

Odem-Edroy Independent School District



2026-2027 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 860 students. Odem-Edroy is a Title I district with 64.4% of the students being economically disadvantaged.

The following demographic data is from TAPR 2024-2025:

Demographics	Percent
Attendance Rate	94.1%
Graduation Rate	100%
Economically Disadvantaged	64.4%
EB Students (EL)	3.0%
At-Risk	40.7%
Gifted & Talented	8.6%
Special Education	12.8%

Student Ethnicity	Percent
African American	0.2%
Asian	0.2%
Hispanic	82%
White	16.8%
American Indian	0.2%
Two or more Races	0.5%

Strengths

- 100% graduation rate
- Emergent Bilingual population is 3% compared the the state average of 24.3%.
- 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 2025-2026.

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.

	Scaled Score	Rating	Proportion of Overall Rating
Overall	82	B	
Student Achievement	78	C	0%
School Progress	83	B	70%
Academic Growth	75	C	
Relative Performance (Eco Dis: 67.9%)	83	B	
Closing the Gaps	81	B	30%

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Con
STAAR Performance Rates by Tested Grade, Subject, and Performance Level														
Grade 3 Reading														
At Approaches	2026	74%	75%	81%	-	75%	100%	-	*	-	-	53%	*	
Grade Level or Above	2025	77%	78%	89%	-	89%	92%	-	-	-	*	67%	*	

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Concurrent Enrollment
At Meets Grade Level or Above	2026	52%	50%	63%	-	56%	85%	-	*	-	-	41%	*	
	2025	52%	52%	73%	-	68%	92%	-	-	-	*	61%	*	
At Masters Grade Level	2026	26%	23%	40%	-	40%	38%	-	*	-	-	24%	*	
	2025	23%	21%	23%	-	25%	17%	-	-	-	*	11%	*	
Grade 3 Mathematics														
At Approaches Grade Level or Above	2026	68%	67%	73%	-	69%	85%	-	*	-	-	53%	*	
	2025	71%	70%	70%	-	66%	83%	-	-	-	*	56%	*	
At Meets Grade Level or Above	2026	46%	44%	48%	-	42%	69%	-	*	-	-	35%	*	
	2025	46%	44%	35%	-	30%	50%	-	-	-	*	33%	*	
At Masters Grade Level	2026	22%	20%	21%	-	21%	23%	-	*	-	-	12%	*	
	2025	19%	17%	3%	-	0%	17%	-	-	-	*	0%	*	
Grade 4 Reading														
At Approaches Grade Level or Above	2026	78%	78%	85%	-	83%	92%	-	-	-	-	67%	*	
	2025	81%	83%	90%	-	94%	67%	*	-	-	*	83%	*	
At Meets Grade Level or Above	2026	54%	52%	66%	-	60%	85%	-	-	-	-	47%	*	
	2025	54%	53%	72%	-	72%	67%	*	-	-	*	17%	*	
At Masters Grade Level	2026	24%	22%	26%	-	23%	38%	-	-	-	-	0%	*	
	2025	24%	21%	38%	-	38%	33%	*	-	-	*	0%	*	
Grade 4 Mathematics														
At Approaches Grade Level or Above	2026	69%	69%	70%	-	71%	69%	-	-	-	-	53%	*	
	2025	69%	70%	78%	-	79%	67%	*	-	-	*	33%	*	
At Meets Grade Level or Above	2026	50%	50%	51%	-	46%	69%	-	-	-	-	27%	*	
	2025	47%	46%	48%	-	49%	44%	*	-	-	*	0%	*	
At Masters Grade Level	2026	25%	22%	18%	-	10%	46%	-	-	-	-	7%	*	
	2025	24%	23%	28%	-	28%	22%	*	-	-	*	0%	*	
Grade 5 Reading														
At Approaches Grade Level or Above	2026	80%	80%	91%	-	92%	85%	-	-	-	*	63%	*	
	2025	77%	76%	86%	-	82%	100%	*	-	-	-	38%	*	
At Meets Grade Level or Above	2026	60%	58%	57%	-	59%	54%	-	-	-	*	0%	*	
	2025	58%	57%	59%	-	61%	58%	*	-	-	-	25%	*	
At Masters Grade Level	2026	35%	33%	37%	-	39%	31%	-	-	-	*	0%	*	
	2025	30%	26%	23%	-	21%	33%	*	-	-	-	0%	*	
Grade 5 Mathematics														

