

# **Olfen ISD**

## **District/Campus Improvement Plan**

### **2018-2019**



**11/13/2018**

**Date of School Board Approval**

#### **Nondiscrimination Notice**

Olfen ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act programs, in accordance with Title VI of the Civil Rights Act of 1973; as amended.

## Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

Olfen ISD believes that all children can learn. We are committed to providing quality educational opportunities for all students since children are our greatest natural resource and our future. Our children will be provided a positive and challenging environment which fosters self-motivated, responsible, life-long learners. Education at Olfen ISD is a partnership accomplished through the dedicated teamwork of parents, students, community and church members, and the staff.

## Vision

Be an educational haven where all students may be successful learners.

# District/Campus Improvement Planning and Decision-Making Committee

<b>Name</b>	<b>Position</b> (Parent, Business, Community, Teacher, etc.)	<b>Signature</b>
Blake Brenda	Office Manager	
Clark, Renee	Counselor	
Eisenbach, Connie	Teacher	
Fisher, Debbie	Parent	
Hoelscher, Russell	Tech. Director	
Lazarus, Sherril	Teacher	
Pittman, Mark	Teacher	
Ortega, Darlene	Parent	
Paceley, Lizette	Principal	
Parks, Laura	Teacher	
Parks, Timothy	Teacher	
Rose, Glenda	Community	
Schroeder, Debra	Teacher	
Williams, Darla	Library	
Zamora, Gabriel	Superintendent	

# THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
--	--	---	---

# DISTRICT ESSA REQUIREMENTS

**Equity Plan** [ESSA Sec. 1112(b)(2)]: The campus Equity Plan is filed with TEA. A digital copy is available at the following URL:

[https://s3.amazonaws.com/scschoollfiles/261/olfen\\_isd\\_equity\\_plan\\_2018-2019.pdf](https://s3.amazonaws.com/scschoollfiles/261/olfen_isd_equity_plan_2018-2019.pdf) For a hard copy of Equity Plan please contact district staff at 325-442-4301.

**Poverty Criteria** [Sec. 1112(b)(4)]:

Olfen ISD determines Title I eligibility and rank/serve order through a composite of the following measures:

- *Most recent census data*
- *Number of children eligible for free and reduced-price lunches*
- *Number of children in families receiving assistance (i.e. TANF)*
- *Number of children eligible to receive Medicaid*
- *Composite of the above measures, or*
- *Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program.*

**Schoolwide Programs** [Sec. 1112(b)(5)]: *(Provisional plan pending approval of grant amendment)*

The district plans to employ a teacher facilitator that will served to improve the overall effectiveness of the district's teachers. Since Olfen ISD is a single-campus district with a high rate of eligible students it would be beneficial to implement a school wide program. If amendment is approved the district plans on implementing strategies such as teacher stipends and utilizing Region 15 expert consultants to improve the overall performance teachers, staff, and students.

**Targeted Participants** [Sec. 1112(b)(6)]: *Targeting At-Risk Students is the main goal of our Targeted improvement plan. As a small single-campus district, Olfen ISD At-Risk student body make up half of the school's population. Determining the At-Risk status of students is done by committee that reviews all qualifying indicators, such as: McKinney-Vento Homeless Status, Foster-care, SCE status, and Students who have previously failed a grade or STAAR exam, etc.*

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

# State Compensatory Education

**This district has written policies and procedures to identify the following:**

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

**Total FTEs funded through SCE at this District/Campus:** 90.5 as per 2017-2018 State Compensatory Education Enrollment Report

**The process we use to identify students at-risk is:** Parents/Students are required to complete an annual student application that includes state and local forms with measures utilized to identify students that meet established eligibility criteria. A committee comprised of qualified individuals review all of the students' documents and determine eligibility.

**The process we use to exit students from the SCE program who no longer qualify is:** 100% of the district's students are reviewed for eligibility. Students who no longer meet established eligibility criteria are exited appropriately.

