

Killeen Independent School District
Oveta Culp Hobby Elementary School
2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

School Profile:

Oveta Culp Hobby is a Purple Star-designated elementary school located on Fort Cavazos in Killeen, Texas, and is projected to serve 804 students in grades PK3-3rd during the 2024-2025 school year. This represents an increase of 66 students from the previous year.

Student Demographics

The Demographics of Oveta Culp Hobby Elementary School are:

Student Demographics:

Student Data: 738 Students

Mobility Rate: 42.5%

Grade Level Breakdown:

- 38 Early Early Childhood Special Education (ECSE)
- 97 PreK-3
- 10 Bilingual PreK-3 (10)
- 135 PreK-4 Students
- 133 Kindergarten
- 111 1st-Grade Students
- 116 1st-Grade Students
- 108 3rd Grade Students

Ethnicity:

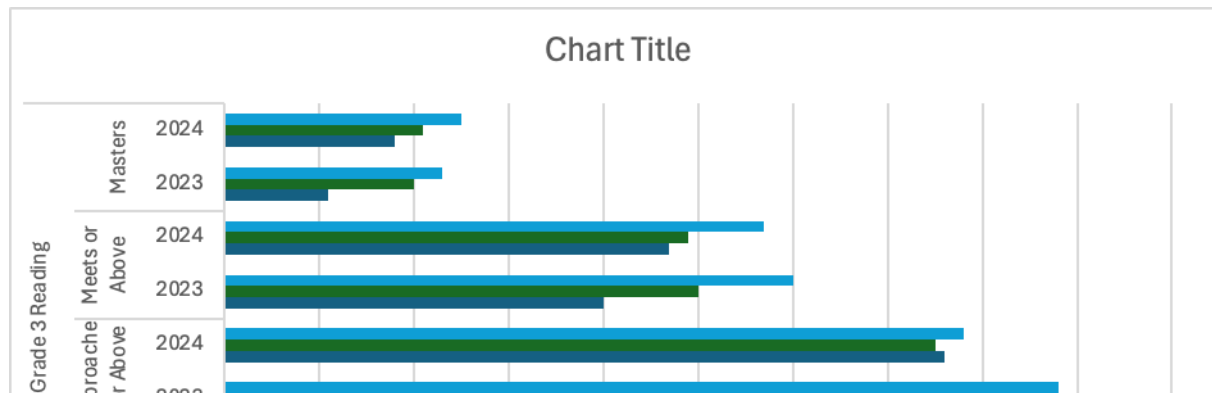
- 32.52% Hispanic (240 students)
- .54% Indian (4 students)
- 1.36% Asian (10 students)
- 21.14% Black (156 students)
- 1.22% Pacific Islander (9 students)
- 31.57% White (233 students)
- 11.65% Two or More Races (86 students)

Gender:

- 50.27% Male (371 students)
- 49.73% Female (367 students)

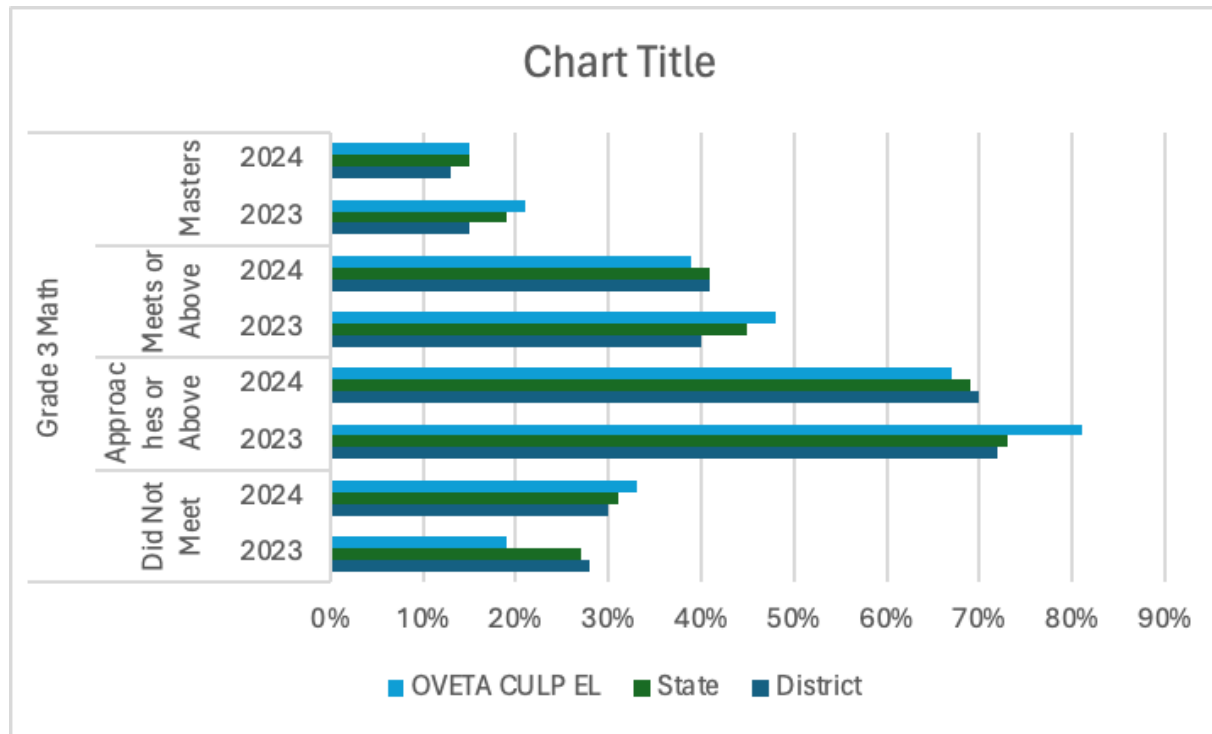
Grade	Assessment	Overall Did Not Meet or (Level 1 for ISIP Assessment)	Overall Approaching or (Level 2 for ISIP Assessment)	Overall Meeting or (Level 3 on ISIP Assessment)	Overall Meeting or (Level 4 on ISIP Assessment)	Overall Masters (Level 5 for ISIP Assessment)
PK-4	BOY Circle Reading			80%		
	EOY Circle Reading		79%			
	BOY ISIP	12%	19%	22%	26%	22%
	EOY ISIP	29%	19%	20%	19%	13%
Kinder	BOY MAP Reading	15%	10%	24%	27%	24%
	EOY MAP Reading	18%	16%	22%	22%	22%
	BOY ISIP	28%	19%	19%	23%	24%
	EOY ISIP	21%	27%	21%	14%	18%
1 st Grade	BOY MAP Reading	14%	8%	36%	24%	18%
	EOY MAP Reading	20%	16%	26%	17%	21%
	BOY ISIP	50%	22%	10%	9%	10%
	EOY ISIP	28%	20%	15%	21%	17%
2 nd Grade	BOY MAP Reading	29%	16%	19%	13%	23%
	EOY MAP Reading	21%	10%	19%	26%	24%
	BOY ISIP	25%	32%	22%	11%	9%
	EOY ISIP	20%	28%	24%	17%	10%
3 rd Grade	BOY MAP Reading	10%	6%	24%	26%	34%
	EOY MAP Reading	13%	9%	18%	37%	23%
	BOY ISIP	26%	18%	21%	22%	13%
	EOY ISIP	16%	19%	21%	20%	23%
	STAAR 2024	22%	78%	57%	N/A	25%