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Concurrent Enrollment
At Approaches Grade Level or Above	2026	76%	76%	60%	-	59%	69%	-	-	-	*	38%	*	
	2025	74%	73%	72%	-	70%	83%	*	-	-	-	38%	*	
At Meets Grade Level or Above	2026	49%	48%	31%	-	29%	38%	-	-	-	*	0%	*	
	2025	47%	45%	39%	-	39%	42%	*	-	-	-	13%	*	
At Masters Grade Level	2026	21%	18%	11%	-	10%	15%	-	-	-	*	0%	*	
	2025	22%	20%	10%	-	9%	17%	*	-	-	-	0%	*	
Grade 5 Science														
At Approaches Grade Level or Above	2026	66%	67%	60%	-	59%	69%	-	-	-	*	38%	*	
	2025	65%	63%	64%	-	57%	92%	*	-	-	-	50%	*	
At Meets Grade Level or Above	2026	38%	38%	17%	-	14%	31%	-	-	-	*	0%	*	
	2025	31%	27%	23%	-	23%	25%	*	-	-	-	13%	*	
At Masters Grade Level	2026	18%	18%	6%	-	6%	8%	-	-	-	*	0%	*	
	2025	12%	10%	6%	-	5%	8%	*	-	-	-	0%	*	
Grade 6 Reading														
At Approaches Grade Level or Above	2026	74%	73%	83%	-	83%	80%	-	-	-	-	50%	-	
	2025	77%	76%	74%	-	75%	70%	-	-	-	-	20%	*	
At Meets Grade Level or Above	2026	56%	53%	55%	-	54%	60%	-	-	-	-	13%	-	
	2025	56%	53%	45%	-	43%	60%	-	-	-	-	20%	*	
At Masters Grade Level	2026	30%	26%	23%	-	22%	30%	-	-	-	-	0%	-	
	2025	29%	25%	9%	-	9%	10%	-	-	-	-	0%	*	
Grade 6 Mathematics														
At Approaches Grade Level or Above	2026	74%	70%	64%	-	59%	90%	-	-	-	-	25%	-	
	2025	74%	69%	74%	-	73%	80%	-	-	-	-	40%	*	
At Meets Grade Level or Above	2026	40%	34%	27%	-	22%	50%	-	-	-	-	13%	-	
	2025	40%	32%	36%	-	36%	40%	-	-	-	-	20%	*	
At Masters Grade Level	2026	16%	11%	5%	-	4%	10%	-	-	-	-	0%	-	
	2025	16%	11%	3%	-	2%	10%	-	-	-	-	0%	*	
Grade 7 Reading														
At Approaches Grade Level or Above	2026	78%	78%	74%	-	76%	62%	-	-	-	-	9%	*	
	2025	76%	76%	70%	-	70%	69%	-	-	-	-	*	*	

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Concours Enroll
At Meets Grade Level or Above	2026	56%	54%	51%	-	51%	54%	-	-	-	-	9%	*	
	2025	54%	51%	41%	-	42%	38%	-	-	-	-	*	*	
At Masters Grade Level	2026	32%	28%	18%	-	18%	15%	-	-	-	-	0%	*	
	2025	27%	22%	15%	-	14%	19%	-	-	-	-	*	*	
Grade 7 Mathematics														
At Approaches Grade Level or Above	2026	51%	54%	44%	-	45%	38%	-	-	-	-	18%	*	
	2025	55%	55%	53%	-	48%	69%	-	-	-	-	*	*	
At Meets Grade Level or Above	2026	32%	35%	28%	-	29%	23%	-	-	-	-	9%	*	
	2025	33%	35%	33%	-	32%	38%	-	-	-	-	*	*	
At Masters Grade Level	2026	10%	11%	4%	-	4%	8%	-	-	-	-	0%	*	
	2025	11%	12%	8%	-	8%	6%	-	-	-	-	*	*	
Grade 8 Reading														
At Approaches Grade Level or Above	2026	84%	84%	89%	-	87%	93%	-	-	-	-	*	-	
	2025	82%	81%	78%	*	75%	89%	-	-	-	*	50%	*	
At Meets Grade Level or Above	2026	61%	57%	50%	-	49%	53%	-	-	-	-	*	-	
	2025	58%	57%	47%	*	42%	67%	-	-	-	*	17%	*	
At Masters Grade Level	2026	33%	27%	24%	-	23%	27%	-	-	-	-	*	-	
	2025	32%	27%	24%	*	25%	22%	-	-	-	*	0%	*	
Grade 8 Mathematics														
At Approaches Grade Level or Above	2026	75%	74%	74%	-	77%	64%	-	-	-	-	*	-	
	2025	71%	70%	75%	*	73%	83%	-	-	-	*	67%	*	
At Meets Grade Level or Above	2026	49%	47%	35%	-	34%	36%	-	-	-	-	*	-	
	2025	47%	46%	32%	*	31%	50%	-	-	-	*	33%	*	
At Masters Grade Level	2026	17%	15%	7%	-	3%	18%	-	-	-	-	*	-	
	2025	18%	17%	5%	*	6%	0%	-	-	-	*	0%	*	
Grade 8 Science														
At Approaches Grade Level or Above	2026	77%	73%	77%	-	81%	67%	-	-	-	-	*	-	
	2025	74%	71%	59%	*	56%	67%	-	-	-	*	33%	*	
At Meets Grade Level or Above	2026	55%	48%	50%	-	47%	60%	-	-	-	-	*	-	
	2025	48%	45%	38%	*	33%	56%	-	-	-	*	17%	*	
At Masters Grade Level	2026	30%	23%	26%	-	23%	33%	-	-	-	-	*	-	
	2025	19%	15%	9%	*	7%	22%	-	-	-	*	0%	*	
Grade 8 Social Studies														

