

# Odem-Edroy Independent School District

## Odem Intermediate

### 2024-2025 Campus Improvement Plan



# Mission Statement

The mission of Odem Intermediate is to unite our school and community by communicating, establishing routines, promoting positive parent involvement in an academically enriched and safe environment.

## Vision

Odem Intermediate strives to inspire productive life long learners in a supportive, safe environment through communication and cohesive collaboration within our community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Odem Intermediate is a 3-5 public school located in South Texas. The campus serves approximately 200 students. Odem Intermediate is a Title I school with 72.4% of the students being economically disadvantaged. The following demographic data is reflective of the 2021-2022 TAPR since this was the last time a TAPR was released.

The following demographic data is from 2021-2022:

Demographics	Percent
Economically Disadvantaged	72.4%
English Learners (EL)	2.4%
At-Risk	46.5%
Gifted & Talented	5.9%
Special Education	10.6%

Student Ethnicity	Percent
African American	0.6%
Hispanic	88.4%
White	9.8%
American Indian	0%
Two or more Races	1.2%

### Demographics Strengths

Our ELL population is 2.4% compared to the state average of 21.7%.

All students receive schoolwide free breakfast, lunch, and after school dinner.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The student population for Odem Intermediate has increased which has increased class size. **Root Cause:** Families have moved into the area or have chosen to enroll their children in the district.

**Problem Statement 2 (Prioritized):** Odem Intermediate did not meet the 96% attendance goal set by the district last year. **Root Cause:** There are a small number of students with chronic absenteeism.

# Student Achievement

## Student Achievement Summary

Odem Intermediate earned a "not rated" on the state accountability performance ratings for 2021-2022 because we received an overall scaled score that was less than 70. Odem Intermediate was identified as a School for Improvement Interventions with the need for comprehensive support and improvement. A targeted improvement plan focused in the areas of data-driven and effective classroom routines and instructional strategies was implemented. As a result, this year, Odem Intermediate was removed from School for Improvement.

Throughout the 2024- 2025 school year, all students will be assessed for current math and reading skills using IReady Reading and Math. Results from this beginning of year assessment will result in interventions to improve areas needing additional support. The students will be reassessed at the end of the first semester and once again at the end of the year.

## 2023-2024 STAAR Data

Science	2023	2024
All Students	58%	44%
Hispanic	58%	44%
ECD	53%	42%
SPED	*	*

Mathematics	3 <sup>rd</sup> :		4 <sup>th</sup> :		5 <sup>th</sup> :	
	2023	2024	2023	2024	2023	2024
All Students	77%	81%	63%	71%	68%	72%
Hispanic	75%	85%	62%	70%	66%	70%
ECD	71%	77%	54%	65%	69%	67%
SPED	80%	80%*	40%	*	*	*

Reading	3 <sup>rd</sup> :		4 <sup>th</sup> :		5 <sup>th</sup> :	
	2023	2024	2023	2024	2023	2024
All Students	78%	88%	73%	86%	77%	75%
Hispanic	78%	92%	73%	85%	80%	74%
ECD	79%	89%	68%	85%	76%	70%
SPED	33%	60%	40%	73%	*	*

## Student Achievement Strengths

Our 3rd and 4th grade math and reading scores were above the region and state.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Students struggle to reach the threshold of Meets or Masters level on STAAR assessments. **Root Cause:** Systems primarily focus on the Approaches level of passing, rather than individual improvement for all students.

# School Culture and Climate

## School Culture and Climate Summary

Upon review of the Title I Survey, parents feel that the school is a supportive and inviting place for students to learn. 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. Teachers provide opportunities for partnership with parents providing opportunities to educate them on how they can support learning at home, communicate concerns in a timely manner, and inform them of their child's progress and/or areas of needed improvement. The staff works together to ensure an orderly environment for their students.

## School Culture and Climate Strengths

Odem Intermediate personnel have high standards for all students. Students feel supported by OIS staff and administration. They feel encouraged to do well. Staff felt that bullying isn't a frequent problem, that students feel comfortable reporting bullying and staff address it when they see it. Students' parents are offered opportunities to partner in their success.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Odem Intermediate has had limited active supports for the emotional well-being of students. **Root Cause:** There has been an increased number of students with emotional problems and limited coping skills.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Odem Intermediate had minimal turnover this year with only two teaching position to fill. OEISD had an increase in pay to make salaries comparable to those in the area for 5-20 year teachers. Mentors are provided for first year teachers. Odem Intermediate 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.

