Odem-Edroy Independent School District

Odem Elementary

2021-2022 Campus Improvement Plan

Mission Statement

What business are we in….

Why we exist….

To Empower All Students To Be Self Directed Life-Long Learners In a Changing World.

ODEM-EDROY ISD Belief Statements

In implementing an instructional program that will enable us to achieve the mission of Odem-Edroy ISD, we will adhere to the following statements of belief.

Vision
Long Range Goals

We as a team are moving forward. Our goals for improvement have been set...

Value Statement

IN REGARD TO STUDENTS 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 and 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

Demographics Summary

Odem Elementary is a PK-2 public school located in South Texas. The campus serves approximately 224 students. Odem Elementary is a Title I school with 63.4% of the students being economically disadvantaged.

The following demographic data is from TAPR 2018-2019:

Demographics	Percent
Attendance Rate	95.1%
Economically Disadvantaged	63.4%
English Learners (EL)	4.5%
At-Risk	27.7%
Gifted & Talented	2.7%
Special Education	11.6%

Student Ethnicity	Percent
African American	0.0%
Hispanic	83.5%
White	15.2%
American Indian	0%
Two or more Races	1.3%

*Current TAPR information was not available at the time this Campus Improvement Plan was approved by the board. Data is reflective of the 2018-19 TAPR.

Demographics Strengths

- ELL population is 4.5% compared the the state average of 20.3%.
- The mobility rate is below the state average.

- Schoolwide free breakfast and lunch for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student population for Odem Elementary has declined. **Root Cause:** Families have moved out of the area due to the lack of housing or have enrolled their children in larger schools

Student Achievement

Student Achievement Summary

Odem Elementary strives for student's academic performance to grow and become "Developed" in all skill categories in reading and math.

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.

As the 2021-2022 school year begins, all students will be assessed using CIRCLE (PreK), TXKEA (Kindergarten), TPRI (1st and 2nd grades) for current math and reading skills within the inital few weeks of school so that curriculum can be adjusted and students who have fallen behind can be identified and given additional support in those areas.

Student Achievement Strengths

Strengths:

* Student achievement and growth typically progresses from BOY (beginning of year) testing to MOY (middle of year) and then shows a significant increase at EOY (end of year) testing as evidenced from data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students struggle to reach the developed criteria for TXKEA, TPRI and Circle assessments. **Root Cause:** Lack of consistent data driven intervention/progress monitoring.

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. Odem Elementary 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. All students are accepted and regardless of their disability. Students receive the support needed to be successful. Odem Elementary has small class sizes which students benefit from.

School Culture and Climate Strengths

Odem Elementary personnel has high expectations for all students. Students feel supported by OES staff and are 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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Odem Elementary School 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 along with limited coping skills.

Problem Statement 2: COVID-19 has altered processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. Odem Elementary continues to work to educate our students with safety as a priority.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Odem Elementary has hired new teachers this year. Mentoring programs have been set up to assist new teachers to the district. Odem Elementary 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
- 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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Odem Elementary has the challenge of hiring experienced teachers and/or loses employees to higher paying and larger districts. **Root Cause:** Districts in the surrounding areas offer competitive pay rates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Odem Edroy ISD provides Odem Elementary 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.

Professional Development

Timeline	Topic	Key Staff	Support
August 2021	New Teacher Training Maintenance System Requests Substitute System Eduhero Sign-up, Ascender Teacher Portal, Curriculum Page Eduphoria/Aware/Strive TEKS Resource System (core areas only)	New Teachers	Maintenance Director Curriculum Dept. Human Resources Adminstrators
August 2021	Building Relationships	Elementary Staff Administrators	ESC Consultants
August 2021	Teacher Planning	Elementary Teachers Administrators	Administrators Curriculum Dept.
August 2021	District Strategies	New Teachers	Lead Teachers
November 2021	Mini Conference Professional Development	Teachers	Teachers Administrators
January 2022	Emotional Poverty Training	Elementary Staff	Curriculum Director Special Programs Director
TBA	HB-159 Training for educators to more effectively serve all students	Administrators Teachers Paraprofessionals	Administrators Special Programs Director

Timeline	Topic	Key Staff	Support
TBA	Early Childhood Professional Developent Training	Elementary Teachers	ESC Consultants

Curriculum, Instruction, and Assessment Strengths

The curriculum used by OES 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 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 for students who have fallen behind significantly.