## State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	54%	33%	77%	46%	47%	65%	33%	50%	50%	50%	50%	50%	100%	67%	75%
Students Not At-Risk	77%	59%	98%	77%	64%	88%	100%	78%	88%	67%	78%	91%	75%	50%	100%

	Drop Out Data		Completion Data	
	2015-2016	2016-2017	2015-2016	2016-2017
Students At-Risk	0%	0%	N/A	N/A
Students Not At-Risk	0%	0%	N/A	N/A

**State Comp Ed funds are used for Kindergarten-2<sup>nd</sup> grade and will be evaluated based on the progress displayed by students on TPRI and locally developed criteria.**

**The comprehensive, intensive, accelerated instruction program at this district/campus... consists of an entire day of school tutorials (if necessary) for at-risk/school-wide students in the form of our "Optional Day" as designed in our "4-Day Option" calendar. In addition, the district has implemented a school-wide acceleration program utilizing Odysseyware to build/strengthen a Reading and Math foundation. Enrichment activities are conducted on our Optional Days in order increase morale and reduce the risk of students dropping out of school.**

**Upon evaluation of the effectiveness of this program the committee finds that... the Olfen School posted the highest scores in the district's history on the state accountability system. The Olfen School earned every Distinction for which it was eligible for in 2018. Surveys conducted this school year indicate that the staff, parents, community members, and students feel excellent progress been made at closing performance gaps at the Olfen School.**

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

*(Pending approval of grant amendment) Olfen School is a single-campus district, thus all funds are already consolidated.*

<b>Federal</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
Title I, Part A- Improving Basic Programs	\$38,939
Title II, Part A- Supporting Effective Instruction	\$5,202
SRSA (REAP)	\$18,485
<b>State</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
TXVSN Grant	\$20,065
Technology Lending Grant	\$12,770
State Compensatory Education	\$99,709
Gifted/Talented	\$2,785
Bilingual Education	\$3,296
<b>Local</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>

# Comprehensive Needs Assessment Attendees

Date(s): 08/30/2018

<b>Name</b>	<b>Position</b> (Parent, Business, Community, Teacher, etc.)	<b>Signature</b>
Blake Brenda	Office Manager	
Clark, Renee	Counselor	
Eisenbach, Connie	Teacher	
Fisher, Debbie	Parent	
Hoelscher, Russell	Tech. Director	
Lazarus, Sherril	Teacher	
Pittman, Mark	Teacher	
Ortega, Darlene	Parent	
Paceley, Lizette	Principal	
Parks, Laura	Teacher	
Parks, Timothy	Teacher	
Rose, Glenda	Community	
Schroeder, Debra	Teacher	
Williams, Darla	Library	
Zamora, Gabriel	Superintendent	

# Comprehensive Needs Assessment Summary 2018-2019

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• TAPR Reports</li> <li>• A-F Accountability System</li> <li>• DMAC Data</li> <li>• CNA Results</li> <li>• PTO Meetings</li> <li>• Summary of Finance Data</li> <li>• Local Records</li> <li>• Surveys</li> <li>• Staff Meetings</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics Student Achievement</b>	<p>All Students: Earned an 82 out of 100 in the Student Achievement Section of new accountability system.</p> <p>Ethnicity: Minority students scored well, outperforming the state average in most areas.</p> <p>Economically Disadvantaged: 78% of exams taken by ED students were passed.</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)</p> <p>At-Risk: Our At-Risk Students made significant improvement in Reading, Math, and Social Studies over the previous school year. This places us above the state average.</p>	<p>All Students: Although our overall passing rate was good, we slightly below the state average in regard to “meets and masters” grade level performances.</p> <p>Ethnicity: Students of white descent failed to achieve the state’s required passing % for their demographic.</p> <p>Economically Disadvantaged: Although our overall passing rate was good, we were below average in regard to “meets and masters” grade level performances.</p> <p>Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)</p> <p>At-Risk: Performance on Writing and Science exam stayed remained the same and was below the state average</p>	<p>Improving the % of students that pass the exams with “meets and/or masters” is a major priority. We intend to accomplish this by implementing a comprehensive data-driven program that will focus on filling learning gaps of all students. This will be accomplished by utilizing our Optional Days to provide tutoring and assistance to all students. In addition, the Olfen School will expand its technology lending program to provide students with an opportunity to continue improving at home via laptops and internet hotspots (if necessary). The district will also contract with our Service Center for curriculum consultants in an effort to maximize our teachers’ abilities. Furthermore, for the first time in district history we will hire a “Teacher Facilitator” to help improve the overall effectiveness of our teachers.</p>
<b>School Culture and Climate</b>	<p>The overall school culture and climate is a positive one, coming off one of the district’s most successful years ever.</p>	<p>Work is required on improving the pessimistic attitudes of some employees. In addition, gossip has become a concern among staff.</p>	<p>We will work together to improve communication and better enable everyone to voice their concerns. We will bring in external consultants to stop negativity.</p>