## Staff Quality, Recruitment, and Retention Strengths

- Highly effective teachers
- CLT and Process Champs to help support teachers in data or CKH practices
- Strong campus admin support
- Collaborative grade level teams
- Teacher to student ratio is low
- Professional development is available to teachers. ( ESC-2, Capturing Kids Hearts, Lead4ward, & campus support)

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Odem Intermediate staff needs trainings that help improve overall tier one instruction. **Root Cause:** There has been a lack of scheduled opportunities for staff to attend trainings and/or Professional Learning Communities to gain more insight on how to improve their instructional efforts.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Odem Intermediate staff utilizes TEKS Resource System and implements a curriculum that is aligned to state standards and consistently implemented so that all students receive the learning experiences they deserve. 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.

## Curriculum, Instruction, and Assessment Strengths

The curriculum used by OIS teachers 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 teachers in identifying areas of need. Campus administrators work with teachers to identify strengths and weaknesses and assist in strategic planning.

Data from reading and math assessments at BOY, MOY, and EOY testing is used to identify students who need extra support during WIN Time or after school tutorials.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Consistent implementation of professional development to support high quality, engaging TEKS based instruction. **Root Cause:** There has been a lack of training continuity on instructional strategies for all teachers.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Odem Intermediate is committed to the continued growth of family and community involvement within our campus. Odem Intermediate will continue to strive to achieve partnership with the families as well as the community with collaborative commitment to work together for every child's success. We will continue to provide quality parental engagement with opportunities for parents to learn how to support their learning efforts in the classroom. 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, Odem Intermediate will continue to evaluate and make improvements in family and community engagement.

## Parent and Community Engagement Strengths

Odem Intermediate provides many opportunities for family and community to participate such as: Meet the Teacher, Grandparents' Day Breakfast, Open House, Family Literacy Night, Math & Science Night, Parent/Teacher Conferences, GT Parent Meetings, Dyslexia Parent Meeting, Grade Level Music Performances, Turkey Trot, Open House, Hippiity Hop, Annual Awards Assembly, and Field Day. The campus also participates in district events such as Feast of Kindness, Annual Area Parent Conference and the Annual Food Drive. Communication is shared with parents in various means such as Parent Square, Remind, Newsletters, written notices, and social media posts.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is limited awareness of parents in regards to their child's academic needs. **Root Cause:** Not all outreach events provided parents an opportunity for training on how to help or provided information about their child's academic strengths and weaknesses.

# School Context and Organization

## School Context and Organization Summary

Odem Intermediate 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. OIS staff receives training to implement any and all programs used on campus. 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 for the upcoming six weeks or intervention/reteaching of weak performing TEKS.

Parents are well informed of district activities through a variety of methods such as: campus newsletter, campus & district Facebook, websites, newspaper articles, Parent Square and parent letters. Odem Intermediate makes an effort to communicate with parents and inform them of any and all activities. Positive communication is sent out through Happy Mail as well as phone calls to parents every six weeks.

## School Context and Organization Strengths

- Staff and students generally feel safe at school.
- Staff development days built into calendar to allow planning time
- Communication provided to parents regularly
- Continued development of campus/district processes to assist students
- Common goal/vision for district
- WIN time intervention built in to the master schedule with opportunities for small group instruction
- Teachers have the opportunity to serve on various committees such as the SBDM, CLT, Bullying, and Process Champions
- Comprehensive school safety plan
- Online school registration process through Ascender program

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teachers need structured opportunities to share in instructional leadership. **Root Cause:** The campus lacks teacher leadership opportunities and staff surveying.

# Technology

## Technology Summary

Odem- Edroy ISD has a 1:1 student ratio for technology use. Every student has access to a Chromebook which allows students the opportunity to use technology in the classrooms for computer intervention programs such as IReady Reading and IReady Math during WIN time. 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.