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:** Lack of training continuity on instructional strategies for all teachers due to attrition.

Parent and Community Engagement

Parent 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. Odem Elementary 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. 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 Odem Elementary will continue to evaluate and make improvements in family and community engagement.

Parent and Community Engagement Strengths

Odem Elementary provides many opportunities for family and community to participate such as: Meet the Teacher, Open House, Parent conferences, Family Literacy Night, Math & Science night, GT parent meetings, Dyslexia parent meetings, awards ceremony, elementary music performances, field day and Parental Involvement meetings. Covid has hindered some of the in-person parent and community engagement activities, however the staff has continued to host some of these events with preventative protocols in place.

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 postcards, 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 tha the school has clean and well maintained facilities and property.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is limited awareness of opportunities to cultivate partnerships between the school, families and community. **Root Cause:** Not all parents have access to school information platforms, nor have trainings been put in place to inform parents of log-in and navigation.

School Context and Organization

School Context and Organization Summary

Odem Elementary 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. OES 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 and parent letters. Campuses make an effort to communicate with parents and inform them of any and all activities. Positive communication is sent out through notes/letters as well as phone calls to parents.

School Context and Organization Strengths

- Reading and Math interventionist at elementary campus who utilize pull-out program
- Small-group instruction
- OES WIN time (What I Need - Enrichment, Intervention, GT) built into master schedule
- 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 campus/district
- Teachers have the opportunity to serve on committees
- Online school registration process through Ascender program for OES students
- Staff and students generally feel safe at school

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teachers need structured opportunities to have input in decision making and school practices. **Root Cause:** Campuses lack teacher leadership opportunities and staff surveying.

Problem Statement 2: The decision process with respect to COVID-19 considerations is critical to maintain positive relationships with parents and the greater OEISD community. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The district continues to work to be a leader in the community, with an emphasis on regular communication and transparency.

Technology

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.

COVID-19 added technology purchases for Odem Elementary:

- See Saw LMS

Technology Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- District emphasis of student use of technology
- Wireless Internet
- Eduphoria is used by staff to access student data
- Living Tree as the district-wide form of communication
- Mobile workstations for most classrooms
- Computer-based intervention programs K-12
- TxEIS Parent Portal available to monitor grades
- Four 3-D printers for district use
- Virtual Learning - SeeSaw
- Ascender
- Development and guidelines for the use of digital devices in public schools

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Odem Elementary is a 1:1 per student device access, however training for implementing and integrating technology effectively and efficiently is infrequent and reactive. **Root Cause:** Teachers, administrators and staff lack a systematic means to share new learning gleaned from workshops and conferences or surveys of teachers to help determine the trainings required.

Priority Problem Statements

Problem Statement 1: Student population for Odem Elementary has declined.

Root Cause 1: Families have moved out of the area due to the lack of housing or have enrolled their children in larger schools

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students struggle to reach the developed criteria for TXKEA, TPRI and Circle assessments.

Root Cause 2: Lack of consistent data driven intervention/progress monitoring.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Odem Elementary School has had limited active supports for the emotional well-being of students.

Root Cause 3: There has been an increased number of students with emotional problems along with limited coping skills.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Odem Elementary has the challenge of hiring experienced teachers and/or loses employees to higher paying and larger districts.

Root Cause 4: Districts in the surrounding areas offer competitive pay rates.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Consistent implementation of professional development to support high quality, engaging TEKS based instruction.

Root Cause 5: Lack of training continuity on instructional strategies for all teachers due to attrition.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: There is limited awareness of opportunities to cultivate partnerships between the school, families and community.

Root Cause 6: Not all parents have access to school information platforms, nor have trainings been put in place to inform parents of log-in and navigation.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Teachers need structured opportunities to have input in decision making and school practices.

Root Cause 7: Campuses lack teacher leadership opportunities and staff surveying.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Odem Elementary is a 1:1 per student device access, however training for implementing and integrating technology effectively and efficiently is infrequent and reactive.

Root Cause 8: Teachers, administrators and staff lack a systematic means to share new learning gleaned from workshops and conferences or surveys of teachers to help determine the trainings required.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

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
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: OES will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post secondary success.

Performance Objective 1: OES will maintain and implement an aligned relevant and rigorous comprehensive curriculum in order to ensure that students are college, military and career ready.

