

Odem-Edroy Independent School District



Accountability Rating: B

2025-2026 District Improvement Plan

Mission Statement

Empower Students to be Active Leaders with an Unlimited Future.

Vision

Excellence by all Measures

Value Statement

IN REGARD TO STUDENT AND LEARNING, we believe that all students...

- must value self and others
- have the innate gifts and talents to become happy, successful and productive citizens
- can acquire the skills, orientation, competencies, and knowledge necessary to continue a lifelong process of learning
- learn in different ways and at different times
- learn best in a safe positive environment.
- can enjoy the process of gaining knowledge

IN REGARD TO FACULTY, PARENTS, AND COMMUNITY, we believe that all faculty, parents, and community members must...

- provide a quality education
- provide all students with a safe and positive environment
- support all students
- establish an atmosphere based on dignity and mutual respect
- encourage and motivate all students

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Comprehensive Needs Assessment

Demographics

Summary

Odem-Edroy ISD is a PK-12 public school located in South Texas. The district consists of an elementary, intermediate, junior high, and high school campus and serves approximately 916 students. Odem-Edroy is a Title I district with 65.6% of the students being economically disadvantaged.

The following demographic data is from TAPR 2023-2024:

Demographics	Percent
Attendance Rate	93.1%
Graduation Rate	100%
Economically Disadvantaged	65.6%
English Learners (EL)	2.5%
At-Risk	40.8%
Gifted & Talented	8.4%
Special Education	10.5%

Student Ethnicity	Percent
African American	0.2%
Hispanic	82.6%
White	16.2%
American Indian	0.2%
Two or more Races	0.5%

Strengths

- 100% graduation rate
- ELL population is 2.5% compared the the state average of 24.4%.
- Schoolwide free breakfast, lunch and after school dinner program for all students.

Needs

ESL

- All students are at risk
- Many have not “met standards”
- Training all teachers in ESL

- Spanish Language Texts
- Expense of program certification
- Need for more ESL teachers
- More ESL training
- Technology or available Google Drive

Special Education

- Not using accommodations

Math

- At risk struggling in most classes
- Change the attitude of our at risk-students

504/RTI/Dyslexia

- Over identification
- Too many accommodations
- Large number of students at lower grade levels
- Students not using accommodations
- RTI
- Better front-loading during meetings so “informed” decisions for SPED/504/RTI students are made
- Training for coordinators and common guidelines for ADHD student accommodations
- Training for teachers – Need to understand their role in the process, meeting, classroom, and testing
- Reduce numbers due to being better trained on identification of student needs

GT/AP/PreAP

- Over identification for 3rd grade
- Need for a third teacher
- JH & HS can't track progress for GT kids
- Can't access data

Student Achievement

Summary

Odem-Edroy ISD earned a "B" on the state accountability performance ratings for 2024-2025.

As a district our academic performance continues to maintain steadiness increasing in some areas and decreasing in others. As a district we continue to meet the state standards. OEISD outperformed the state scores and region in some categories. OEISD will continue to work at making gains in the percentage of students meeting the state standards as well as students performing at Masters Grade Level.

The district has implemented district initiatives to assist in closing the gaps for all students as needed. Six week vertical team planning will allow staff to review student data and find common concepts of weakness to address and make instructional emphasis as needed.

OEISD will continue to use data to assist our at risk students in closing the gaps.

Texas Education Agency
2025 A-F Accountability Listing
ODEM-EDROY ISD (205905) - SAN PATRICIO COUNTY

Campus #	District/Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	Overall		Student Achievement		School Progress				Support Label		
								Rating	Score	Rating	Score	Academic Growth	Relative Performance	Closing the Gaps				
	ODEM-EDROY ISD				922	No	64.4%	B	82	C	78	C	79	B	82	B	81	
205905103	ODEM EL	Elementary	EE - 02	Yes	242	No	64.9%	C	79	Not Rated		Not Rated		Not Rated				
205905101	ODEM INT	Elementary	03 - 05	No	198	No	66.7%	C	79	C	76	C	79	B	80	C	77	
205905041	ODEM J H	Middle School	06 - 08	No	204	No	67.2%	B	80	C	72	B	81	C	75	C	79	CSI Progress
205905001	ODEM H S	High School	09 - 12	No	278	No	60.4%	B	87	B	85	C	77	B	88	B	85	