3rd Grade Reading STAAR Data



Grade	Assessment	Overall Did Not Meet	Overall Approaching	Overall Meeting	Overall Meeting	Overall Masters
PK-4	BOY Circle Math			88%		
	EOY Circle Math				96%	
Kinder	BOY MAP Math	14%	7%	23%	23%	33%
	EOY MAP Math	13%	12%	16%	32%	24%
1 st Grade	BOY MAP Math	15%	15%	21%	32%	17%
	EOY MAP Math	20%	16%	26%	17%	21%
2 nd Grade	BOY MAP Math	20%	17%	25%	19%	19%
	EOY MAP Math	17%	22%	24%	21%	16%
3 rd Grade	BOY MAP Math	9%	18%	30%	23%	20%
	EOY MAP Math	17%	13%	16%	33%	21%
	STAAR 2024	33%	67%	39%	N/A	21%

3rd Grade Math STAAR Data



Goal 1.4: All students will graduate from high school ready to enroll in post-secondary education, enlist in the military, and/or enter the workforce.

Tutoring and Supplemental Instruction

In-School Intervention Built into the Master Schedule: We provide additional tutoring sessions and supplemental instruction to help students catch up and master grade-level content. We also utilize volunteer tutors and community resources to expand support.

Before and after school, Saturdays: We offer extra tutoring sessions and supplemental instruction outside regular school hours to further assist students in need.

Response to Intervention (RtI) Process

Universal Screeners and Benchmark Assessments: We use universal screeners and benchmark assessments (assessments may include MAP, Circle Progress Monitoring, and STAAR/Interim results) to identify students at risk of falling behind.

Grade Review

Establish Grade Review Panels: We create grade review panels to assess student performance, particularly for at-risk students. Panels will include teachers, counselors, and administrators to discuss academic standing and recommend necessary interventions.

Student Success Strengths

- **3rd Grade Reading Scores:** On the State of Texas Assessments of Academic Readiness (STAAR) reading, 3rd-grade students scored above the district, state, and regional averages.
- **3rd Grade Math Scores:** 3rd-grade students who scored "Mastered" on the STAAR math exam were at or above the district, state, and regional averages.
- **MAP Reading Achievement:** 3rd-grade students demonstrated the highest achievement in MAP Reading, scoring in the 66th percentile.
- **2nd Grade MAP Growth:** 2nd-grade students demonstrated the highest growth in MAP Reading, achieving scores in the 64th percentile.
- **MAP Math Achievement:** Kindergarten and 2nd-grade students demonstrated the highest achievement in MAP Math, scoring in the 66th percentile.
- **Prekindergarten Math Achievement:** Prekindergarten students were above the district average for Circle Math at the end of the year.
- **Istation Level 1:** 16% of all 3rd-grade students were at Level 1 in Istation.
- **School Safety:** 98% of all stakeholders feel that Hobby Elementary School provides a safe campus for students, parents, and staff.
- **Parent and Family Involvement:** Our parents and families are becoming more involved in school events (during the day and after school/evening).
- **Master Schedule:** Uninterrupted instructional blocks and include intervention and enrichment.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Overall, 3rd-grade math STAAR scores were below the district, region, and state averages. **Root Cause:** The root cause is a lack of teacher clarity and

changes in teaching staff mid-school year.

Problem Statement 2: Although 3rd-grade STAAR reading scores exceeded the District, State, and Region, scores decreased 2-3% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Varied and individualized academic strategies have not been implemented with fidelity to thoroughly support all students' needs.

Problem Statement 3: 3rd-grade STAAR Math scores were below the District, State, and Region, and the scores decreased 9-15% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Tier one best practices are not being implemented with fidelity, and collaboration within the PLC is inconsistent or not implemented with fidelity.

Problem Statement 4: The prekindergarten student level 1 (red) increased by 17% from the beginning of the year to the end of the year. **Root Cause:** The root cause is the need for increased individual data analysis of student performance and additional professional development in Istation Indicators of Progress (ISIP) reading assessment data for Grades prekindergarten.

Problem Statement 5: Prekindergarten Circle Reading was below district at the end of the year, and there was a 2% decrease from the beginning to the end of the year. **Root Cause:** The root cause is a need for individual data analysis of student performance and additional professional development in CIRCLE for prekindergarten.

Problem Statement 6: All grades (kindergarten-3rd grade) were in the 45th percentile for MAP Reading and Math growth. **Root Cause:** The root cause is the need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Problem Statement 7: Office referrals for behavior increased by 5% this year from the previous school year. **Root Cause:** The root cause is a need to implement, with fidelity across the campus, a common language and expectations regarding expectations and provide continuous training.

Problem Statement 8: First-grade students are not showing anticipated growth in Reading on the MAP test. **Root Cause:** Clarification of essential TEKS in reading is needed by the teacher to plan and execute explicit Tier 1 instruction.

Problem Statement 9: OCHES parents/families need effective communication with teachers in order to help their students with academics and behavior expectations. **Root Cause:** Parents may not understand their options for parent-teacher communication. Many parents need instruction on utilizing technology apps to be more engaged in their child's education. Access to technology and understanding of how to use applications can be barriers for parents and families, and mobility impacts parents' knowledge of available technology.

Problem Statement 10: Parental involvement decreased four years ago, and there is a need for increased parental involvement. **Root Cause:** Parent work schedules impact their ability to volunteer at the campus. OCHES parents must communicate with staff and other parents to engage more in the school community.