# Comprehensive Needs Assessment Summary 2018-2019

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li style="width: 33%;"><ul style="list-style-type: none"><li>• TAPR Reports</li><li>• A-F Accountability System</li><li>• DMAC Data</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• CNA Results</li><li>• PTO Meetings</li><li>• Summary of Finance Data</li></ul></li> <li style="width: 33%;"><ul style="list-style-type: none"><li>• Local Records</li><li>• Surveys</li><li>• Staff Meetings</li></ul></li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality / Professional Development</b>	We are coming off the highest performing year ever. All of our staff earned at least proficient on their evaluations.	Staff professional development in their specific subject area has room for improvement.	Improving overall staff effectiveness is imperative. We plan on doing this with the help of consultants and the addition of a teacher facilitator.
<b>Curriculum, Instruction, Assessment</b>	Olfen School earned all of the Distinctions that we were eligible for this year. Making us 1 of only 3 campuses in our region to do this.	The level of instruction at our elementary grades is below our expectations.	Focus will be placed on improving the abilities of our elementary teachers. The teacher facilitator will make a strong effort to implement strategies that benefit At-Risk.
<b>Family and Community Involvement</b>	We have a strong support of our parents and community members. Optional Days provide excellent opportunities for involvement.	The community members level of participation could improve.	The district will make a strong effort to invite/ involve the community in school events and activities. Funds will be used to increase involvement.
<b>Technology</b>	The technology at Olfen has been completely upgraded. Our staff and students have some of the best tools available at their disposal.	We have not done enough to provide training opportunities to our staff and community regarding technology.	We will provide opportunities to our parents and community members to receive training on the tools we have available at our district.
<b>Additional Information</b>	The use of motivational speakers to share their stories with our staff and students will be considered on a case-by-case basis. The district will also benefit from continuing to improve the student clubs and organizations.		

**Goal 1:** All students will attain maximum student achievement through relevant and rigorous instructional programs.

**Objective 1:** By May, 2019, 85% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

**Summative Evaluation:** 85% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2	Core subject teachers Principal	Every 4 weeks	State, SCE, SRSA, Title	Tutorial attendance records (Optional Fridays, Tech Apps)	Improved 9-week report card grades  Reduced failure rate
Provide curriculum digital program that will reinforce / teach students core subject curriculum. Expand upon our technology lending program to maximize this initiative	2, 3	Core subject teachers Principal	Every 4 weeks	State, SCE, SRSA, Title	Program Data Records	Improved performance on Benchmarks and STAAR exams; adequate growth

**Objective 2:** Student attendance will be at 95% or higher in order to maximize instructional time.

**Summative Evaluation:** The attendance percentage will be closely monitored during the year and documented at EOY meetings

Encourage high attendance by implementing a multilayer strategy of encouragement, incentives, and appropriate truancy consequences.	2, 3	Core subject teachers Principal	Every 4 weeks	State, SCE, SRSA, Title	TXEIS Attendance %	Surveys and passing rates
---	------	------------------------------------	---------------	-------------------------	--------------------	---------------------------

**Objective 3:** All students which participate in TPRI will be reading at grade level before the year concludes

**Summative Evaluation:** 100% of students will pass the TPRI by at a minimum achieving grade level proficiency

1. Utilize E-Readers, and emphasize the importance of reading. Ensure students are provided with guidance and that any required accommodations are identified and implemented.	2	Core subject teachers Principal	Every 9 weeks	State, SCE, SRSA, Title	TPRI Results	Improved performance on reading and total comprehension as seen on TPRI and/or other locally utilized programs.
--	---	------------------------------------	---------------	-------------------------	--------------	---

**Objective 4:** 30% percent of students will achieve meets grade level and with at least 15% earning Masters on STAAR exams.  
**Summative Evaluation:** 2019 Accountability results will result in the district/campus earning an A as a result of performance

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ensure that our advanced students achieve results by providing a challenging curriculum (to include supplemental programs and instructional tools) and a Gifted and Talented program	2, 3	Teachers Counselor Principal	Every 4 weeks	State, SCE, SRSA, Title	Computer Program Data	2019 Accountability will result in meeting or exceeding objective

**Objective 5:** Adequate yearly progress as defined by TEA will be attained by 90% of students who participate in STAAR.  
**Summative Evaluation:** 2019 Accountability results will result in the district/campus earning an A as a result of performance

Encourage high attendance by implementing a multilayer strategy of encouragement, incentives, and appropriate truancy consequences.	2, 3	Teachers Counselor Principal	Every 4 weeks	State, SCE, SRSA, Title	TXEIS Attendance %	Surveys and passing rates
---	------	------------------------------------	---------------	-------------------------	--------------------	---------------------------

**Objective 6:** K-12 Curriculum will continually be improved with an emphasis on the newly established grades (9- 12th) and the newly founded Dual Credit Academy for Olfen ISD High School students.