## Technology Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- Wireless Internet
- Eduphoria is used by staff to access student data
- Parent Square as the district-wide form of communication
- Utilization of Google Classroom in most classrooms
- Computer-based intervention programs K-12
- Ascender Parent Portal available to monitor grades
- IReady is utilized as the computer intervention programs for Reading and Math
- Development of guidelines for the use and integration of digital devices in public schools

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Training for implementing and integrating technology effectively and efficiently is infrequent or reactive. **Root Cause:** Teachers, administrators, and staff lack a systemic means to share new learning gleaned from workshops or conferences to help their fellow peers.

# Priority Problem Statements

**Problem Statement 1:** Odem Intermediate did not meet the 96% attendance goal set by the district last year.

**Root Cause 1:** There are a small number of students with chronic absenteeism.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students struggle to reach the threshold of Meets or Masters level on STAAR assessments.

**Root Cause 2:** Systems primarily focus on the Approaches level of passing, rather than individual improvement for all students.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Odem Intermediate staff needs trainings that help improve overall tier one instruction.

**Root Cause 3:** There has been a lack of scheduled opportunities for staff to attend trainings and/or Professional Learning Communities to gain more insight on how to improve their instructional efforts.

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 4:** Consistent implementation of professional development to support high quality, engaging TEKS based instruction.

**Root Cause 4:** There has been a lack of training continuity on instructional strategies for all teachers.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

# Goals


**Goal 1:** OIS will maintain rigorous standards of achievement to improve and sustain student academic growth.


**Performance Objective 1:** All sub-groups will meet or maintain growth and the percentage of "Meets" and "Masters" grade-level performance on STAAR.


**High Priority**


**Evaluation Data Sources:** Unit Assessment Data  
 Cumulative Data (Math and Science)  
 Interim Data  
 Lead4ward Report from Eduphoria- identifying areas below 70%  
 Student Tracking Sheets  
 2024-2025 STAAR Results

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Throughout the 2024-2025 school year, students will track their growth on skills from assessment to assessment and set goals to improve weak areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have an understanding of whether they scored approaches, meets, or masters. They will gain more confidence and hopefully improve their score moving from not approaching to approaches; approaches to meets; and meets to masters.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and students            Principal            Assistant Principal</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools</p>	Formative		Summative
	Sept	Jan	May
	N/A		

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 1:** OIS will maintain rigorous standards of achievement to improve and sustain student academic growth.

**Performance Objective 2:** Increase average daily attendance rate to 96%.

**High Priority**

**Evaluation Data Sources:** Weekly attendance reports - winning the attendance flag  
 Monthly attendance reports- being the campus with the highest attendance for the month  
 Improved attendance percentages every six weeks- more students at the six weeks attendance parties  
 Assistant principal call logs that document parent contact when students are frequently truant.  
 PEIMS/Secretary call logs that document parent contact has been made when students are absent  
 Attendance notices sent by Assistant Principal

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Students will be encouraged to attend school daily by incorporating campus wide attendance incentives each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PEIMS/Secretary</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Sept	Jan	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







**Goal 2:** OIS will pursue meaningful engagement with parental, business, and community stakeholders aimed at increasing student performance.

**Performance Objective 1:** Performance Objective 1: OIS will expand its outreach and ensure that parent involvement activities are designed to meet the needs of all children and increase parent understanding of academics in the classroom.

**Evaluation Data Sources:** Sign in Sheets from Outreach Events  
 Parent Meeting or Information Session held at each event  
 Parent teacher conferences held in the fall and spring- teachers discussing data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Parents will have opportunities to learn about academics at outreach opportunities during and after the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' academic efforts will be supported in the classroom. Parents will have a better understanding of their child's academic strengths and areas of weakness as well as the tools needed to ensure their child is doing well academically.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>
	N/A		
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Staff will implement various methods of communication to ensure that all stakeholders are informed about all the various ways they can partner with teachers to ensure students' academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be positive communication and collaboration among teachers, admin, parents and community. There will be increased attendance at all outreach events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		<b>Summative</b>
	<b>Sept</b>	<b>Jan</b>	<b>May</b>
	N/A		


Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> We will share celebrations of students' academic success in the classroom such as meeting AR, advancing in Formative Loop, reaching their goals for IReady, and receiving All A and AB Honor Roll.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be encouraged to achieve high levels of academic success. More parents are aware of the celebrations due to increased in social media postings. Parents will encourage their student's academic improvements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Librarian</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Sept	Jan	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**Goal 3:** OIS 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:** OIS will maintain and develop highly effective staff who embrace our students, parents, and community.