Problem Statement 11: Tardiness and consistent early dismissal contribute to reading comprehension, mathematical reasoning, and problem-solving difficulties. **Root Cause:** While student attendance has increased, we continue to have issues with tardiness and consistent early dismissals.

Problem Statement 12: Less than 1% of students are identified as Gifted and Talented. **Root Cause:** Teachers struggle with differentiating instruction to meet the needs of gifted and talented students effectively.

Problem Statement 13: Science instruction must address the connection between hands-on inquiry learning and reading and writing in Science. **Root Cause:** Teachers need to systematically teach science in grades PK-3 and plan/internalize lessons that engage learners in hands-on science. Labs must be connected to classroom learning to improve science scores and build vocabulary/experiences.

Problem Statement 14: Students at OCHES are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR. **Root Cause:** Due to a high mobility rate of 42.5%, it is challenging to fill the gaps of all learners.

Problem Statement 15: OCHES learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate

instruction, and address their social /emotional needs. **Root Cause:** 58% of OCHES' student population is economically disadvantaged, and 34% of our students are at-risk. The changing economy and workforce have impacted some of our families. Teachers need assistance (professional development, resources, time) to deliver effective Tier 1 instruction.

Problem Statement 16: Performance gaps between our sub-populations, such as ethnic, economic, and special programs in ALL grades, are concerning. **Root Cause:** Student data is not utilized to drive instruction for individual students who may need adjustments to their programming. There is a lack of proper focus on reaching students of different ethnicities, poverty levels, and special program needs.

Problem Statement 17: Some students at OCHES have academic and behavioral challenges that make school difficult. **Root Cause:** Academic gaps exist due to a lack of school experience for some students, along with behavior challenges.

Human Capital

Human Capital Summary

Staff Demographics:

Staff Data:

- Teachers 46
- Professional Support: 7
- Campus Administration (School Leadership) 3
- Educational Aides 23
- Full-time Librarian 1
- Full-time Counselor 3
- Campus Facilitator for Special Programs

Teachers by Gender:

- Males 8.6% (4 teachers)
- Females 91.4% (42 teachers)

Teachers by Ethnicity:

- 25.7% African American (11)
- 21.5% (10)
- 42.1% White (19.5)
- 4.3% Pacific Islander 2)
- 6.5% Two or More Races (3)

Teacher Years of Experience:

- Beginning Teachers: 8
- 1-5 Years: 17
- 6-10 Years: 12
- 11-20 Years: 6
- 21-30 Years: 2
- Over 30 years: 0

Teacher Incentive Allotment (TIA) Designated Teachers:

Recognized: 4 Teachers
Exemplary: 2 Teachers
Distinguished: 0 Teachers
Masters: 0 Teachers

Goal 2.1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation

and benefits plan.

- **Staff Shout Out Board and Tootles:** Staff members are recognized monthly for their outstanding contributions and achievements.
- **Sunshine Committee Morale Calendar:** The Sunshine Committee organizes dress-up days and treats to boost morale.
- **Wellness Calendar:** A wellness calendar is maintained to promote health and well-being among staff members.

Goal 2.2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

- Oveta Culp Hobby will adhere to the district guidelines when staffing.
- Campus Leaders will continue to attend the KISD Job Fair to recruit and hire highly qualified staff.

Goal 2.3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

- **Ongoing Training:** Provide continuous professional development at district and campus levels to increase instructional rigor and improve teaching practices.
- **Instructional Coaching:** Offer job-embedded professional development and coaching to support teachers and staff in implementing effective strategies.

Goal 2.4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

- All staff will have formal and informal opportunities to give and receive job satisfaction and performance feedback. Performance appraisals will be conducted, and staff will receive continuous feedback from coaching.

Human Capital Strengths

- One of our greatest strengths is our diverse and experienced teaching staff. Their cultural richness, combined with a broad range of teaching experiences, not only mirrors the diversity of our student body but also enhances our school community. This diversity is evident in our classrooms, where inclusive, responsive, and high-quality education is delivered daily.
- Mentor teachers, Campus Instructional Specialists, and Coaching support all teachers.
- Instructional Assistants have become teachers at Hobby ES.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** Teacher shortage in the State of Texas.

Problem Statement 2: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs. **Root Cause:** As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Problem Statement 3: OCHES retained 80% of its staff compared to the prior year's retention rate of 75%. **Root Cause:** Culture and Climate. There is a need to re-establish a school community of high expectations and collaboration by emphasizing ongoing coaching, reflective feedback, and administration, as well as support, appreciation, and acknowledgment.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District will use data-driven planning to prioritize resource allocations.

- Ensure 100% of purchases align with the Campus Improvement Plan.
- Prioritize budget allocations based on data-driven insights to maximize impact on student achievement.
- Foster collaboration among school leadership, teachers, and district administrators to align resource allocation decisions with district goals.

Goal 3.2: The District will prepare budgets using transparent and open communication among stakeholders.

- Conduct monthly financial reviews with the principal and secretary to monitor spending efficiency.
- Hold SBDM meetings to discuss budget plans, gather stakeholder input, and address concerns.
- Provide financial updates to staff and campus educational improvement committees, detailing purchases and rationale to meet student or campus needs.
- Include a finance update, with purchase rationale, in 100% of campus educational improvement committee agendas.

Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- Ensure required staff attend training sessions on district fiscal policies and decision-making processes.
- Regularly communicate policy changes and updates through newsletters and staff meetings.
- Develop programs to recognize and reward staff and students who contribute positively to school culture and climate.
- Emphasize the importance of policy compliance and its impact on school culture through staff training sessions.

Goal 3.4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

- Provide workshops for required staff on best practices in resource management, including budgeting and procurement.
- Ensure all staff know district procedures and policies related to resource use and financial management.
- Implement systems to monitor resource use and financial expenditures for alignment with district goals.
- Regularly update staff on campus financial status and any changes in procedures or policies through SBDM.

Financial Stewardship Strengths

- Campus leadership conducts weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.
- The campus principal systematically approaches the budget's analysis and expenses by meeting weekly to review budget expenses.
- Processes and procedures for ordering resources and materials are utilized consistently.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: SBDM Meetings are held with fidelity; however, securing business and parent representatives has been challenging. **Root Cause:** Time and access to the

post.

Problem Statement 2: Overall, student safety while attending school, both during the day and during school-sponsored events, is a continued point of emphasis. **Root Cause:** National safety events continue to take place, causing a heightened focus on how we proactively ensure campus safety.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: All members of the OCHES staff will receive comprehensive training and actively implement the Capturing Kids' Heart Framework.