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Concours Enroll
At Approaches	2026	59%	55%	56%	-	55%	60%	-	-	-	-	*	-	
Grade Level or Above	2025	58%	56%	56%	*	51%	78%	-	-	-	*	33%	*	
At Meets	2026	33%	29%	34%	-	34%	33%	-	-	-	-	*	-	
Grade Level or Above	2025	32%	28%	35%	*	32%	56%	-	-	-	*	17%	*	
At Masters	2026	17%	14%	19%	-	15%	33%	-	-	-	-	*	-	
Grade Level	2025	17%	14%	18%	*	14%	44%	-	-	-	*	0%	*	
End of Course English I														
At Approaches	2026	73%	74%	77%	*	72%	100%	-	-	-	*	40%	-	
Grade Level or Above	2025	69%	69%	78%	-	77%	90%	-	-	-	-	27%	-	
At Meets	2026	53%	53%	52%	*	44%	91%	-	-	-	*	20%	-	
Grade Level or Above	2025	49%	48%	59%	-	58%	70%	-	-	-	-	27%	-	
At Masters	2026	12%	10%	13%	*	15%	9%	-	-	-	*	0%	-	
Grade Level	2025	15%	12%	13%	-	14%	10%	-	-	-	-	0%	-	
End of Course English II														
At Approaches	2026	73%	74%	77%	-	75%	90%	-	-	-	-	44%	-	
Grade Level or Above	2025	72%	74%	81%	-	75%	100%	-	-	-	*	40%	-	
At Meets	2026	58%	58%	70%	-	68%	80%	-	-	-	-	44%	-	
Grade Level or Above	2025	55%	56%	56%	-	48%	87%	-	-	-	*	10%	-	
At Masters	2026	9%	8%	3%	-	3%	0%	-	-	-	-	0%	-	
Grade Level	2025	8%	8%	4%	-	3%	7%	-	-	-	*	0%	-	
End of Course Algebra I														
At Approaches	2026	83%	83%	92%	*	92%	91%	-	-	-	*	*	-	
Grade Level or Above	2025	78%	77%	84%	-	84%	88%	-	-	-	-	43%	-	
At Meets	2026	51%	50%	51%	*	48%	64%	-	-	-	*	*	-	
Grade Level or Above	2025	45%	44%	49%	-	49%	50%	-	-	-	-	14%	-	
At Masters	2026	28%	26%	13%	*	15%	9%	-	-	-	*	*	-	
Grade Level	2025	27%	25%	14%	-	15%	13%	-	-	-	-	0%	-	
End of Course Biology														
At Approaches	2026	93%	94%	100%	*	100%	100%	-	-	-	*	100%	-	1
Grade Level or Above	2025	92%	91%	95%	-	94%	100%	-	-	-	-	70%	-	

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Concours Enroll
At Meets Grade Level or Above	2026	69%	66%	79%	*	75%	100%	-	-	-	*	60%	-	
	2025	61%	57%	62%	-	59%	77%	-	-	-	-	30%	-	
At Masters Grade Level	2026	34%	28%	33%	*	27%	70%	-	-	-	*	0%	-	
	2025	21%	15%	10%	-	8%	23%	-	-	-	-	0%	-	
End of Course U.S. History														
At Approaches Grade Level or Above	2026	93%	94%	98%	-	98%	100%	-	-	-	*	86%	-	
	2025	95%	94%	99%	-	98%	100%	-	-	-	-	91%	-	
At Meets Grade Level or Above	2026	69%	68%	59%	-	49%	88%	-	-	-	*	0%	-	
	2025	68%	64%	60%	-	57%	78%	-	-	-	-	36%	-	
At Masters Grade Level	2026	37%	31%	27%	-	17%	50%	-	-	-	*	0%	-	
	2025	37%	31%	27%	-	22%	56%	-	-	-	-	0%	-	
SAT/ACT All Subjects														
At Approaches Grade Level or Above	2026	87%	84%	92%	-	89%	*	-	-	-	-	-	-	
	2025	89%	83%	83%	-	81%	*	-	-	-	-	-	-	
At Meets Grade Level or Above	2026	58%	48%	33%	-	33%	*	-	-	-	-	-	-	
	2025	59%	42%	39%	-	38%	*	-	-	-	-	-	-	
At Masters Grade Level	2026	14%	7%	17%	-	22%	*	-	-	-	-	-	-	
	2025	13%	6%	0%	-	0%	*	-	-	-	-	-	-	
All Grades All Subjects														
At Approaches Grade Level or Above	2026	76%	75%	76%	100%	75%	80%	-	*	-	71%	45%	82%	
	2025	75%	74%	76%	*	75%	84%	100%	-	-	100%	49%	71%	
At Meets Grade Level or Above	2026	52%	50%	49%	50%	46%	60%	-	*	-	57%	22%	64%	
	2025	50%	47%	47%	*	45%	57%	40%	-	-	78%	25%	21%	
At Masters Grade Level	2026	24%	21%	19%	0%	17%	26%	-	*	-	14%	4%	36%	
	2025	21%	18%	14%	*	13%	19%	40%	-	-	0%	1%	4%	
All Grades ELA/Reading														
At Approaches Grade Level or Above	2026	77%	77%	82%	*	80%	88%	-	*	-	*	48%	100%	
	2025	76%	76%	80%	*	79%	85%	*	-	-	*	45%	67%	
At Meets Grade Level or Above	2026	56%	55%	58%	*	55%	69%	-	*	-	*	27%	80%	
	2025	54%	53%	56%	*	54%	67%	*	-	-	*	29%	33%	
At Masters Grade Level	2026	24%	21%	23%	*	22%	24%	-	*	-	*	5%	60%	
	2025	23%	19%	18%	*	18%	18%	*	-	-	*	3%	0%	
All Grades Mathematics														