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Odem-Edroy ISD													2025 STAAR RESULTS			
Odem Intermediate School	May 2025 STAAR Reading Language Arts, Grade 3				May 2025 STAAR Reading Language Arts, Grade 4				May 2025 STAAR Reading Language Arts, Grade 5							
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters				
	60	87%	70%	22%	56	88%	68%	38%	61	87%	62%	25%				
	May 2025 STAAR Mathematics, Grade 3				May 2025 STAAR Mathematics, Grade 4				May 2025 STAAR Mathematics, Grade 5							
	60	68%	35%	3%	56	73%	45%	27%	61	74%	39%	10%				
Odem Junior High	May 2025 STAAR Reading Language Arts, Grade 6				May 2025 STAAR Reading Language Arts, Grade 7				May 2025 STAAR Reading Language Arts, Grade 8							
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters				
	60	70%	42%	10%	63	70%	43%	16%	64	80%	47%	25%				
	May 2025 STAAR Mathematics, Grade 6				May 2025 STAAR Mathematics, Grade 7				May 2025 STAAR Mathematics, Grade 8							
	60	72%	33%	3%	63	56%	35%	8%	51	73%	27%	4%				
									May 2025 STAAR Science, Grade 8							
									64	61%	38%	9%				
									May 2025 STAAR Social Studies, Grade 8							
									64	56%	34%	19%				
									Spring 2025 STAAR FOC, Algebra I							
								13	92%	46%	46%					
Odem High School	Spring 2025 STAAR EOC, English I				Spring 2025 STAAR EOC, Algebra I				Spring 2025 STAAR EOC, Biology							
	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters				
	63	86%	70%	10%	47	81%	32%	9%	67	96%	67%	12%				
Spring 2025 STAAR EOC, English II				Spring 2025 STAAR EOC, US History												
64	86%	64%	5%	57	98%	58%	32%									

Strengths

At the district level, students performing at Approaches Grade Level has increased in Mathematics, Science, and Social Studies. Students performing at Meets Grade Level has increased in all areas, except Writing. Students performing at the Masters Grade Level have also increased in all areas, except Writing which was slightly lower than the previous year.

Strengths:

- There has been student growth on most STAAR subjects and grade levels.
- STAAR results are closely aligned with region and state averages.
- Student achievement in Biology and U.S. History are far above the state and region averages in all performance categories.

Needs

With the increased rigor of the STAAR assessment as well as the more rigorous standards the district is focusing on the implementation of the nine instructional strategies at a high level of effectiveness throughout the district. Training is being

provided to all staff members to assist them in all areas of need. Teachers are using real world and concrete to abstract application in order for students to transfer and apply their learning. Teachers are utilizing the open ended questions which requires students to answer questions using complete thoughts and sentences that would meet the standards on STAAR testing. Blue data folders for each student containing student data is being used address student needs. Six week vertical team planning is being implemented to find and address common concepts of strengths and weaknesses.

ESL

- Inferences is a weakness
- Developing paragraphs
- Goal oriented for progress by students
- Resources for students
- Goals: Goal oriented, reading

Special Education

- New or different programs
- Remediation on improving memory skills and retention

Math

- Measurement K-2
- Algebra K-2
- Student/teacher conferences to discuss STAAR benchmark data

504/RTI/Dyslexia

- 16 out of 65 have exited TIER II Computer program at Elem. campus
- Measurement K-12 on area of weakness
- Use scores from previous years to plan for next year.
- Goal Setting TEKS
- Do this at the start of the year not the end.

GT/AP/PreAP

- Only Pre Ap and AP classes
- Lack of products
- TPSP time on task
- JH and HS can't track progress for GT kids
- Access to data

District Culture and Climate

Summary

Upon review of the Title I Survey, parents feel that the school is a safe and inviting place students to learn. The school district sets high standards for academic performance for all students. The school fosters an appreciation of student diversity and respect for each other. The school emphasizes showing respect for all students' cultural beliefs and practices. There is a great focus on college and career readiness as well as vocational readiness with College day being on every Thursday. OEISD has high graduation rates as well as college entrance. All students are accepted and regardless of their disability. Students receive the support needed to be successful. Those is small class sizes benefit from them.

Strengths

All district personnel has high expectations for all students. Students feel supported by OEISD staff and encouraged to do well. They are provided opportunities to be successful with tutorials as well as teachers willing to assist them before and after school. Students feel comfortable reporting a bully incident to a teacher or other staff member.

Needs

It would be of benefit to all campuses if Parental Involvement was increased, in particular at the secondary levels. We see more parental involvement at athletic events and would like to see more during educational events such as college night, orientations, meet the teacher, open house...