Progress Measure (Lead): The campus will implement strategies/practices with fidelity to increase a positive learning environment for all students and effectively manage student behavior.

Outcome Measure (Lag): By May 2025, we aim to reduce behavioral referrals by 10% and improve consistency in expectations across the entire campus.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Counselors, Teachers

Collaborating Departments: KISD Student Success Department

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 7, 17

Key Strategic Action 2 Details

Key Strategic Action 2: OCHES staff will actively implement strategies and activities to prevent bullying and promote kind and appropriate interactions among all stakeholders.

Progress Measure (Lead): The campus will offer bullying and kindness guidance lessons, as well as assemblies and other activities aimed at promoting positive interactions and kindness monthly.

Outcome Measure (Lag): By May 2025, there will be a 5% increase in stakeholder reports of positive interactions.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Counselors, Teachers

Collaborating Departments: KISD Student Success Department

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 7

Key Strategic Action 3 Details

Key Strategic Action 3: OCHES will provide learning opportunities for students and families through parent and family engagement.

Progress Measure (Lead: OCHES will provide opportunities for parents to meet and partner with teachers to ensure their students' success (e.g., Open House, Meet the Teacher Night, STAAR, and TELPAS). We will host academic family nights focused on health, wellness, and nutrition and encourage parent involvement in site-based decision-making meetings. Additionally, we will recognize students' academic success and growth. The campus will increase the number of parent and family engagement programs from six to ten.

Outcome Measure (Lag): By May 2025, parent involvement will increase by 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Counselors, Teachers, Parent Liaison

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 9, 10

Funding Sources: Food - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$500, Supplemental Pay - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.132.24.PAR - \$316, Travel - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.132.24.PAR - \$250

Key Strategic Action 4 Details

Key Strategic Action 4: OCHES leadership will develop a school-parent compact in collaboration with parents and distribute it to families. The compact will outline the shared responsibility for learning among staff, families, and students. Parents will have the opportunity to review the compact and provide feedback during parent-teacher conferences and parent meetings. To accommodate the diverse languages spoken by our parents, families, and community members, the policy will be translated into additional languages and made available on the campus web page.

Progress Measure (Lead: The campus will ensure that all parents receive the HSC during parent-teacher conferences.

Outcome Measure (Lag): By May 2025, 100% of all parents will receive, review, and provide feedback regarding the HSC and participate in parent-teacher conferences.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 6, 10

Key Strategic Action 5 Details

Key Strategic Action 5: OCHES will continue to offer the childhood literacy program Hobby Tots.

Progress Measure (Lead): The campus will provide bi-weekly Hobby Tots lessons and school exposure for non-school-aged military children.

Outcome Measure (Lag): By May 2025, Hobby Tots participation will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Parent Liaison

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 4, 5

Funding Sources: Food for early literacy group - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.132.24.PAR - \$500, Materials for early literacy - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.132.24.PAR - \$200, Travel - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.132.24.PAR - \$250

Key Strategic Action 6 Details

Key Strategic Action 6: The campus will host volunteer orientation sessions throughout the school year.

Progress Measure (Lead): The campus will host a monthly volunteer training session to equip parents with the necessary skills and opportunities to volunteer both on and off campus, aiming to increase parental engagement in volunteer activities.

Outcome Measure (Lag): By May 2025, the number of parent volunteers will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, Parent Liaison

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 10

Key Strategic Action 7 Details

Key Strategic Action 7: Parents will engage in parent/teacher conference days to discuss student achievement behaviorally and academically to ensure parents are kept abreast of all instructional outcomes and student expectations.

Progress Measure (Lead): In addition to the required fall parent conference, OCHES will also require a spring parent-teacher conference.

Outcome Measure (Lag): By May 2025, 100% of parents will engage in parent-teacher conferences.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, Counselors

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 6

Funding Sources: Subs for parent-teacher conferences - 211 - ESEA, Title I Part A - 211.11.6112.00.132.30.000 - \$10,000

Key Strategic Action 8 Details

Key Strategic Action 8: The campus leadership will develop jointly with and distribute to parents a written Parent & Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available on the campus web page.

Progress Measure (Lead): The campus will hold two meetings for parents to review, discuss, and provide feedback on the Parent & Family Engagement (PFE) policy.

Outcome Measure (Lag): By May 2025, 100% of OCHES parents will collaborate in developing and receiving a copy of the Parent & Family Engagement (PFE) policy.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 5, 6, 10

Key Strategic Action 9 Details

Key Strategic Action 9: OCHES administration will monitor student attendance and intervene with the families of students who need to improve attendance using Rae Wee and truancy prevention strategies.

Progress Measure (Lead): OCHES ' attendance rate will improve per quarter, impacting increased student engagement and achievement.

Outcome Measure (Lag): By May 2025, the attendance rate at Hobby will increase to 95%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Counselors, Parent Liaison

Collaborating Departments: PEIMS, Student Services

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 11

Funding Sources: Attendance Incentives - 211 - ESEA, Title I Part A - 211.11.6498.00.132.30.000 - \$1,000

Key Strategic Action 10 Details

Key Strategic Action 10: The campus will provide social and emotional learning and resources to structure and support students' self-regulation and problem-solving.

Progress Measure (Lead): Decrease in behavioral and discipline referrals. Support students' overall well-being; Counselors Need Assessments

Outcome Measure (Lag): By May 2025, 100% of the students (K-3) will report that they know how to problem-solve with peers' disagreements and, report feeling a sense of belonging in their community, and indicate a sense of physical safety at school.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Counselors, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 4, 7

Funding Sources: SEL Resources - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$3,000

Key Strategic Action 11 Details

Key Strategic Action 11: The campus will increase participation in extracurricular activities before and after school by expanding the range of extracurricular activities to include diverse interests such as arts, athletics, STEM, and leadership.

Progress Measure (Lead): The campus will increase the number of extracurricular clubs from 1 to 3 by the end of the school year to provide students with more opportunities to explore their interests and develop new skills.

Outcome Measure (Lag): By May 2025, the number of students participating in extracurricular activities will increase from 15 to 50.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 6

Funding Sources: Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$2,200

Goal 1 Problem Statements:

Student Success

Problem Statement 3: 3rd-grade STAAR Math scores were below the District, State, and Region, and the scores decreased 9-15% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Tier one best practices are not being implemented with fidelity, and collaboration within the PLC is inconsistent or not implemented with fidelity.