Evaluation Data Sources: Implementation of various professional development opportunities
Teacher lesson plans
Walkthroughs
Student work
Reading Eggs and Math Seeds data
Seesaw activities

Strategy 1 Details	Formative Reviews		
Strategy 1: TCMPC initial training for new teachers and refresher training for returning teachers, ESC2 professional development, Eduphoria and CLI Engage Data monitoring	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Improved student performance on CIRCLE for Prek 4, TXKEA for Kinder, TPRI for 1st and 2nd grades and on unit assessments for 2nd grade.			
Staff Responsible for Monitoring: Executive Director of Student Services			
Campus leaders			
School counselor			
Teachers			
Title I Schoolwide Elements: 2.4, 2.5			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teachers will access student data by using systems such as Eduphoria, CLI Engage, TXeis effectively.	**Formative**		
Strategy's Expected Result/Impact: An increase in students' assessment results and academic performance.	Jan	Apr	June
Staff Responsible for Monitoring: Executive Director of Students Services			
Campus leaders			
Technology director			
Teachers			
Title I Schoolwide Elements: 2.5, 2.6			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: OES will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post secondary success.

Performance Objective 2: OES will implement differentiated instructional strategies that are relevant, engaging, and incorporate 21st century learning skills.

Evaluation Data Sources: Student performance
Differentiated instructional strategies identified in lesson plans
Walkthrough data indicating differentiated strategies
Assessments reflective of differentiation for students

Strategy 1 Details	Formative Reviews		
Strategy 1: Integration of technology to effectively deliver the curriculum and provide additional training such as the GT six hour update provided to all staff through Eduhero, Seesaw webinar, Eduphoria training during 2nd grade Professional Learning Communities (PLCs), and the Reading Eggs and Math Seeds refresher webinar at the beginning of the year.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: An increase engagement and utilization of technology programs. **Staff Responsible for Monitoring:** Executive Director of Student Services Campus leaders Reading interventionist Lead teachers **Title I Schoolwide Elements:** 2.4, 2.5			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: OES will have effective communication with all stakeholders emphasizing parent partnerships aimed at increasing student performance.

Performance Objective 1: OES will expand its outreach and establish an increased number of opportunities for parental and community involvement with all stakeholders.

Evaluation Data Sources: Marquee messages
District/school web page
Facebook
Living Tree
Teacher communication apps
Parent portal
Parent contact logs
Seesaw messages/announcements

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide outreach opportunities for parents to participate in academic and/or extra curricular functions such as Meet the Teacher, parent/teacher conferences, Family Literacy Night, Trunk or Treat, Open House during Texas Public Schools Week, and Math and Science Night.		**Formative**		
		Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Increased parent involvement
    Staff Responsible for Monitoring: Campus leaders
School counselor
Teachers
 	
    Title I Schoolwide Elements: 3.1, 3.2				

0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Goal 2: OES will have effective communication with all stakeholders emphasizing parent partnerships aimed at increasing student performance.

Performance Objective 2: OES will develop and maintain a prominent internet/ social media presence to increase parental and community awareness.

Evaluation Data Sources: Marquee messages
District/school web page
Facebook
Living Tree
Teacher communication apps
Parent portal
Parent contact logs
Seesaw messages/announcements
6 weeks campus newsletters
Newspaper articles

Strategy 1 Details			Formative Reviews		
Strategy 1: In order to keep parents more informed OES will use a variety of methods for communication			**Formative**		
Strategy's Expected Result/Impact: Positive communication and collaboration with parents in order to build stronger relationships between home and school.			**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Executive Director of Students Services Campus leaders School counselor Teachers **Title I Schoolwide Elements:** 3.1, 3.2					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: OES will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.

Performance Objective 1: OES will recruit and maintain highly effective staff who embrace our students, parents, and community through methods of recognition and support.

Evaluation Data Sources: Weekly Hoot
Staff luncheons
Teacher celebrations
GroupMe positive messages

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of staff recognition throughout the school year. Shout outs and recognition in the Weekly Hoot and recognition for activity involvement.	**Formative**		
	Jan	**Apr**	**June**
0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✗ Discontinue			

Goal 3: OES will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.

Performance Objective 2: OES will grow instructional and interpersonal leadership capacity for balanced and effective oversight.

Evaluation Data Sources: Lead teacher committee minutes/agendas
Professional Learning Community (PLC) meetings
Mentor teachers assigned to first year teachers

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaboration of lead teachers to involve them in campus decision making (Lead Teacher meetings), share of professional learning (PLC meetings) and provide opportunities to learn teaching strategies from their peers (Mentor Teachers).	**Formative**		
	Jan	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.6			
0% No Progress *100%* Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: OES will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.

