are providing updates on legislative action and issues affecting school budgeting 	Supt., Bus. Mgr., School Board	March-July	TAPR Surveys SIS Software All Funds	Finance Consultant Board Updates and Discussions Running of updated templates Comparing updated budget/revenue	Final SOF vs Expenditures Adjustments to future budget Financial Audit Report FIRST Report

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Objective 2: Ensure a plan that includes budgeting for technology, facilities, and transportation maintenance and improvement are in place.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>Develop a plan and budget for technology, facility and transportation maintenance and upgrades:</p> <ul style="list-style-type: none"> ● Build a needs assessment of flooring, roofing, transportation, technology, and other facility needs ● Determine annually a needs assessment for technology replacements and rotation plans ● Determine an order of implementation and improvement ● Continued use of fund 198 and ensure funds are transferred into and spent out of it according to the technology, facility, and transportation plan 	<p>Supt., Bus. Mgr., Maint and Transportation Directors., School Board</p>	<p>Ongoing</p>	<p>All Funds</p>	<p>Use Accountability of DIP Goals, Surveys & Meetings for input.</p>	<p>Facilities Improvement Plans. (FIP)</p>

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Goal 7: Address all system safeguards

Objective 1: Ensure Special Education students are showing growth in STAAR and STAAR EOC Math by 3% improvement from the 20-21 STAAR/EOC assessment.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention <ul style="list-style-type: none"> ● Begin with a BOY assessment for all campuses and grade levels to gauge student current levels of performance of accountability. ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC ● Track individual student progress on local and state assessments to ensure students are showing academic growth ● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment ● Ensure adequate staffing to support RTI initiatives targeting special education populations 	Principals, teachers	Ongoing	Local Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC RTI progress monitoring data	STAAR/EOC TAPR Progress monitor data
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress <ul style="list-style-type: none"> ● Education Galaxy ● RTI 3 Tier Model ● Think Through Math ● Study Island ● FASTMATH ● Edmentum ● News ELA ● Other relevant and/or prescriptive programs 	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools Implementation of training	STAAR/EOC

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<ul style="list-style-type: none"> ● Chromebooks ● Speaking, Reading, and Writing the standards 					
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Objective 2: Ensure Special Education students are showing growth in STAAR Reading and STAAR EOC ELA by 3% improvement from the 20-21 STAAR/EOC assessment.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention <ul style="list-style-type: none"> ● Begin with a BOY assessment for all campuses and grade levels to gauge student current levels of performance of accountability. ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC ● Track individual student progress on local and state assessments to ensure students are showing academic growth ● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment ● Ensure adequate staffing to support RTI initiatives targeting special education populations 	Principals, teachers	Ongoing	Local Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC RTI progress monitoring data	STAAR/EOC TAPR Progress monitor data
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress <ul style="list-style-type: none"> ● Education Galaxy ● RTI 3 Tier Model ● Think Through Math ● Study Island ● The Reading Strategies Curriculum 	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks	STAAR/EOC

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<ul style="list-style-type: none"> ● Edmentum ● News ELA ● Other relevant and/or prescriptive programs ● Chromebooks ● Speaking, Reading, and Writing the standards 					Progress monitoring tools Implementation of training
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Goal 8: Early Education

Objective 1: K-3 Reading performance will improve sufficiently for all students from BOY to EOY assessments

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	<i>Summative Evaluation</i>
<ul style="list-style-type: none"> ● Provide small group instruction in addition to push in and pull out intervention opportunities. 	Principal Teachers Support Staff	August 2021-May 2022	Local Title Funds	SE Checks Unit Tests Benchmark Tests State Assessments	McClass Testing Acadience Testing I-Station: Reading
<ul style="list-style-type: none"> ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR. 	Principal Teachers Support Staff	August 2021-May 2022	Local Title Funds	SE Checks Unit Tests Benchmark Tests State Assessments	McClass Testing Acadience Testing I-Station: Reading STAAR
<ul style="list-style-type: none"> ● HP Webb ELAR teachers will implement the Wilson Language Foundations Program. 	Principal Teachers	August 2021-May 2022	Local Title Funds	SE Checks Unit Tests Benchmark Tests State Assessments	McClass Testing Acadience Testing I-Station: Reading STAAR