Problem Statement 4: The prekindergarten student level 1 (red) increased by 17% from the beginning of the year to the end of the year. **Root Cause:** The root cause is the need for increased individual data analysis of student performance and additional professional development in Istation Indicators of Progress (ISIP) reading assessment data for Grades prekindergarten.

Problem Statement 5: Prekindergarten Circle Reading was below district at the end of the year, and there was a 2% decrease from the beginning to the end of the year. **Root Cause:** The root cause is a need for individual data analysis of student performance and additional professional development in CIRCLE for prekindergarten.

Problem Statement 6: All grades (kindergarten-3rd grade) were in the 45th percentile for MAP Reading and Math growth. **Root Cause:** The root cause is the need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Problem Statement 7: Office referrals for behavior increased by 5% this year from the previous school year. **Root Cause:** The root cause is a need to implement, with fidelity across the campus, a common language and expectations regarding expectations and provide continuous training.

Problem Statement 9: OCHES parents/families need effective communication with teachers in order to help their students with academics and behavior expectations. **Root Cause:** : Parents may not understand their options for parent-teacher communication. Many parents need instruction on utilizing technology apps to be more engaged in their child's education. Access to technology and understanding of how to use applications can be barriers for parents and families, and mobility impacts parents' knowledge of available technology.

Problem Statement 10: Parental involvement decreased four years ago, and there is a need for increased parental involvement. **Root Cause:** Parent work schedules impact their ability to volunteer at the campus. OCHES parents must communicate with staff and other parents to engage more in the school community.

Student Success

Problem Statement 11: Tardiness and consistent early dismissal contribute to reading comprehension, mathematical reasoning, and problem-solving difficulties. **Root Cause:** While student attendance has increased, we continue to have issues with tardiness and consistent early dismissals.

Problem Statement 17: Some students at OCHES have academic and behavioral challenges that make school difficult. **Root Cause:** Academic gaps exist due to a lack of school experience for some students, along with behavior challenges.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers will collaborate with students to set growth goals and strategically organize them into performance groups.

Progress Measure (Lead): Students will track their performance in MAP, ISIP, and Circle assessments with documented goals. Teachers will continue to monitor each student's progress using assessment data. Students will use data folders to monitor their progress and celebrate achieving their growth goals in reading and writing. This data will also be shared with parents.

Outcome Measure (Lag): By May 2025, overall reading assessment scores will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, Parents, Students, CIS/CIC

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 5, 6, 8

Funding Sources: Awards and Incentives - 166 - State Comp Ed - 166.11.6498.00.132.30.AR0 - \$500

Key Strategic Action 2 Details

Key Strategic Action 2: The campus will ensure 100% compliance with all state-mandated G/T criteria.

Progress Measure (Lead): The campus will provide appropriate and relevant staff development on identifying gifted learners, ensure staff attend required training for existing and new teachers on the nature and needs of gifted learners, and meet the needs of gifted learners through differentiated instruction in core curriculum areas.

Outcome Measure (Lag): By May 2025, the campus will ensure 100% compliance with all state-mandated GT criteria.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, GT Teachers, CIS/CIC

Problem Statements: Student Success 12

Funding Sources: Food-Parent Night - 211 - ESEA, Title I Part A - 211.61.6499.00.132.30.000, Instructional Supplies for Project - 177 - Gifted/Talented - 177.11.6399.00.132.21.000 - \$1,000

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will provide educational Field Experiences.

Progress Measure (Lead: Students will gain real-life experiences and exposure to instruction outside of the campus environment. They will be exposed to educational resources around the community, have hands-on experiences that can be applied to everyday life, and have the opportunity to gather evidence and apply research. Transportation will need to be provided for the students and teachers.

Outcome Measure (Lag): By May 2025, 100% of all grade levels will attend a field-based learning experience.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 12

Funding Sources: Transportation for approved field trips - 166 - State Comp Ed - 166.11.6494.00.132.30.AR0 - \$5,000, GT Field Based Instruction - 177 - Gifted/Talented - 177.11.6299.00.132.21.000 - \$1,173

Key Strategic Action 4 Details

Key Strategic Action 4: The students will utilize hands-on science materials to maximize learning and support technology integration.

Progress Measure (Lead: Hands-on materials to support science experiences in prekindergarten classrooms to build inquiry and understanding and support student achievement in science.

Outcome Measure (Lag): By May 2025 , Increased student achievement in all subject areas.

Dates/Timeframes: 2024-2025 School Year

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 4, 5, 13

Funding Sources: Hands on Science Materials - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$2,000

Key Strategic Action 5 Details

Key Strategic Action 5: The campus will provide supplemental ELA instruction to kindergarten through 3rd-grade teachers and students.

Progress Measure (Lead): Materials and resources to support reading and writing materials will help increase assessment scores on formative and summative assessments.

Outcome Measure (Lag): By May 2025, reading and writing assessment scores will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 5, 6

Funding Sources: Materials and supplies for supplemental instruction in ELAR - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$2,000

Key Strategic Action 6 Details

Key Strategic Action 6: The campus will monitor differentiated instructional activities and materials and provide professional development and tutoring for all special program areas (at-risk students, Title I, Special Education, GT, Section 504, ESL, BIL, dyslexic, migrant, foster care, and homeless students). It will also actively engage students through high-yield instructional strategies and high-quality instructional materials.

Progress Measure (Lead): Lesson Plans, walkthroughs, evaluations

Outcome Measure (Lag): By May 2025, Students will show a 5% increase in Average or above-average categories on end-of-year NWEA MAP scores.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, Counselors

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 14

Funding Sources: Materials and resources - 165/ES0 - ELL - 165.11.6399.00.132.25.ES0 - \$1,000, Differentiated At Risk Instructional Resources - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$5,000, Travel for PD - 165/ES0 - ELL - 165.13.6411.00.132.25.ES0 - \$2,570, Supplies for daily instruction - 165/BIO - Bilingual - 165.11.6399.00.132.25.BIO - \$490, Tutoring snacks - 211 - ESEA, Title I Part A - 211.11.6499.00.132.30.000 - \$1,520, Tutoring Supplies - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$2,547

Key Strategic Action 7 Details

Key Strategic Action 7: The campus will utilize instructional aides to supplement instruction in 1st-3rd grades.

Progress Measure (Lead): The campus will increase student achievement with at-risk students by providing high-impact, targeted, small group instruction utilizing instructional aides to supplement instruction with extended day and/or extended learning time tutorials across all core content areas and accelerate learning.