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuous Enrollment
At Approaches Grade Level or Above	2026	73%	72%	69%	*	68%	72%	-	*	-	*	40%	60%	
	2025	72%	70%	73%	*	71%	79%	*	-	-	*	44%	89%	
At Meets Grade Level or Above	2026	47%	44%	39%	*	36%	49%	-	*	-	*	19%	60%	
	2025	45%	42%	39%	*	38%	44%	*	-	-	*	20%	22%	
At Masters Grade Level	2026	20%	18%	11%	*	10%	18%	-	*	-	*	4%	20%	
	2025	20%	18%	10%	*	9%	12%	*	-	-	*	0%	11%	
All Grades Science														
At Approaches Grade Level or Above	2026	79%	79%	79%	*	79%	76%	-	-	-	*	47%	*	
	2025	78%	76%	73%	*	70%	88%	*	-	-	*	54%	*	
At Meets Grade Level or Above	2026	54%	51%	48%	*	45%	61%	-	-	-	*	18%	*	
	2025	47%	44%	42%	*	40%	53%	*	-	-	*	21%	*	
At Masters Grade Level	2026	28%	23%	21%	*	18%	34%	-	-	-	*	0%	*	
	2025	17%	13%	8%	*	7%	18%	*	-	-	*	0%	*	
All Grades Social Studies														
At Approaches Grade Level or Above	2026	77%	75%	78%	-	77%	81%	-	-	-	*	55%	-	
	2025	77%	76%	77%	*	75%	89%	-	-	-	*	71%	*	
At Meets Grade Level or Above	2026	52%	49%	47%	-	41%	61%	-	-	-	*	0%	-	
	2025	50%	47%	47%	*	44%	67%	-	-	-	*	29%	*	
At Masters Grade Level	2026	27%	23%	23%	-	16%	42%	-	-	-	*	0%	-	
	2025	27%	23%	22%	*	18%	50%	-	-	-	*	0%	*	
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above														
3rd Graders														
Reading and Mathematics	2026	39%	37%	45%	-	38%	69%	-	*	-	-	29%	*	
	2025	39%	37%	33%	-	28%	50%	-	-	-	*	33%	*	
Reading and Mathematics Including EOC	2026	39%	37%	45%	-	38%	69%	-	*	-	-	29%	*	
	2025	39%	37%	33%	-	28%	50%	-	-	-	*	33%	*	
Reading Including EOC	2026	52%	50%	63%	-	56%	85%	-	*	-	-	41%	*	
	2025	52%	52%	73%	-	68%	92%	-	-	-	*	61%	*	
Math Including EOC	2026	46%	44%	48%	-	42%	69%	-	*	-	-	35%	*	
	2025	46%	44%	35%	-	30%	50%	-	-	-	*	33%	*	
4th Graders														
Reading and Mathematics	2026	42%	41%	51%	-	46%	69%	-	-	-	-	27%	*	
	2025	40%	38%	47%	-	47%	44%	*	-	-	*	0%	*	