ESL

- More parental support for ESL families
- Computer lab open or library for students and parents after/before school
- Over reliance on peer support

504/RTI/Dyslexia

- Training in protocol
- Dyslexia training for all staff members

GT/AP/PreAP

- TPSP at high school level involves creating and promoting their products in the community.
- Parents see GT as "more work" at the high school level

Staff Quality, Recruitment, and Retention

Summary

The district has hired several new teachers this year. The turnover rate for teachers at OEISD has averaged at 24.5.1% which is higher than the state rate of 19.1%. Mentoring programs have been set up to assist new teachers in the district. OEISD continues to provide creative methods of recognition and support for all staff members by building an atmosphere within the Odem-Edroy ISD system where all staff members know they are appreciated, treasured and acknowledged within the system and community. The Title 1 staff survey shows that staff members feel that the district is an inviting workplace where staff members work together.

Strengths

- Highly effective teachers
- Strong support/collaborative team for teachers
- Teacher to student ratio is low
- Professional development is available to teachers. (STCC, ESC-2, & campus support)
- High correlation between staff effectiveness & student achievement
- Mentor teachers are provided for new teachers
- Additional Staff Stipends: CTE, English I, Insurance Allotment
- OEISD is developing a system for rewarding high performing teachers
- Staff raises
- Increased substitute teacher pay
- Increased bus driver pay
- Additional teachers were added to reduce class sizes.

Needs

ESL

- Only one ESL certified teacher at JH
- Only two ESL certified teachers at HS
- More ESL teachers

Special Education

- More staffing
- Stipend for Special Education teachers

Math

- Continue supporting teachers after their first year of teaching

GT/AP/PreAP

Teacher mentor program

Curriculum, Instruction, and Assessment

Summary

Odem Edroy ISD provides all staff with a curriculum that is aligned to ensure teachers across the district have a consistent plan in place to ensure all students access state standards and receive the learning experiences they deserve. Vertical team planning provides the teams an opportunity to discuss the TEKS the students are having difficulty mastering and closing the gaps. Data driven decisions are made with regards to the improvement of curriculum and instruction to assist in closing the gaps of students not meeting standards in state and local assessments. Unique Curriculum is used for special populations. Teachers are using a new math program/curriculum in the K-5th grade classrooms.

STAFF DEVELOPMENT

Time-line	Topic	Key Staff	Support
August 2025	New Teacher Training <ul style="list-style-type: none"> • Maintenance System Requests- Rocky Sub System • Eduhero sign up, Ascender Teacher Portal, Curriculum Page • Eduphoria-Aware/Strive • TEKS Resource System (core areas only) • Lead4ward-Engaging Learners 	New Teachers All Staff	Administrators Human Resources
August 2025	Teacher Planning	Administrators Teachers	Administrators
September 2025	CPI	Special Education Staff	ESC Consultants

Strengths

The curriculum used by OEISD is written with a high level of rigor designed to engage students. The focus is for students to apply strategies and content area knowledge in meaningful contexts. Student data in Eduphoria is an ongoing source to assist students in areas of need with the hopes of closing the gaps. Campus administrators work with teachers to identify strengths and weaknesses and assist in closing the gaps using strategic planning.

Improved reading and math assessments at BOY, MOY, and EOY testing. Students are identified given extra support in struggling areas. Curriculum is adjusted and students who have fallen behind significantly.

The district will continue to provide staff development opportunities based on specific campus needs.

Developing Courses:

- Academic Study of the Bible - HB 2681
- Agricultural Class at OJH - SB801

New Standards to Existing Courses:

- Economics - Focus on financial literacy - SB 1063
- Social Studies (K-12) - Informed Patriotism - HB 4509

Needs

With the increased rigor of the state assessments and the accountability system the need for gathering student data is essential. Working with campus administrators and teachers to gather information needed in the blue student folders with the hopes of closing the gaps and helping teachers get to know all of their students strengths and weaknesses. The data will assist teachers during classroom instruction as well as tutorials. The data used will be used to drive instruction in order to provide meaningful lessons that will increase student achievement.

ESL

- Vertical and cross curricular data meetings

Special Education

- Hands on activities
- More real-world applications field trips
- Meeting individual student needs

Math

- Semester exams
- Need more college like expectations at 11th and 12th grade
- More vertically aligning across grade levels

504/RTI/Dyslexia

- Vertical cross curricular needs
- Data meetings to involve the Special Pops teachers

GT/AP/PreAP

- Only AP and Pre Ap classes at HS
- Lack of products
- TPSP time on task
- GT students at elementary have not been able to focus on their specific gifts
- Test for areas of giftedness

Family and Community Engagement

Summary

Odem Edroy ISD is committed to the continued growth of family and community involvement at the district level as well as at each campus. The district will continue to strive to achieve partnership with the families as well as the community with collaborative commitment to work together for every child success OEISD...Parents..Students...One Team One Dream. We will continue to provide quality parental engagement and remove any barriers as needed. Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Working together as a team is a critical element in a child's education therefore OEISD will continue to evaluate and make improvements in family and community engagement. The district will continue to explore and implement innovative programs for family engagement.