Outcome Measure (Lag): By May 2025, MAP and STAAR will increase by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 5, 8

Funding Sources: Salary - 211 - ESEA, Title I Part A - 211.11.6129.00.132.30.000 - \$26,000, Salary - 166 - State Comp Ed - 166.11.6129.00.132.30.AR0 - \$34,000, Salary - 166 - State Comp Ed - 166.11.6129.00.132.30.AR0 - \$26,000

Key Strategic Action 8 Details

Key Strategic Action 8: OCHES will fund a half-time Interventionist.

Progress Measure (Lead): The interventionist will work with students to fill the gaps in all content areas and support student achievement by analyzing data and providing targeted instruction. Increased scores in reading and writing will be evidenced on the district and state assessments/progress checks.

Outcome Measure (Lag): By May 2025, core content scores will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

Problem Statements: Student Success 5, 6

Funding Sources: Salary - 211 - ESEA, Title I Part A - 211.11.6119.00.132.30.000 - \$45,000

Key Strategic Action 9 Details

Key Strategic Action 9: The campus will fund a full-time campus instructional specialist.

Progress Measure (Lead): The CIS will provide coaching, lesson internalization, instructional resources, materials, and technology to support all teachers in delivering effective instruction that supports the KISD HQIM curriculum and incorporates engaging activities, higher-level thinking, and small-group TEKS based instruction to ensure a well-rounded education for all students.

Outcome Measure (Lag): By May 2025, the percentage of all students who meet and above performance expectations in the STAAR reading and math assessment will increase by 5%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, CIS/CIC, Teachers

Collaborating Departments: Elementary Learning Services

Problem Statements: Student Success 1, 2, 3, 5

Funding Sources: Salary - 211 - ESEA, Title I Part A - 211.11.6119.00.132.30.000 - \$81,000

Key Strategic Action 10 Details

Key Strategic Action 10: The campus will provide rigorous academics to meet the needs of all students in reading and writing.

Progress Measure (Lead): Enrichment opportunities are offered, and Academic Support, including ESL, Dyslexia, and SPED, provides additional targeted Support. Extended Learning Time is available to students who are performing below grade-level expectations or not showing academic growth. Students' needs are met through strong first teaching, small group instruction, and push-in/pull-out intervention.

Outcome Measure (Lag): By May 2025, STAAR Meets on Reading will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2

Key Strategic Action 11 Details

Key Strategic Action 11: OCHES Prekindergarten 3 teachers will use a common assessment to guide instruction.

Progress Measure (Lead): OCHES teachers will use data to guide instruction and communication with parents.

Outcome Measure (Lag): By May 2025, student achievement in PK3 will increase by 25% in literacy and math.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

Problem Statements: Student Success 4, 5, 10

Funding Sources: Online Misc. Assessment - 211 - ESEA, Title I Part A - 211.31.6299.OL.132.30.000 - \$1,800

Goal 2 Problem Statements:

Student Success

Problem Statement 1: Overall, 3rd-grade math STAAR scores were below the district, region, and state averages. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year.

Problem Statement 2: Although 3rd-grade STAAR reading scores exceeded the District, State, and Region, scores decreased 2-3% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Varied and individualized academic strategies have not been implemented with fidelity to thoroughly support all students' needs.

Problem Statement 3: 3rd-grade STAAR Math scores were below the District, State, and Region, and the scores decreased 9-15% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Tier one best practices are not being implemented with fidelity, and collaboration within the PLC is inconsistent or not implemented with fidelity.

Problem Statement 4: The prekindergarten student level 1 (red) increased by 17% from the beginning of the year to the end of the year. **Root Cause:** The root cause is the need for increased individual data analysis of student performance and additional professional development in Istation Indicators of Progress (ISIP) reading assessment data for Grades prekindergarten.

Problem Statement 5: Prekindergarten Circle Reading was below district at the end of the year, and there was a 2% decrease from the beginning to the end of the year. **Root Cause:** The root cause is a need for individual data analysis of student performance and additional professional development in CIRCLE for prekindergarten.

Problem Statement 6: All grades (kindergarten-3rd grade) were in the 45th percentile for MAP Reading and Math growth. **Root Cause:** The root cause is the need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Problem Statement 8: First-grade students are not showing anticipated growth in Reading on the MAP test. **Root Cause:** Clarification of essential TEKS in reading is needed by the teacher to plan and execute explicit Tier 1 instruction.

Problem Statement 10: Parental involvement decreased four years ago, and there is a need for increased parental involvement. **Root Cause:** Parent work schedules impact their ability to volunteer at the campus. OCHES parents must communicate with staff and other parents to engage more in the school community.

Problem Statement 12: Less than 1% of students are identified as Gifted and Talented. **Root Cause:** Teachers struggle with differentiating instruction to meet the needs of gifted and talented students effectively.

Problem Statement 13: Science instruction must address the connection between hands-on inquiry learning and reading and writing in Science. **Root Cause:** Teachers need to systematically teach science in grades PK-3 and plan/internalize lessons that engage learners in hands-on science. Labs must be connected to classroom learning to improve science scores and build vocabulary/experiences.

Student Success

Problem Statement 14: Students at OCHES are performing lower than the district on curriculum-based assessments, District Common Assessments, and STAAR. **Root Cause:** Due to a high mobility rate of 42.5%, it is challenging to fill the gaps of all learners.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers will collaborate with students to set growth goals and strategically organize them into performance groups to monitor their progress and celebrate the achievement of their growth goals in Math and Science.

Progress Measure (Lead: ST Math, Formative and Summative assessments, MAP Math

Outcome Measure (Lag): By the end of the 2024-2025 school year, early childhood math performance will demonstrate a 5% increase in scores of 3rd-grade students that score "Meets Grade Level" or above on STAAR Math.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 6

Key Strategic Action 2 Details

Key Strategic Action 2: Guided math, spiral materials, and collaborative groups will strengthen problem-solving skills and develop math fluency.

Progress Measure (Lead: Teachers are provided quality instruction with the whole group, small group, and extension activities. This allows for more quality instructional time to increase student achievement as PK-3rd grade math concepts build on each other. Math STAAR, MAP Math, Circle Math

Outcome Measure (Lag): By May 2025, prekindergarten through 3rd grade math scores will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers. CIS/CIC

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 6

Funding Sources: Spiral review materials for math - 166 - State Comp Ed - 166.11.6399.00.132.30.AR0 - \$5,000

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will provide rigorous academics to meet the needs of all students in math.