Performance Objective 3: OES will implement professional development for teachers' growth to serve general, special education, dyslexia, 504, at-risk and ELL students well.

Evaluation Data Sources: TXKEA data
TPRI data
Certificates for required professional trainings
Teacher lesson plans
CIRCLE data

Strategy 1 Details	Formative Reviews		
Strategy 1: Solicit input from teachers on professional development through professional learning committees, walk throughs and teachers to lead instructional training of other staff members.	**Formative**		
	Jan	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: OES will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Performance Objective 1: OES will improve drug/violence/bullying/suicide prevention programs and update policies to help ensure student safety.

Evaluation Data Sources: "Stop It" program reports
Certificates for professional trainings
Comparing prior year PEIMS data
Counselor guidance lessons and calendar
Bullying contracts
Red Ribbon guest speaker from the San Patricio County Wellness
Mental Health First Aid Training

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will complete anti-bullying pledges/contracts, participate in guidance lessons that focus on kindness, self-discipline and respect.	**Formative**		
	Jan	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 4: OES will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Performance Objective 2: OES will enhance the student/staff safety through a proactive Emergency Management Plan and collaboration with First Responders. Continue to evaluate emergency procedures for both instructional and non-instructional facilities. This includes training, policies, procedures, schedules, and equipment to keep all district stakeholders safe.

Evaluation Data Sources: Implementation review of Emergency Management Plan
Crisis Management Teams meeting agenda
Stop the Bleed Training
CPR training
The "I Love U Guys" Student Response Protocols practice drills
PPE purchases for COVID-19

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaboration with district administration to update campus emergency operation plans. Develop a drill schedule and provide professional development for other school wide safety trainings,	**Formative**		
	Jan	**Apr**	**June**
Title I Schoolwide Elements: 2.5			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: OES will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Performance Objective 3: OES will bring awareness to mental health issues and improve support for students and staff.

Evaluation Data Sources: Counselor guidance lessons
Certificates for professional trainings
Weekly Hoot mental health message
Brain breaks and Go Noodle breaks for students

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in counselor guidance lesson that focus on healthy choices and how to keep positive mental health. Staff will also participate in various professional development trainings that concentrate on supportive mental health for both students and staff. A mental health corner with tips and ideas will be included in the Weekly Hoot for staff as well as positive messages/memes in the staff GroupMe.	**Formative**		
	Jan	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 4: OES will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Performance Objective 4: OES will continue its plan to ensure that district stakeholders feel safe at school and school events. COVID-19 considerations will be prioritized with respect to the health and safety of all district stakeholders.

Evaluation Data Sources: COVID material purchase orders
Health screenings of staff and students
COVID feedback survey
Faculty meeting agenda- COVID procedure presentation
Seesaw announcements

Strategy 1 Details		Formative Reviews		
Strategy 1: Implementation of health screenings, district attestation forms, purchases of required PPE for students and staff in order to apply social distancing and COVID-19 protection practices.		**Formative**		
		Jan	**Apr**	**June**
Title I Schoolwide Elements: 2.5				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Goal 5: OES will maintain efficient and effective management of resources and operations to maximize learning for all students.

Performance Objective 1: OES will establish operating guidelines and automate procedures to improve efficiency and effectiveness.

Evaluation Data Sources: Professional Learning Committee (PLC) Meetings
Faculty Meeting agendas
COVID protocols
Maintenance requests
Emergency Management Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support and training to staff in reference to systems, materials, purchasing, special program requirements, COVID-19 protocols, and student services for proper use and accounting of resources.	**Formative**		
	Jan	**Apr**	**June**
Title I Schoolwide Elements: 2.5, 2.6			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: OES will maintain efficient and effective management of resources and operations to maximize learning for all students.

Performance Objective 2: OES financial and instructional services will comply with all federal and state regulations and mandates.

Evaluation Data Sources: Business office protocols for purchasing
Title I expenditures
Gifted and Talented trainings
Eduhero required trainings
ESL training and certification of all new teachers

Strategy 1 Details	Formative Reviews		
Strategy 1: A budget will be adhered to and business protocols for purchasing will be utilized. Implementation of yearly training and certification requirements will be upheld.	**Formative**		
	Jan	**Apr**	**June**
Title I Schoolwide Elements: 2.5			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Addendums