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Concurrent Enrollment
Reading and Mathematics	2026	42%	41%	51%	-	46%	69%	-	-	-	-	27%	*	
Including EOC	2025	40%	38%	47%	-	47%	44%	*	-	-	*	0%	*	
Reading Including EOC	2026	54%	52%	66%	-	60%	85%	-	-	-	-	47%	*	
	2025	54%	53%	72%	-	72%	67%	*	-	-	*	17%	*	
Math Including EOC	2026	51%	50%	51%	-	46%	69%	-	-	-	-	27%	*	
	2025	47%	47%	48%	-	49%	44%	*	-	-	*	0%	*	
5th Graders														
Reading and Mathematics	2026	43%	42%	31%	-	29%	38%	-	-	-	*	0%	*	
	2025	42%	40%	36%	-	36%	42%	*	-	-	-	0%	*	
Reading and Mathematics Including EOC	2026	43%	42%	31%	-	29%	38%	-	-	-	*	0%	*	
	2025	42%	40%	36%	-	36%	42%	*	-	-	-	0%	*	
Reading Including EOC	2026	60%	58%	57%	-	59%	54%	-	-	-	*	0%	*	
	2025	58%	57%	59%	-	61%	58%	*	-	-	-	25%	*	
Math Including EOC	2026	49%	48%	31%	-	29%	38%	-	-	-	*	0%	*	
	2025	48%	45%	39%	-	39%	42%	*	-	-	-	13%	*	
6th Graders														
Reading and Mathematics	2026	37%	32%	25%	-	22%	40%	-	-	-	-	13%	-	
	2025	37%	31%	26%	-	23%	40%	-	-	-	-	20%	*	
Reading and Mathematics Including EOC	2026	37%	32%	25%	-	22%	40%	-	-	-	-	13%	-	
	2025	37%	31%	26%	-	23%	40%	-	-	-	-	20%	*	
Reading Including EOC	2026	56%	53%	55%	-	54%	60%	-	-	-	-	13%	-	
	2025	56%	53%	45%	-	43%	60%	-	-	-	-	20%	*	
Math Including EOC	2026	41%	36%	27%	-	22%	50%	-	-	-	-	13%	-	
	2025	41%	34%	36%	-	36%	40%	-	-	-	-	20%	*	
7th Graders														
Reading and Mathematics	2026	38%	36%	26%	-	27%	23%	-	-	-	-	9%	*	
	2025	36%	33%	26%	-	26%	25%	-	-	-	-	*	*	
Reading and Mathematics Including EOC	2026	39%	36%	26%	-	27%	23%	-	-	-	-	9%	*	
	2025	38%	34%	26%	-	26%	25%	-	-	-	-	*	*	
Reading Including EOC	2026	57%	54%	51%	-	51%	54%	-	-	-	-	9%	*	
	2025	54%	51%	41%	-	42%	38%	-	-	-	-	*	*	

	School Year	State	Region 02	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Conc
Math Including EOC	2026	44%	41%	28%	-	29%	23%	-	-	-	-	9%	*	
	2025	43%	40%	33%	-	32%	38%	-	-	-	-	*	*	
8th Graders														
Reading and Mathematics	2026	31%	30%	22%	-	17%	36%	-	-	-	-	*	-	
	2025	30%	32%	23%	*	23%	33%	-	-	-	*	17%	*	
Reading and Mathematics Including EOC	2026	47%	44%	40%	-	36%	53%	-	-	-	-	*	-	
	2025	44%	41%	32%	*	32%	44%	-	-	-	*	17%	*	
Reading Including EOC	2026	61%	57%	50%	-	49%	53%	-	-	-	-	*	-	
	2025	59%	57%	47%	*	42%	67%	-	-	-	*	17%	*	
Math Including EOC	2026	54%	52%	50%	-	49%	53%	-	-	-	-	*	-	
	2025	51%	49%	43%	*	42%	56%	-	-	-	*	33%	*	
3rd - 8th Graders														
Reading and Mathematics	2026	39%	37%	34%	-	30%	47%	-	*	-	*	17%	60%	
	2025	38%	35%	32%	*	30%	38%	*	-	-	*	17%	22%	
Reading and Mathematics Including EOC	2026	41%	39%	36%	-	33%	49%	-	*	-	*	17%	60%	
	2025	40%	37%	33%	*	32%	40%	*	-	-	*	17%	22%	
Reading Including EOC	2026	57%	54%	57%	-	55%	65%	-	*	-	*	25%	80%	
	2025	55%	54%	56%	*	54%	62%	*	-	-	*	33%	33%	
Math Including EOC	2026	47%	45%	39%	-	36%	51%	-	*	-	*	19%	60%	
	2025	46%	43%	39%	*	38%	44%	*	-	-	*	21%	22%	

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

Based on the results of the Title I Parent Survey, parents perceive the school as a safe, welcoming, and supportive environment where students can learn and thrive. Parents believe that the district maintains high expectations for academic achievement and is committed to ensuring success for all students. The school promotes an appreciation for diversity, encourages mutual respect among students, and values the cultural beliefs and practices of every family.

The district places a strong emphasis on college, career, and vocational readiness, highlighted by initiatives such as College Day each Thursday. ODEM-Edroy ISD continues to demonstrate success through its high graduation rates and strong college enrollment outcomes.

Parents also feel that the school fosters an inclusive environment where all students are accepted and valued regardless of disability. Students receive the support and resources they need to be successful academically and socially. Additionally, parents recognize the benefits of the district's smaller class sizes, which allow for more individualized attention and enhanced learning opportunities.

Strengths

District personnel maintain high expectations for all students and are committed to helping them achieve their full potential. Students report feeling supported by ODEM-Edroy ISD staff and encouraged to succeed academically. Opportunities for success are provided through tutorials, individualized assistance, and teachers who are available to help before and after school. Additionally, students feel comfortable reporting bullying incidents to teachers and other staff members, demonstrating a trusting and supportive school environment.