**Summative Evaluation:** Freshman will be college ready by passing the TSI and/or earn STAAR equivalent scores; 10-12<sup>th</sup> graders will pass all courses at a successful completion rate of 90%.

Work with service center professionals and college personnel to ensure districts compliance with 9-12th TEC standards and implements a successful dual credit program	1, 2, 3	Teachers Counselor Principal	Quarterly	State, SCE, SRSA, Title	College course success rate, Progress towards FSP with Endorsements	Students will perform well on ACT/SAT and make progress towards earning an Associate degree at same time as HS diploma
---	---------	------------------------------------	-----------	-------------------------	---	--

**Goal 2:** *Technology will continually be upgraded and staff properly trained to integrate into their classrooms and lessons.*

**Objective 1:** *The district will strive to expand the technology lending program to facilitate the use of learning programs, TXVSN courses, and Dual Credit Courses for our students.*

**Summative Evaluation:** *District staff will prove their competency use of learning programs by working performing key tasks on student learning programs as a portion of their formal evaluation process.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue to expand the number of laptops, Chromebooks, and tablets available for students to borrow. Increase the number of MiFi devices to allow access to internet for students that lack access at home.	2	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	Technology Check Records, Progress on	The number of successfully completed online courses and learning program will increase. This will contribute to overall student achievement
Training Consultants will be utilized to develop the staffs' proficiency in the use required programs.	1	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	Student progress on programs, teacher interaction with students and parents	Staff will be comfortable in the proper use of technology as measured during formal evaluations.

**Objective 2:** *Work towards the achieving the capability to administer 100% of STAAR exams via computer.*

**Summative Evaluation:** *All students capable of utilizing computers for administered exams will do so.*

Work towards establishing additional computer labs and ensure current stock of computers and other forms of technology are on a replenishment rotation to ensure equipment does not become outdated all at once.	1, 2, 3	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Biannually	State, SCE, SRSA, Title	100% of eligible students will utilize computers for exams.	Students will be able to take advantage of additional tools that can only be found on computers and therefore scores better on exams
--	---------	--	------------	-------------------------	---	--

**Goal 2:** Technology will continually be upgraded, and staff properly trained to integrate into their classrooms and lessons.

**Objective 3:** Continue to implement computer programs that have proven successful such as Study Island and stay abreast of promising new programs; The use of iPads, PCs/laptops, Chromebooks, and e-Readers will continue to be incorporated and expanded upon.

**Summative Evaluation:** 90% Students will earn adequate progress on exams and pass all their core classes

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1. Actively seek out technologies that will keep us on pace or ahead of Texas school districts.	2, 3	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	Program Reports, Receipts for new technology	Program Goals accomplished, students improve on exams and pass core classes

**Goal 3:** *Parents and Community will be afforded the opportunity to be partners in the education of students.*

**Objective 1:** *Continue to expand the newly established PTO (Parent Teacher Organization), along with a volunteer program, and ensure parents and community members are aware of the opportunities available.*

**Summative Evaluation:** *An end of year survey will show that parents and community members understand the opportunities available to them to become partners and that they are satisfied with progress made in this area.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue to support the PTO and continue to implement volunteer and parental participation program according to policy. Focus on projects/activities as a part of our 4-Day Option that will include parents.	1, 4	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	PTO Meeting Agendas & Minutes, Sign in sheets for involvement events	Increased participation at community/parental involvement events; Increase PTO members
<b>Objective 2:</b> <i>Offer opportunities for parents to attend school functions such as: SHAC, Open House, and Christmas Shows (etc.).</i>						
<b>Summative Evaluation:</b> <i>An end of year survey will show that parents and community members understand the opportunities available to them to become partners and that they are satisfied with progress made in this area.</i>						
Keep parents informed of upcoming events and enable them to join their children in the school environment.	1, 4	Superintendent, Principal, Technology Director, Teachers	Quarterly	State, SCE, SRSA, Title	Meeting Agendas & Minutes, Sign in sheets for involvement events	Increased participation at community/parental
<b>Objective 3:</b> <i>Continue to expand the newly established PTO (Parent Teacher Organization), along with a volunteer program, and ensure parents and community members are aware of the opportunities available.</i>						
<b>Summative Evaluation:</b> <i>An end of year survey will show that parents and community members understand the opportunities available to them to become partners and that they are satisfied with progress made in this area.</i>						
Use data from exams and benchmarks to develop individualized plans that will identify student weaknesses. Provide intervention in the form of programs and hard copy materials to students and parents	1, 4	Superintendent, Principal, Technology Director, Teachers	Quarterly	State, SCE, SRSA, Title	DMAC results of Benchmarks, Student Plans	Program Goals accomplished, students improve on exams and pass core classes