Strengths

OEISD provides many opportunities for family and community to participate such as: Meet the teacher, Open House, PTO meetings, Parent conferences, Grandparent's Breakfast, Literacy Night, Math & Science night, College night, GT parent meetings, Orientation, Booster club meetings, awards ceremony, Elementary performances and field day, and Parental Involvement meetings.

Survey results showed that parents felt that the school is a supportive and inviting place for students to learn and quality work is expected of all students. Living Tree and Remind is used to communicate with parents and allows teachers to communicate in the family's home language. Teachers also communicate through Parent Square, via phone calls, or face-to-face conferences. Most felt that their child was offered an array of innovative courses to meet their child's needs and interest. The school fosters an appreciation of student diversity and respect for each other.

The majority of parents felt that the school is a safe place for students. Also, parents felt that the school has clean and well maintained facilities and property.

Needs

There is more parental involvement at the elementary campus and less at the secondary level. The district will continue to make an effort to provide consistent and visible marketing strategies to enhance parental involvement at all campuses and build a strong partnership. In a parent survey half of the parents felt their child's teacher cared about their child, this will be an area of focus for the district.

ESL

- Parent survey of involvement
- PSA free ad
- Technology can help in any way
- Grant- ESL classes for parents
- Family Framework training – Parents don't show up

Special Education

- Involvement in academic areas (parents night)
- Utilize parents from all demographics and ethnicity's
- Reach a larger pool of parents from all demographics

Math

- More parental involvement at secondary level
- How do we get more in the newspaper
- Career day

504/RTI/Dyslexia

- Parental volunteers have declined

GT/AP/PreAP

- Get parents involved in GT.
- Engineer, Teacher, Musician

District Organization

Summary

The district has benefited from district efforts to reorganize and make improvements to assist all staff in academics as well as compliance. Professional development is provided to all staff as needed. Staff receives training to implement any and all programs used on campuses. They also receive training with regards to compliance standards. Teachers are provided staff development days built into the calendar to allow them time to plan.

Parents are well informed of district activities through a variety of methods such as: campus newsletter, campus & district Facebook, websites, newspaper articles, parent letters, and Parent Square. Campuses make an effort to communicate with parents and inform them of any and all activities.

Strengths

- Staff and students generally feel safe at school.
- A large population of our students are involved in extracurricular activities & clubs.
- Dyslexia Therapist at elementary/intermediate campus who utilized pull-out program
- Small-group instruction
- Staff development days built into calendar to allow planning time
- Student and teacher surveys to evaluate programs.
- Communication provided to parents regularly.
- Continued development of campus/district processes to assist students of all categories
- Common goal/vision for district
- OES, OIS and OJH interventions built into the master schedule to serve students' needs
- Teachers have the opportunity to serve on committees
- Online school registration process through Ascender program

Needs

ESL

- HS enrichment type class needed

Math

- Mentor program
- Principals Inst. Spec. better defined roles
- Balance classes better
- Structured monitoring system (i.e. lesson plans)

Technology

Summary

Odem Edroy ISD has established technology goals the last few years to improve technology throughout the district. Hardware has been upgraded, document cameras replaced, teacher workstations added, labs updated, and Mobile labs have been purchased to allow students the opportunities to have technology integrated in the classrooms. Instructional technology integration promotes exemplary practices when combined with classroom instruction. It allows students the opportunity to undertake authentic projects for learning and personal productivity.

Eduphoria is also used to assist all staff members in gathering student information and data. This data is used to assist teachers in closing student gaps.

Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- District emphasis of student use of technology
- District wide wireless Internet service
- Technology Help Tickets are answered in a timely manner
- Eduphoria is used by staff to access student data
- Parent Square is used as the district-wide form of communication
- Mobile workstations for most classrooms
- Google training for all staff
- Computer-based intervention programs K-12
- Ascender Parent Portal available to monitor grades
- I-Ready for K-8 grades
- Development of guidelines for the use and integration of digital devices in public schools.

Needs

ESL

- Bandwidth
- Student password computer
- Google Drive
- Troubleshooting person at each campus

Special Education

- More access to tech
- System currently blocked passwords
- More COWS per campus
- Math computer program similar to Achieve 3000

Math

- Need more and newer student computers

- PD

504/RTI/Dyslexia

- Go to meetings/discussion board
- PD 360 for parents

GT/AP/PreAP

- No advanced technology
- Sensors
- Probes
- Video production
- Be able to use phones as a data source
- Digital portfolio – starts in elementary and carries over to high school



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback



Goals

Goal 1

OEISD will maintain rigorous standards of achievement to improve and sustain student academic growth.