The survey results indicate that students recognize the dedication of ODEM-Edroy ISD staff in fostering both academic achievement and student well-being.

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

Odem-Edroy ISD welcomed several new teachers during the current school year while maintaining a teacher turnover rate of 15.6%, which remains below the state average of 18.8%. To support new educators, the district has established mentoring programs that provide guidance and assistance throughout their transition into the profession.

OEISD remains committed to recognizing and supporting all staff members through meaningful and creative initiatives that foster a positive workplace culture. The district strives to create an environment where employees feel valued, appreciated, and respected by both the school system and the community. Results from the Title I Staff Survey indicate that staff members view the district as a welcoming workplace characterized by collaboration, teamwork, and a shared commitment to student success.

These efforts contribute to a strong organizational culture that promotes employee satisfaction, professional growth, and a sense of belonging among all staff members.

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

Curriculum, Instruction, and Assessment

Summary

Odem-Edroy ISD provides all staff with a well-aligned curriculum designed to ensure consistency across the district and to guarantee that all students have access to state standards and high-quality learning experiences. Professional Learning Communities (PLCs) meet weekly at each campus to analyze student performance data, identify areas where students are struggling to master the TEKS, and develop strategies to address learning gaps.

The district utilizes data-driven decision-making to continuously improve curriculum and instruction, with the goal of increasing student achievement on both state and local assessments. Specialized instructional resources, including the Unique Learning System curriculum, are implemented to support the diverse needs of special populations. In addition, teachers in grades Kindergarten through fifth grade have adopted a new reading curriculum to strengthen instruction and enhance student learning outcomes. The junior high campus adopted a new math curriculum.

Through ongoing collaboration, targeted interventions, and curriculum enhancements, OEISD remains committed to providing all students with equitable access to rigorous and engaging educational opportunities.

STAFF DEVELOPMENT

Time-line	Topic	Key Staff	Support
August 2026	New Teacher Training		
	- 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 2026	Teacher Planning	Administrators Teachers	Administrators

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 strengthening family and community engagement at both the district and campus levels. The district recognizes that meaningful partnerships among schools, families, and the community are essential to ensuring the success of every child. Guided by the belief that “OEISD, Parents, and Students: One Team, One Dream,” the district continues to foster a collaborative culture focused on supporting student achievement.

OEISD remains dedicated to providing high-quality parent and family engagement opportunities while identifying and removing barriers that may limit participation. Research consistently demonstrates that family involvement plays a significant role in improving student achievement, making strong home-school partnerships a critical component of educational success.

As a result, the district will continue to evaluate its family and community engagement efforts, using feedback and data to make ongoing improvements. OEISD is also committed to exploring and implementing innovative programs and strategies that encourage active family participation and strengthen connections between schools, families, and the community. Through these efforts, the district seeks to ensure that all stakeholders work together to support the academic, social, and emotional success of every student.

Strengths

OEISD provides many opportunities for family and community to participate such as: Meet the teacher, Open House, 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

Odem-Edroy ISD has benefited from ongoing efforts to improve organizational systems and processes that support both academic excellence and compliance requirements. The district is committed to providing professional development opportunities that equip staff with the knowledge and skills needed to effectively implement instructional programs and meet state and federal compliance standards. Comprehensive training is provided for all campus-based programs, ensuring staff are prepared to support student success.

In addition, the district calendar includes dedicated staff development days that provide teachers with valuable time for planning, collaboration, and instructional preparation. These opportunities contribute to continuous professional growth and enhance the quality of instruction across the district.

OEISD also recognizes the importance of maintaining strong communication with families. Parents are kept informed of district and campus activities through a variety of communication channels, including campus newsletters, district and campus Facebook pages, websites, newspaper articles, parent letters, and Parent Square. Campuses make a consistent effort to engage families and provide timely information regarding events, programs, and opportunities for involvement.

Through ongoing staff support and effective communication with families, OEISD continues to foster a collaborative environment that promotes student achievement and strengthens school-community partnerships.