**Goal 4:** *Promote a caring Family-like environment that will result in a safe drug-free environment where learning is maximized.*

**Objective 1:** *Maintain 0% drug related incidents at the district; hold assemblies and events geared towards promoting a family environment and encourage sound decisions.*

**Summative Evaluation:** *Discipline incidents will remain at low levels, with 0% drug related incidents*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ensure all staff makes a constant effort to show they care. Reinforce to students that Olfen ISD is a place where they can feel loved and safe as they learn. Invite guest speakers that will increase student and staff morale	1, 4	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Biannually	State, SCE, SRSA, Title	Maintain records of guest speakers; Maintain records of local assemblies	Reduction in PEIMS and discipline referrals, Climate Surveys
<b>Objective 2:</b> <i>Participate in community and school sponsored events that will allow students to represent Olfen (clubs, extracurricular, competitive events).</i>						
<b>Summative Evaluation:</b> <i>The participation rate of students in these types of event will continue to increase and staff will encourage and support students in their endeavors.</i>						
Communicate with community and county officials to determine in what ways Olfen ISD may participate in events. Find ways of advertising the accomplishments of Olfen ISD.	1, 2, 3, 4	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	Maintain records of events, document participation in community and school events	Climate Surveys, Maintain accomplishments at events
<b>Objective 3:</b> <i>Improve the districts coordinated health program by focusing on our wellness policy and emphasizing physical activity and health.</i>						
<b>Summative Evaluation:</b> <i>Students will have a better understanding of healthy lifestyles and improve on the state Fitnessgram</i>						
Focus on improving students' understanding of healthy practices. Work with the district SHAC in order to evaluate current program and find ways of improving all areas.	1, 2, 3, 4	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	SHAC meeting agendas, PTO and Board Meeting agendas, Fitnessgram data	Climate Surveys, SHAC reports, improved performance on Fitnessgram

**Goal 5:** Retain and/or recruit quality personnel that mirror the values of the Olfen community and ISD’s Mission and Vision.

**Objective 1:** Evaluate the strengths and weaknesses of assigned personnel; implement strategies to improve everyone’s abilities so that 100% of our staff earn at least “proficient” on their evaluation

**Summative Evaluation:** Evaluations and the decisions based on them will result in a lower staff mobility rate and increase morale and retention of state certified, highly qualified staff.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Use T-TESS and T-PESS and locally developed evaluation devices to monitor and establish levels of staff performance. Hold PLC meetings to allow staff to work together toward improvement	1, 2, 3, 4	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	PLC Sign-in Sheets, T-TESS Records	100% state certified and HQ rate maintained this year, Return of staff rate
<b>Objective 2:</b> Provide an environment where employees are satisfied, know they are appreciated and are part of a team/family, while simultaneously implementing an effective professional development program.						
<b>Summative Evaluation:</b> Measure rate of staff return at the end of the year, as well job satisfaction level utilizing climate surveys.						
Work to provide staff with rewards and incentives for striving to be at their best at all times. This includes but is not limited to stipends.	1, 2, 3, 4	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	Financial Records, Staff Surveys	Staff mobility rate

**Goal:** Provide a first-class secondary program designed to enable our students to succeed into Postsecondary education (college, and/or CTE).

**Objective 1:** Work with students in order to provide tools necessary in the form of being college ready and earning dual credit course during grades 9-12<sup>th</sup>; implement proper counseling to provide students with information about careers, higher ed admissions, financial aid, TX grant, Teach for Texas, curriculum choices to prepare for success.

**Summative Evaluation:** Graduation rate, number of college credit hours paid for by district compared to those earned by students; college readiness level.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Continue to expand our dual credit academy, offer additional help to At-Risk Students in an effort to ensure they are successful at the college level and earn an associate degree at Olfen ISD.	1, 2, 3, 4	Superintendent, Principal, Technology Director, Teachers, Library Support Staff, Parents	Quarterly	State, SCE, SRSA, Title	Financial Records, Dual Credit Records, TSI/ACT/SAT data	Students at Olfen will outperform the state average in all of these categories