Progress Measure (Lead): Enrichment opportunities are offered to extend learning. Academic Support, including ESL, Dyslexia, and SPED, will provide additional targeted Support. Extended Learning Time will be available to students performing below grade-level expectations or not showing academic growth. Students' needs are met through rigorous Tier 1 teaching, small group instruction, and push-in/pull-out intervention.

Outcome Measure (Lag): By May 2025, STAAR Meets on Math will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

Problem Statements: Student Success 1, 3, 16

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will provide RBIS for to support classroom math instruction as well as supplemental Math instruction to kindergarten through 3rd-grade students to target individual student needs.

Progress Measure (Lead): SAAVAS Math consumables to support math and help increase mat scores on formative and summative assessments.

Outcome Measure (Lag): By May 2025, MATH assessment scores will increase by 5%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administrator, Teachers, CIS/CIC

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 6

Funding Sources: Materials and supplies to support math instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.132.30.000 - \$10,000

Goal 3 Problem Statements:

Student Success

Problem Statement 1: Overall, 3rd-grade math STAAR scores were below the district, region, and state averages. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year.

Problem Statement 3: 3rd-grade STAAR Math scores were below the District, State, and Region, and the scores decreased 9-15% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Tier one best practices are not being implemented with fidelity, and collaboration within the PLC is inconsistent or not implemented with fidelity.

Problem Statement 6: All grades (kindergarten-3rd grade) were in the 45th percentile for MAP Reading and Math growth. **Root Cause:** The root cause is the need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Student Success

Problem Statement 16: Performance gaps between our sub-populations, such as ethnic, economic, and special programs in ALL grades, are concerning. **Root Cause:** Student data is not utilized to drive instruction for individual students who may need adjustments to their programming. There is a lack of proper focus on reaching students of different ethnicities, poverty levels, and special program needs.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Provide extended learning time and activities for students in grades K-3, specifically those who need remediation under HB 4545 legislation. Activities include targeted tutorials before, during, and after school, WIN Time (intervention time, including personalized leveled skills in ST Math and IStation, and Science resources), and small group instruction.

Progress Measure (Lead): ISIP assessment, ST Math, district assessments, and universal screeners.

Outcome Measure (Lag): By May 2025, there will be a 3% increase in core content areas.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, CIS/CIC

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3

Key Strategic Action 2 Details

Key Strategic Action 2: The campus will increase and implement age-appropriate career awareness activities at all grade levels to assist in developing the knowledge, skills, and competencies necessary for a broad range of career and college opportunities for all students.

Progress Measure (Lead): The campus will increase and implement age-appropriate career awareness activities (from 1 to 5) at all grade levels to assist in developing the knowledge, skills, and competencies necessary for a broad range of career and college opportunities for all students.

Outcome Measure (Lag): By May 2025, 100% of all students will have access to career investigation resources.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers, Counselors

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 15

Goal 4 Problem Statements:

Student Success

Problem Statement 1: Overall, 3rd-grade math STAAR scores were below the district, region, and state averages. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year.

Problem Statement 2: Although 3rd-grade STAAR reading scores exceeded the District, State, and Region, scores decreased 2-3% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Varied and individualized academic strategies have not been implemented with fidelity to thoroughly support all students' needs.

Problem Statement 3: 3rd-grade STAAR Math scores were below the District, State, and Region, and the scores decreased 9-15% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Tier one best practices are not being implemented with fidelity, and collaboration within the PLC is inconsistent or not implemented with fidelity.

Problem Statement 15: OCHES learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** 58% of OCHES' student population is economically disadvantaged, and 34% of our students are at-risk. The changing economy and workforce have impacted some of our families. Teachers need assistance (professional development, resources, time) to deliver effective Tier 1 instruction.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: In conjunction with the implementation of Capturing Kids' Hearts surveys, we will use staff surveys to make internal improvements and retain staff.

Progress Measure (Lead): Staff responses will be evaluated to make improvements and retain staff.

Outcome Measure (Lag): By May 2025, OCHES will retain 80% of its staff.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration and all staff

Collaborating Departments: Student Success

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Human Capital 1, 2, 3

Key Strategic Action 2 Details

Key Strategic Action 2: OCHES hiring team will adhere to the KISD hiring guidelines and policies and attend all hiring job fairs.

Progress Measure (Lead): We will follow the district guidelines and policies 100%.

Outcome Measure (Lag): By May 2025, 100% of OCHES hiring team will attend all hiring job fairs.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration

Collaborating Departments: Human Resources Department

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Human Capital 1, 2, 3

Goal 1 Problem Statements:

Human Capital

Problem Statement 1: DOI and Waiver teachers have been hired with little experience in preparing/Internalizing lessons. **Root Cause:** Teacher shortage in the State of Texas.

Problem Statement 2: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs. **Root Cause:** As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Problem Statement 3: OCHES retained 80% of its staff compared to the prior year's retention rate of 75%. **Root Cause:** Culture and Climate. There is a need to re-establish a school community of high expectations and collaboration by emphasizing ongoing coaching, reflective feedback, and administration, as well as support, appreciation, and acknowledgment.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Campus leadership will provide a staff wellness program.</p> <p>Progress Measure (Lead): The campus will promote proactive behaviors such as stress management, exercise, conflict management, and work/life balance. A wellness committee will be established, and short articles or a calendar will be distributed to staff members each month on various wellness and personal improvement topics. Staff will be provided to retain staff and improve physical and mental health.</p> <p>Outcome Measure (Lag): By May 2025, the OCHES administration will ensure that 100% of the staff is aware of and provided opportunities to utilize the wellness program.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Collaborating Departments: Guidance and Counseling Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Human Capital 3</p>

Goal 2 Problem Statements:

Human Capital
<p>Problem Statement 3: OCHES retained 80% of its staff compared to the prior year's retention rate of 75%. Root Cause: Culture and Climate. There is a need to re-establish a school community of high expectations and collaboration by emphasizing ongoing coaching, reflective feedback, and administration, as well as support, appreciation, and acknowledgment.</p>

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: OCHES teachers will engage in continuous cycles of improvement and coaching to build capacity around meeting student needs and reviewing data to drive instruction.

Progress Measure (Lead: T-TESS Appraisal, Get Better Faster Coaching, Coaching Walks, and PLCs

Outcome Measure (Lag): By May 2025, 100% of OCHES staff will receive training and coaching.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration

Collaborating Departments: ALL (Nutrition, ELS, Counseling, HR, Custodial)

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Human Capital 3

Key Strategic Action 2 Details

Key Strategic Action 2: OCHES teachers and campus leadership will attend PLCs and have opportunities to participate in professional development and coaching.