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

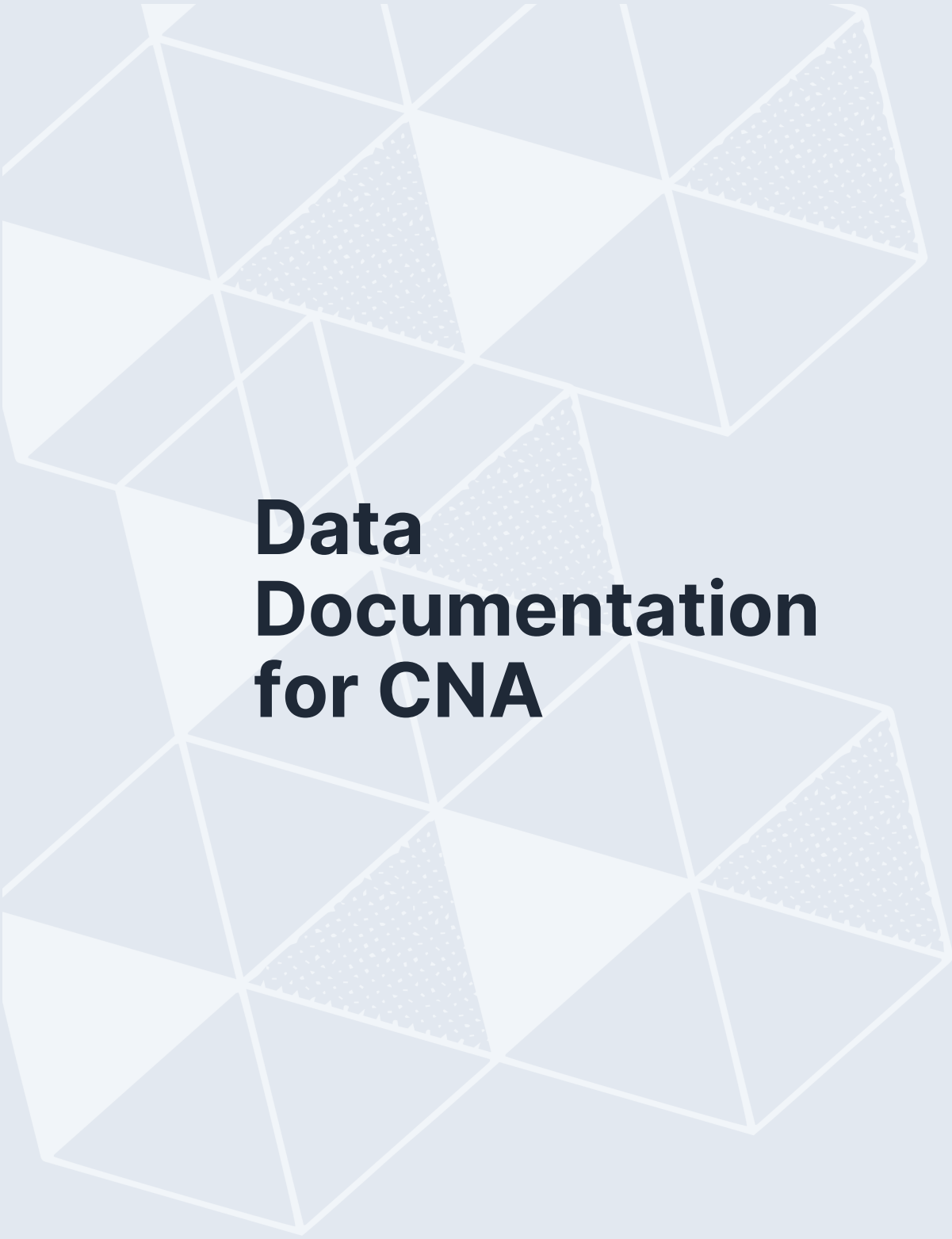
- PD

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 (Rtl) 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

September

January

May

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

September

January

May

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

September

January

May

Strategy 4

OEISD will implement Bluebonnet Reading in K-5 Reading Curriculum and 6th-8th Math Curriculum.

Strategy's Expected Result/Impact: Improved Student Learning
Improved Student Achievement
Lesson Plans

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers

Formative Reviews

September

January

May

Strategy 5

Partnership with the Education Service Center (ESC) to implement LASO-4 grant initiatives, expanding student access to high-quality instructional programs, resources, and learning opportunities that support academic achievement.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Administrators, Teachers, ESC Staff

Formative Reviews

No Progress

September

January

May

Performance Objective 2

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

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 January May

Strategy 2

Expand college and career readiness opportunities through the addition of Robotics, Computer Science, and Engineering courses at the high school campus, while extending the Pre-Engineering program to the junior high campus.

Strategy's Expected Result/Impact: College and Career readiness

Staff Responsible for Monitoring: District and Campus Administrators
CTE teachers

Formative Reviews

No Progress
September 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

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

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

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

September

January

May

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

September

January

May

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

September

January

May

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

September

January

May

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

September

January

May

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

September

January

May

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

January

May

Strategy 4

OEISD will begin the Data Collection Year for 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

September

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

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

January

May

Strategy 3

Promote and facilitate opportunities for continuing professional education.