Performance Objective 1

All students will meet or maintain growth in the "Meets" and "Masters" grade-level performance on STAAR.

Evaluation Data Source: STAAR scores and data comparison.

Strategy 1

Monitor progress of all student groups to ensure demonstration of mastery on required state academic standards through the use of curriculum-based formative assessments.

Strategy's Expected Result/Impact: Teachers will understand and utilize TEKS based materials and instruction which is closely aligned to student expectations improving assessment data gathered from campus-based assessments.

Staff Responsible for Monitoring: Superintendent
District Administrators
Campus Administrators
Teachers

Formative Reviews



Strategy 2

Students in grade K-8 will show growth in supplemental I-Ready reading and math programs. Campus administrators will ensure program usage guidelines are followed. Campuses will also progress monitor supplemental programs that are in place to assist with closing the gaps.

Strategy's Expected Result/Impact: Participation will build a stronger foundation in reading and math.

Staff Responsible for Monitoring: Principals, teachers, parents, and district administrators.

Formative Reviews



Strategy 3

Teachers engage in PLC's focused on sharing best practices, instructional strategies, and analyzing student data.

Strategy's Expected Result/Impact: High quality Tier I instruction.

Staff Responsible for Monitoring: District and campus administrators.

Formative Reviews

No Progress
September

Moderate Progress
January

May

Performance Objective 2

OEISD will provide academic interventions, enrichment and pathways aimed at supporting the diverse needs of our student body.

Evaluation Data Source: STAAR, Eduphoria, supplemental programs, and CCMR reports.

Strategy 1

Intentionally plan, schedule and monitor the success of intervention time to provide systemic and prescriptive interventions for every student.

Strategy's Expected Result/Impact: Students will progress in Closing the Gaps.

Staff Responsible for Monitoring: District Admin, Principals, teachers

Formative Reviews

September

Moderate Progress
January

May

Performance Objective 3

OEISD will increase average daily attendance rate to 96%.

Evaluation Data Source: ADA reports.

Strategy 1

Monitor student attendance and state attendance laws. File in truancy courts as required.

Strategy's Expected Result/Impact: Improved attendance rate that is consistent. Attendance directly affects student learning.

Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers

Formative Reviews

September

Moderate Progress

January

May

Strategy 2

Campus attendance incentives for good attendance.

Strategy's Expected Result/Impact: Improved attendance.

Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers

Formative Reviews

September

Some Progress

January

May

Strategy 3

Counselors and administrators will counsel all students having attendance problems.

Strategy's Expected Result/Impact: Attending to students socio-emotional needs will result in increased student focus and improved attendance..

Staff Responsible for Monitoring: Administration, counselor

Formative Reviews

September

Moderate Progress

January

May

Goal 2

OEISD will pursue meaningful engagement with parental, business, and community stakeholders aimed at increasing student performance.

Performance Objective 1

OEISD will work in collaboration with students, parents and community members to ensure everyone is welcomed, respected and valued.

Evaluation Data Source: Surveys

Strategy 1

Strengthen and develop partnerships that provide opportunities for the district and partners to work together.

Strategy's Expected Result/Impact: Partnerships will be formed to enhance district and campus engagement.

Staff Responsible for Monitoring: Campus and District Leaders, Counselors, Community In Schools Counselor

Formative Reviews



Strategy 2

Conduct parent and family engagement programs designed to increase parental engagement and create supportive environments at home and school.

Strategy's Expected Result/Impact: Opportunity to meet educational needs of students by both educators and parents.

Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers, Parent Involvement Liaisons

Formative Reviews



Performance Objective 2

OEISD will pursue quality partnerships with parents and community members to provide a system of support, investment, and high expectations.

Evaluation Data Source: This includes campus parent meetings, grade level/dual credit/GT meetings, meet the teacher, open house and school board meetings. Informed parents are involved parents.

Strategy 1

Coordinate and integrate family engagement strategies to encourage family involvement across the district.

Strategy's Expected Result/Impact: Review TEA Parent Engagement Handbook; Parental Involvement Policy; Develop School-Parent Compact; Increase community awareness and support; Elementary and Secondary Parental Engagement Coordinators

Staff Responsible for Monitoring: Parent Involvement Coordinators
Campus Leaders
District Leaders

Formative Reviews



Strategy 2

Continue to utilize various forms of communication to inform parents, employees, students and community of school news.