Progress Measure (Lead: Teachers will have an opportunity to attend campus and district training. Weekly/bi-weekly PLCs will be offered on campus.

Outcome Measure (Lag): By May 2025, OCHES teachers will attend and participate in coaching, PLCs, and district training.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, CIS/CIC, Teachers

Collaborating Departments: Elementary Learning Services

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3

Key Strategic Action 3 Details

Key Strategic Action 3: OCHES campus leadership will schedule instructional planning/lesson internalization days for classroom teachers to study district and state curriculum documents.

Progress Measure (Lead): All grade levels will have at least one planning day each semester.

Outcome Measure (Lag): By May 2025, teacher clarity and student achievement will increase by 10%/

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Teachers

Collaborating Departments: Elementary Learning Services

Problem Statements: Student Success 1, 2, 3, 4, 5, 6

Funding Sources: Substitutes - 211 - ESEA, Title I Part A - 211.11.6112.00.132.30.000 - \$10,000

Goal 3 Problem Statements:

Student Success

Problem Statement 1: Overall, 3rd-grade math STAAR scores were below the district, region, and state averages. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year.

Problem Statement 2: Although 3rd-grade STAAR reading scores exceeded the District, State, and Region, scores decreased 2-3% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Varied and individualized academic strategies have not been implemented with fidelity to thoroughly support all students' needs.

Problem Statement 3: 3rd-grade STAAR Math scores were below the District, State, and Region, and the scores decreased 9-15% from the previous school year. **Root Cause:** The root cause is a lack of teacher clarity and changes in teaching staff mid-school year. Tier one best practices are not being implemented with fidelity, and collaboration within the PLC is inconsistent or not implemented with fidelity.

Problem Statement 4: The prekindergarten student level 1 (red) increased by 17% from the beginning of the year to the end of the year. **Root Cause:** The root cause is the need for increased individual data analysis of student performance and additional professional development in Istation Indicators of Progress (ISIP) reading assessment data for Grades prekindergarten.

Problem Statement 5: Prekindergarten Circle Reading was below district at the end of the year, and there was a 2% decrease from the beginning to the end of the year. **Root Cause:** The root cause is a need for individual data analysis of student performance and additional professional development in CIRCLE for prekindergarten.

Problem Statement 6: All grades (kindergarten-3rd grade) were in the 45th percentile for MAP Reading and Math growth. **Root Cause:** The root cause is the need for greater structures and strategies to provide support and accommodations for all students, as our diverse population. Our diverse population of students enters school with different levels of preparedness and may not have received literacy or math instruction intentionally or systematically.

Human Capital

Problem Statement 3: OCHES retained 80% of its staff compared to the prior year's retention rate of 75%. **Root Cause:** Culture and Climate. There is a need to re-establish a school community of high expectations and collaboration by emphasizing ongoing coaching, reflective feedback, and administration, as well as support, appreciation, and acknowledgment.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: All OCHES staff will receive formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.</p> <p>Progress Measure (Lead): EOY TTESS appraisal and staff evaluation</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Problem Statements: Human Capital 3</p>

Goal 4 Problem Statements:

Human Capital
<p>Problem Statement 3: OCHES retained 80% of its staff compared to the prior year's retention rate of 75%. Root Cause: Culture and Climate. There is a need to re-establish a school community of high expectations and collaboration by emphasizing ongoing coaching, reflective feedback, and administration, as well as support, appreciation, and acknowledgment.</p>

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details

Key Strategic Action 1: Ensure the campus facilities meet or exceed safety and security standards from physical requirements, technology systems, and implementation of procedures and protocols.

Progress Measure (Lead): The campus will review its crisis plans, ensure that various drills are conducted in accordance with city and state requirements, and ensure that work orders are placed in a timely manner. Safety Team/Threat Assessments and after-action meetings will also be conducted.

Outcome Measure (Lag): By May 2025, the campus will have passed the mandated security audit and conducted 100% of the safety drills.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration, Principal Secretary

Collaborating Departments: Facilities

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 2

Goal 1 Problem Statements:

Financial Stewardship

Problem Statement 2: Overall, student safety while attending school, both during the day and during school-sponsored events, is a continued point of emphasis. **Root Cause:** National safety events continue to take place, causing a heightened focus on how we proactively ensure campus safety.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Administrators and the campus secretary will collaborate and meet regularly to ensure the campus budget is maximized to address student and staff needs.</p> <p>Progress Measure (Lead): All stakeholders will receive comprehensive updates on facility management processes and plans to accommodate student growth, ensuring increased awareness and knowledge across the board. Campus budgets are balanced, and budget Timelines are followed.</p> <p>Outcome Measure (Lag): By May 2025, OCHES leadership will report budget assumptions to stakeholders.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Administration, Campus Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 10 - Financial Stewardship 1</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 10: Parental involvement decreased four years ago, and there is a need for increased parental involvement. Root Cause: Parent work schedules impact their ability to volunteer at the campus. OCHES parents must communicate with staff and other parents to engage more in the school community.</p>
Financial Stewardship
<p>Problem Statement 1: SBDM Meetings are held with fidelity; however, securing business and parent representatives has been challenging. Root Cause: Time and access to the post.</p>

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: OCHES leadership will ensure that district policies and procedures are implemented to foster a positive culture and climate.</p> <p>Progress Measure (Lead): Campus leadership will attend training and review/implement updates to policies and procedures.</p> <p>Outcome Measure (Lag): By May 2025, 100% of the campus communicated procedures will align with district departmental expectations.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Human Capital 3</p>

Goal 3 Problem Statements:

Human Capital
<p>Problem Statement 3: OCHES retained 80% of its staff compared to the prior year's retention rate of 75%. Root Cause: Culture and Climate. There is a need to re-establish a school community of high expectations and collaboration by emphasizing ongoing coaching, reflective feedback, and administration, as well as support, appreciation, and acknowledgment.</p>

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details

<p>Key Strategic Action 1: The staff responsible for the OCHES fiscal processes will receive training on district policies regarding the effective and sustainable use of district resources.</p>
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Progress Measure (Lead): OCHES administration will attend all district operational department training.

Outcome Measure (Lag): 100% of the required staff involved in fiscal processes are trained on district policies on effective and sustainable use of district resources and procedures.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Administration

Collaborating Departments: District Operational Department

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Human Capital 2

Goal 4 Problem Statements:

Human Capital

<p>Problem Statement 2: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs. Root Cause: As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.</p>