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

Formative Reviews

September

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

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

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

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

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

September

January

May

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

September

January

May

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

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

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

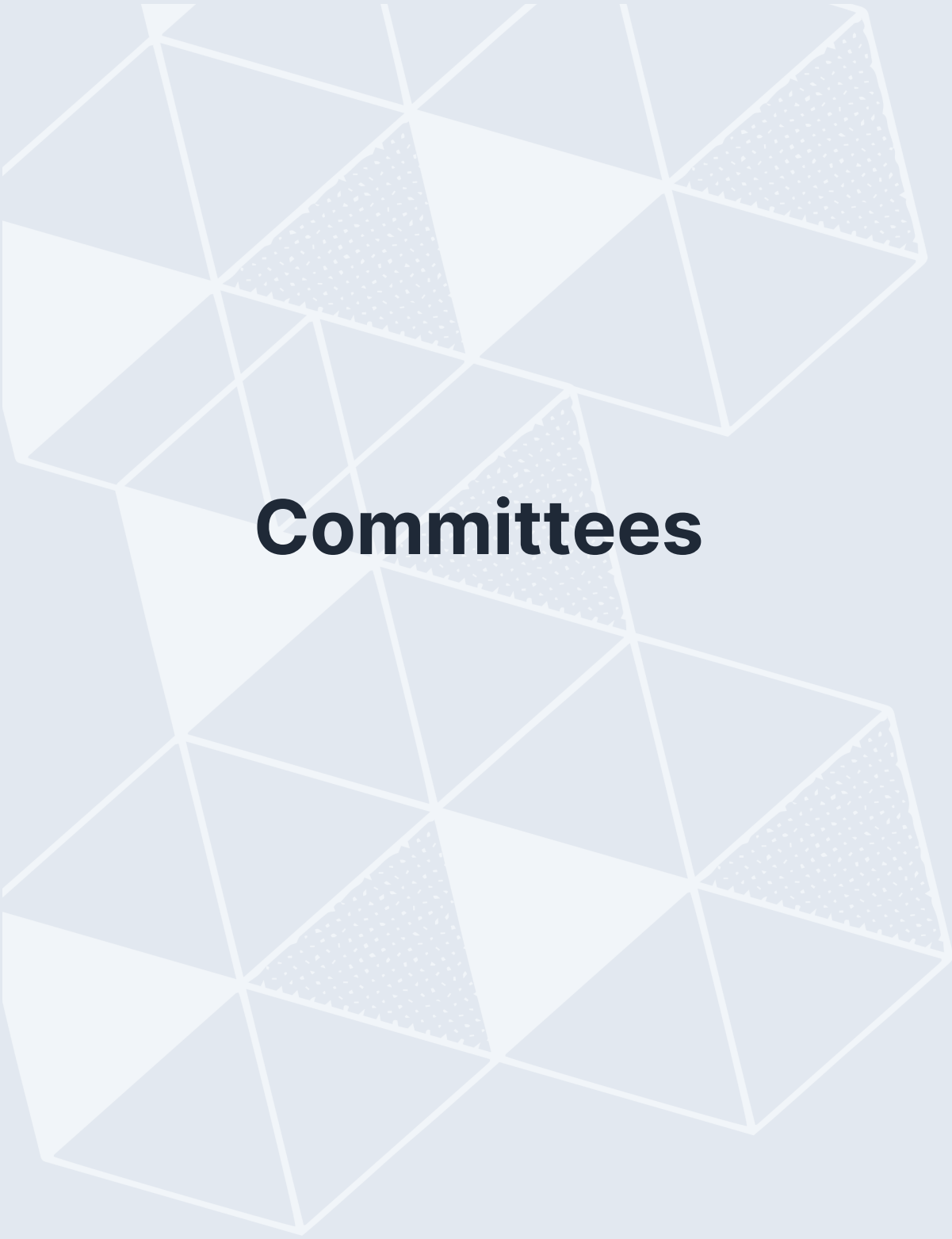
Name	Position	FTE
Aide	Nurse Aide	1
Aide	Teacher's Aide	1
DAEP	Teacher	1
Fine Arts	Teacher	1
Instructional	Teacher	1
Instructional	Teacher	1
Instructional	Teacher ESL	1
Instructional	Teacher	1
Instructional	Dyslexia Teacher	1
Instructional	Teacher GT	1
Instructional	Teacher	1
Instructional	ELA Teacher	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
September 3, 2026 @ 4:15 PM	Odem Junior High Library	SBDM Sign In 9-3-26.pdf	SBDM Meeting Minutes 9-3-26.pdf

Members

First Name	Last Name	Position	Committee Role
Jaime	Farias	Technology Director	District Level Representative
Blyth	Swartsfager	Instructional Coach	Campus Representative
Yolanda	Carr	Superintendent	District-level Professional
Traci	Rodriguez	Classroom Teacher	Classroom Teacher
Amanda	Henley	Principal	Administrator
Elodia	Rodriguez	Classroom Teacher	Classroom Teacher
Dora	Sturgeon	Principal	Administrator
Lisa	Flores	Principal	Administrator
Nancy	Beyer	Classroom Teacher	Classroom Teacher
Alma	Barrientez	Classroom Teacher	Classroom Teacher
Alexandria	Pena	Classroom Teacher	Classroom Teacher
Megan	Unterbrink	Parent	Parent
Yolanda	Moran	Business Member	Business Representative
Teresa	Marinelarena	Parent	Parent
Kyndra	McCarty	Classroom Teacher	Classroom Teacher
Lidamar	Yruegas	Principal	Administrator
Jana	Kieschnick	Executive Director of Special Programs	District-level Professional