Strategy's Expected Result/Impact: Increased engagement.

Staff Responsible for Monitoring: District admin, principals, counselors

Formative Reviews



Goal 3

OEISD will ensure all students will have skilled teachers, effective leadership and support staff, and sufficient resources to support high levels of achievement.

Performance Objective 1

OEISD will recruit, select, assign, and retain highly-qualified educators and support staff.

Strategy 1

Expand partnerships with universities, other certification programs and consider job fairs. Host student teachers and interns to grow our own.

Strategy's Expected Result/Impact: Student Teachers, Intern Teachers hired and retained.

Staff Responsible for Monitoring: Superintendent, HR Director, Campus Leaders

Formative Reviews



Strategy 2

OEISD will encourage ongoing professional development by allocating funds for specific training.

Strategy's Expected Result/Impact: Ongoing professional development will retain a highly effective staff who proactively engage students for success.

Staff Responsible for Monitoring: Administration, teachers

Formative Reviews



Strategy 3

OEISD administration will conduct at least 10 walkthroughs per six weeks in order to provide teachers with valuable feedback to communicate support for best instructional practices.

Strategy's Expected Result/Impact: 90% of end of year T-TESS summative will be at the proficient level.

Staff Responsible for Monitoring: District and campus administration.

Formative Reviews

September

Moderate Progress

January

May

Strategy 4

Apply for the TEA Teacher Incentive Allotment (TIA) to support teacher recruitment, induction, and retention.

Strategy's Expected Result/Impact: Increase in retention and recruitment.

Staff Responsible for Monitoring: District administrators

Formative Reviews

No Progress

September

Some Progress

January

May

Performance Objective 2

OEISD will deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.

Evaluation Data Source: STAAR data will be compared to show teacher growth.

Strategy 1

Align professional development to district goals and current assessment results.

Strategy's Expected Result/Impact: Student academic achievement.

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

September

Some Progress

January

May

Strategy 2

Develop leadership skills for current administrators and potential administrators at district and campus levels.

Strategy's Expected Result/Impact: Stronger leadership and growing administrators from within.

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

September

Some Progress

January

May

Strategy 3

Promote and facilitate opportunities for continuing professional education.

Strategy's Expected Result/Impact: Professional growth in educators.

Formative Reviews

September

Some Progress

January

May

Performance Objective 3

OEISD will allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1

Annually review technology equipment age, recommend necessary replacements, and maintain district equipment standards for technology to maximize use.

Strategy's Expected Result/Impact: Devices that are up to date and can function efficiently to support academic achievement.

Staff Responsible for Monitoring: Technology director, district administration, principals

Formative Reviews

September

No Progress

January

May

Strategy 2

Provide effective instructional resources for teachers and staff aligned to district goals.

Strategy's Expected Result/Impact: Teacher have high quality materials.

Staff Responsible for Monitoring: District administration, principals

Formative Reviews

September

Some Progress

January

May

Performance Objective 4

OEISD will allocate funds to resources to provide incentives for hard to fill certifications areas such as Special Education, Secondary math and science, Career & Technical Education, and foreign language.

Evaluation Data Source: HR data,

Goal 4

OEISD will ensure all students will have a safe, supportive, and highly effective learning environment.

Performance Objective 1

Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive student -teacher relationships, and a focus on teaching and learning.

Evaluation Data Source: Implementation will be measured through completed surveys and comparing prior year PEIMS data.

Strategy 1

Provide support with drug/violence/bullying/suicide prevention programs, and student safety and mental health issues.

Strategy's Expected Result/Impact: Sign in sheets, Presenter Information, Invoices, Stop-It data, record of school activities promoting safe and drug free schools.

Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Teachers

Formative Reviews

September

Some Progress

January

May

Strategy 2

District will implement the Texas Child Health Access Through Telemedicine and BienStar Grant programs to assist with the early intervention of mental health crisis and ongoing counseling.

Strategy's Expected Result/Impact: Decrease chronic absenteeism, improve discipline issues, and foster academic progress.

Staff Responsible for Monitoring: District and campus administrators, counselors, teachers

Formative Reviews

September

Moderate Progress

January

May

Performance Objective 2

Devise, implement, review documentation for state and school safety and health procedures through a proactive Emergency Management Plan and collaboration with First Responders and Law Enforcement.

Evaluation Data Source: Implementation review of Emergency Management Plan and effectiveness of Crisis Management Teams. Evaluate collaboration with local LEA and First Responders. Routine audits, door sweeps and all new state safety procedures.

Strategy 1

Emergency Operations Plan-ongoing updates.