**Evaluation Data Sources:** TTESS process- goal setting and formal evaluations to coach teachers throughout the year  
 Walk thru glow and grow statements  
 Professional Learning Communities (PLCs)  
 Schedule of peer walk thrus  
 CLT presentations at PLCs

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The instructional staff will have opportunities to learn from their peers in either peer to peer classroom observations or in Professional Learning Communities (PLCs).</p> <p><b>Strategy's Expected Result/Impact:</b> The staff will be encouraged to grow their instructional capacity. Those teachers who share with their peers will feel empowered as teacher leaders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Teachers on the Campus Leadership Team</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative		Summative
	Sept	Jan	May
	N/A		

 No Progress

 Accomplished

 Continue/Modify




 Discontinue

**Goal 3:** OIS will ensure all students will have skilled teachers, effective leadership, and support staff, and sufficient resources to support high levels of achievement.

**Performance Objective 2:** Grow teachers, school leaders, and staff, in order to serve general, special education, dyslexia, 504, at-risk and EBS students as well.

- Evaluation Data Sources:** Staff development for teachers throughout the year.  
 Formal Evaluations and Walk Thrus with opportunities to coach teachers  
 Professional Learning Communities (PLC) meetings  
 GT training for teachers in October  
 Teacher Certificates for all completed required trainings  
 Teacher lesson plans that reflect accommodations for all learners

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Input gathered from walk thrus, formal observations, and teacher feedback from goal setting/post conferences will be used to determine professional learning needs; training opportunities to support those identified needs will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> The teachers will have professional learning opportunities that meet their instructional needs. Teachers instructional capacity will grow from the beginning of the year to the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		Summative
	Sept	Jan	May
	N/A		





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 4:** OIS will ensure all students will have a safe, supportive, and highly effective learning environment.

**Performance Objective 1:** Implement practices and procedures to support safe environment characterized by high expectations, mutual respect, positive student-teacher relationships, and a focus on teaching and learning.

**Evaluation Data Sources:** Capturing Kids Hearts (CKH) Practices (greetings at the door, social contracts, and use of affirmations)  
 CKH Discipline questions  
 Power Hour  
 Goal setting- students growing from assessment to assessment  
 Affirmations for students- such as positive office referrals and Happy Mail  
 Opportunities for students to affirm teachers and peers in class and the morning announcements  
 Celebrating- honor roll, AR, attendance, Formative Loop, IReady Growth from BOY, MOY, EOY

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b>            Students will complete anti-bullying pledges/contracts as well as, participate in guidance lessons that focus on kindness, self-discipline, and respect.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be less reports of bullying and a decrease in referrals. Students will feel safe and happy at school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor            Bullying Committee</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative		Summative
	Sept	Jan	May
	N/A		





Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Process Champions will assist in the implementation of common Capturing Kids Hearts (CKH) practices such as greeting students at the door, utilizing social contracts, providing students with positive affirmations such as Happy Mail and Positive Office Referrals in order to improve school culture and build respectful relationships amongst students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an improved school culture. Students and staff will utilize positive affirmations/</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CKH Process Champs Teachers and students</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative		Summative
	Sept	Jan	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** OIS will ensure all students will have a safe, supportive, and highly effective learning environment.

**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.

**High Priority**

- Evaluation Data Sources:** Emergency Management Plan  
 Crisis Management Team trainings- CPR, Narcan, Diabetes  
 Crisis Management Team meetings and sign in sheets  
 Campus wide Stop the Bleed Training, Epi Pen, Seizure  
 Staff duty assignments  
 San Patricio Sheriffs' Deputies on duty daily  
 Principal Drill logs  
 Drill plan in Raptor  
 Weekly Door Sweeps  
 Check- In Procedures for visitors  
 Bullying check list- Texas School Safety Center

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> In collaboration with district administrators, all OIS staff will utilize Raptor system, follow the required drill schedule, and complete all schoolwide safety trainings and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and staff will feel safe at school. All students and staff will feel safe in the event of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> District administrators Principal Assistant Principal</p> <p><b>Title I:</b> 2.6</p>	Formative		Summative
	Sept	Jan	May
	N/A		
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