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Objective 2: K-3 Math performance will improve sufficiently for all students from BOY to EOY assessments

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Provide small group instruction in addition to push in and pull out intervention opportunities. 	Principal Teachers Support Staff	August 2021-May 2022	Local Title Funds	SE Checks Unit Tests Benchmark Tests State Assessments	McClass Testing Acadience Testing I-Station: Math
<ul style="list-style-type: none"> Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR. 	Principal Teachers Support Staff	August 2021-May 2022	Local Title Funds	SE Checks Unit Tests Benchmark Tests State Assessments	McClass Testing Acadience Testing I-Station: Math STAAR

Comprehensive Needs Assessment

Olton is a rural district with three campuses. The enrollment is 599 students. OISD is 73% economically disadvantaged. Approximately 17% of learners are English Language Learners. Approximately 8.5% of students are receiving special education services. The District received a “B” rating for 2019 with identified needs in Domain II academic growth and Domain III for subpopulations performing on grade level in reading and math. The District’s three campuses: Webb Elementary, Olton High School and Olton Jr. High received Met Standard ratings from the state for 2019. Webb Elementary received an identification for additional targeted support in Domain III. Webb received an accolade for academic achievement in Science. Junior High received an identification for targeted support. Junior High received accolades for academic achievement in Science and ELAR, Top 25% comparative academic growth, and post-secondary readiness. High school received accolades for academic achievement in Science and ELAR as well as post-secondary readiness.

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Comprehensive Needs Assessment Summary

2021-2022

Utilized Data Sources: These will automatically populate from your CNA worksheets

STAAR/EOC	TAPR	TxSchools.gov
	Surveys	TAPR
TxSchools.gov		Surveys
Discipline Data		
TxSchools.gov		
		Inventories
Data Sheets on Equipment	Infrastructure and Budget	Visual Inspection

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	2021 STAAR Performance Participation Rate - 99%	2019 Meets Grade Level was 42% (dropped to 38%)	
	District-Wide Meets Grade Level was 38% compared to state 41%	Percentage of students meeting English Language Proficiency	
	District-Wide Masters Grade Level was 15% compared to state 18%	Average Years Experience of Teachers was 14.8 in 2019 (hired multiple teachers new to profession and had multiple	Explained in Template

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		experienced teachers retire)	
Staff Quality	Professional development is provided and reinforced throughout the year	Average Years Experience of Teachers was 14.8 in 2019 (hired multiple teachers new to profession and had multiple experienced teachers retire)	
	Recruited Teachers who are Local to Olton, Tx	High difficulty hiring certified teachers	
	Provided salary increases for all employees in 21-22 (\$1,500 for teacher pay schedule)	Avg Teacher Salary in 2019 was approx \$8,500 below state average	Explained in Template
School Climate/ Safe & Healthy Schools	People are satisfied with working conditions and feel their work is rewarding	Consistency in discipline	
	Buildings are well maintained and safe and resources are available	Facility Upgrades	
	Strong rapport among employees and leadership	Technology Upgrades	Explained in Template
	Very low rate of ISS and DAEP placements	Competitive Salary	
	Guardians, Cameras, automated doors, and new intercom systems	Harassment / Bullying issues will continue to be addressed / improved	
	Students feel safe at school	Student Social / Emotional needs	
College & Career Readiness/	100% of Students graduate in 4 years compared to state 90.3%	Annual ACT Average of 17.45	

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Graduation/ Dropout Reduction	# Students enrolled in Dual Credit remains high		Explained in Template
	# Students earning certifications remains high		
Family and Community Involvement	People feel welcome on campuses	People do not feel as strongly that their child's homework is meaningful	
	People feel their child is safe at school	Communication with the home	
	People feel home-school relationship is positive		Explained in Template
	People feel discipline is fair		
District/Campus Commitments	Facilities are clean and well-maintained	Roofing repairs / replacements	
	New HVAC in 2012	HVAC improvements for older units	
	Upgraded several school buses and white fleet vehicles	Tennis Court Upgrade	Explained in Template
	Abated / Sealed multiple Asbestos Locations	District Technology Upgrades (Staff Devices)	
	Fund balance is healthy	Continue to update flooring district-wide	
	Strong representation of technology devices		

OLTON INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Comprehensive Needs Assessment Summary

NOTE: *Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.*