Strategy's Expected Result/Impact: District EOP, Active Shooter Plan, Campus monthly required safety drills, Campus Door Sweeps, Raptor System, Observation Protocols, Craze Training, Human Trafficking and Report Child Abuse posters added to all buildings.

Staff Responsible for Monitoring: District and Campus Leaders, Counselors, Safety and Security Director, Teachers

Funding Sources: Safety Grant,

Formative Reviews



Strategy 2

Staff will complete mandated compliance training from EduHero such as: Cybersecurity, Sexual Harassment, Building Positive Relationships, Trauma, FERPA, IEP Bullying, Human Trafficking and Blood-borne Pathogens. and Youth Mental Health First Aid. Other health related trainings.

Strategy's Expected Result/Impact: 100% compliance by all staff.

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews



Strategy 3

Provide armed Peace Officers that shall perform law enforcement duties that include protecting the safety and welfare of any person in the jurisdiction of the peace officer and the property of the school district. The armed Peace Officer will not be assigned routine student discipline or school administrative tasks or contact with students unrelated to the law enforcement duties.

Strategy's Expected Result/Impact: Focus on Safety.

Staff Responsible for Monitoring: District Admin, Campus leaders, Counselors, teachers

Formative Reviews

	 Accomplished	 Accomplished
September	January	May

Strategy 4

School guardians will qualify and train throughout the year.

Strategy's Expected Result/Impact: Increased preparation and safety.

Staff Responsible for Monitoring: Superintendent.

Formative Reviews

	Moderate Progress	
September	January	May



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

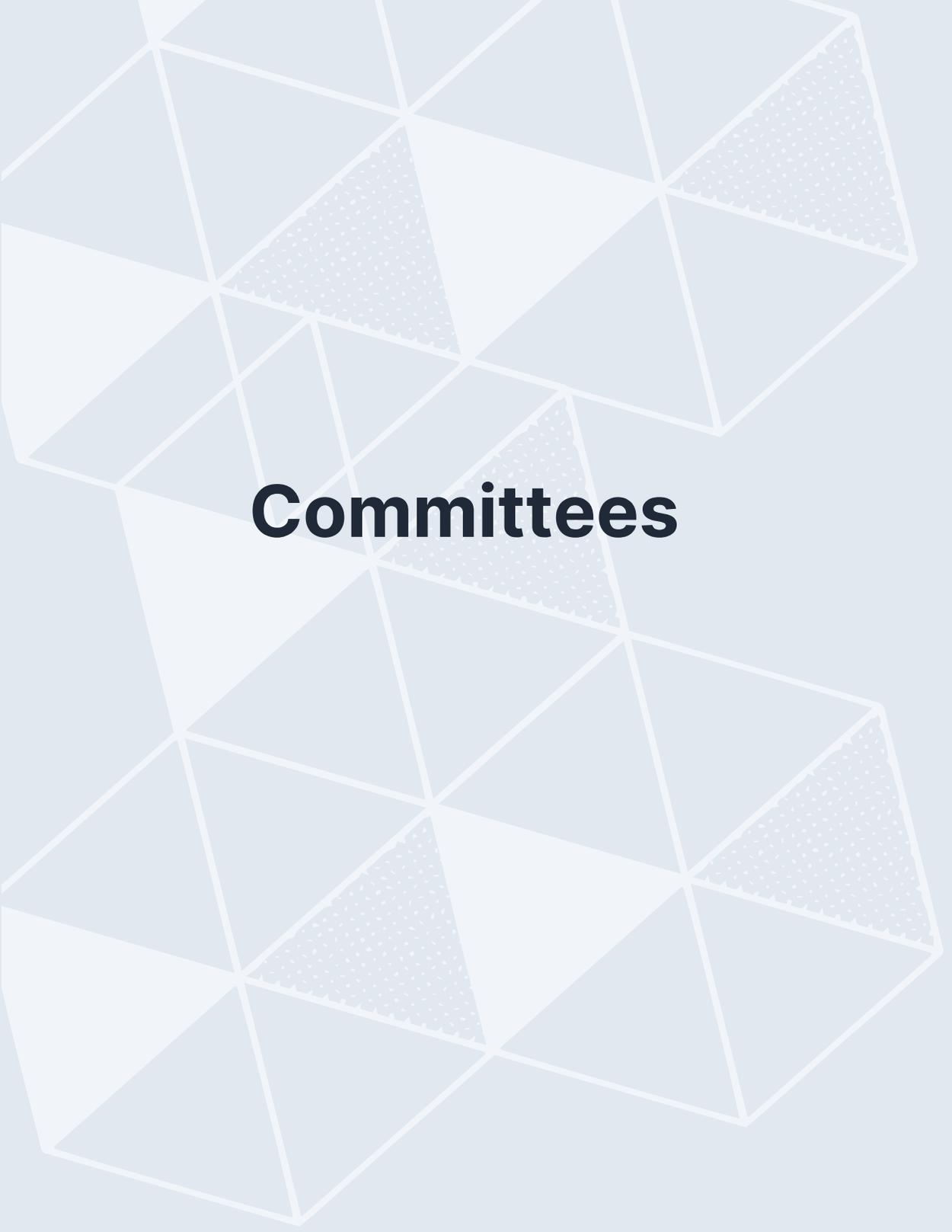
Name	Position	FTE
Aide	Nurse Aide	1
Aide	Teacher's Aide	1
DAEP	Teacher	1
Fine Arts	Teacher	1
Instructional	Teacher	1
Instructional	Teacher	1
Instructional	Teacher ESL	1
Instructional	Teacher	1
Instructional	Dyslexia Teacher	1
Instructional	Teacher GT	1
Instructional	Teacher	1
Instructional	ELA Teacher	1
Instructional	Teacher	1
Instructional	Teacher	1
Intervention	Teacher	1
Spanish	Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Instructional	Teacher	Elementary	100
Instructional	Teacher	Junior High	100
Instructional	Teacher	High School	100



Committees

Committees

District Site-Based Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
February 10, 2026 @ 4:15 PM	Odem Junior High Library	--	--
October 7, 2025 @ 4:15 PM	Odem Junior High Library	--	--

Members

First Name	Last Name	Position	Committee Role
Yolanda	Carr	Superintendent	District-level Professional
Traci	Rodriguez	Classroom Teacher	Classroom Teacher
Amanda	Henley	Principal	Administrator
Jordan	Martinez	Classroom Teacher	Classroom Teacher
Shannon	Seale	Principal	Administrator
Lisa	Flores	Principal	Administrator
Nancy	Beyer	Classroom Teacher	Classroom Teacher
Jeanette	Galvan	Classroom Teacher	Classroom Teacher
Alexandria	Pena	Classroom Teacher	Classroom Teacher
Ashley	Spurlock	Parent	Parent
Yolanda	Moran	Business Member	Business Representative
Stacy	Copeland	Parent	Parent
Marlena	Bush	Classroom Teacher	Classroom Teacher
Lidamar	Yruegas	Principal	Administrator
Jana	Kieschnick	Executive Director of Special Programs	District-level Professional



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report on Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
2	205905		Jana Kieschnick
District Name:		School Year	Date:
Odem-Edroy ISD		2025-2026	September 25, 2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance		ESC Assurance	
LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	<i>Jana Kieschnick</i>	ESC Reviewer Signature	
Date	9-24-25	Date Review Complete	

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
2	205905	Odem-Edroy ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
<p>100% of migrant students will be prepared to transition to the next grade level</p> <p>75% of migrant students will meet STAAR passing standards.</p>	<p>Migrant students will have priority access to supplemental instruction and support opportunities</p> <p>Migrant students will receive specific, targeted instruction in areas needed.</p>

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
2	205905	Odem-Edroy ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	<p>At the end of each month</p> <p>August 2025</p>	<p>Special Programs Director/NGS</p> <p>Special Programs Director</p>	<p>PFG Report Logs</p> <p>PFS Action Plan</p>
Additional Activities			
<ul style="list-style-type: none"> ▪ Review PFS Action Plan 	September 2025	Special Programs Director & Administrators	Meeting Agenda Sign In Sheet PFS Action Plan

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
2	205905	Odem-Edroy ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Special Programs Director & Administrators	Agenda Sign in Sheet
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	August 2025- May 2026	Special Programs Director	Parent communication log Copy of information provided to parents
<ul style="list-style-type: none"> ▪ During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	August 2025-May 2026	Special Programs Director & Counselors	Sign-In Log
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
2	205905	Odem-Edroy ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities. ▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. ▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	<p>July 2025-August 2025</p> <p>Aug 2025- Ongoing</p> <p>Ongoing</p>	<p>Special Programs Director, Counselors & Administrators</p> <p>Special Programs Director & Counselors</p> <p>Special Programs Director</p>	<p>PFS Reports</p> <p>PFS Reports Communication Log</p> <p>PFS Reports</p>
Additional Activities			
<ul style="list-style-type: none"> ▪ Parent information meetings are held to discuss graduation, state testing, and to address other academic needs. 	Ongoing	Special Programs Director, Counselors & Administrators	Meeting Agendas Sign in sheets