Odem-Edroy Independent School District

Odem Intermediate

2025-2026 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

Summary

Odem Intermediate is a 3-5 public school located in South Texas. The campus serves approximately 196 students. Odem Intermediate is a Title I school with 66.8% of the students being economically disadvantaged. The following demographic data is reflective of the 2023-2024 TAPR since this was the last time a TAPR was released.

The following demographic data is from 2023-2024

Demographics	Percent
Economically Disadvantaged	66.8%
English Learners (EL)	3.6%
At-Risk	38.8%
Gifted & Talented	9.7%
Special Education	10.2%

Student Ethnicity	Percent
African American	0%
Hispanic	84.2%
White	14.3%
American Indian	1%
Two or more Races	.5%

Strengths

Our ELL population is 3.6% compared to the state average of 24.4%.

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The student population for Odem Intermediate has increased which has increased class size.	Families have moved into the area or have chosen to enroll their children in the district.
2 ⭐	Odem Intermediate did not meet the 96% attendance goal set by the district last year.	There are a small number of students with chronic absenteeism.

⭐ **= Priority**

Student Achievement

Summary

Odem Intermediate earned a "C" on the State Accountability Performance Ratings for 2023-2024 because we received an overall scaled score of a 79. Odem Intermediate was previously identified as a School for Improvement Interventions with the need for comprehensive support and improvement. A targeted improvement plan was created and implemented which focused in the areas of data-driven and effective classroom routines and instructional strategies; as a result, Odem Intermediate has had two consecutive years off the School of Improvement list.

Throughout the 2025- 2026 school year, all students' math and reading skills will be assessed using IReady Reading and Math. Results from diagnostics completed at the beginning, middle, and end of year will drive interventions during WIN time and Spring tutorials to improve areas needing additional support.

2023-2024 STAAR Data

Science	2023	2024
All Students	58%	46%
Hispanic	58%	45%
ECD	53%	*
SPED	*	22%

Mathematics	3rd:		4th:		5th:	
	2023	2024	2023	2024	2023	2024
All Students	77%	82%	63%	73%	68%	72%
Hispanic	75%	87%	62%	71%	66%	71%
ECD	71%	*	54%	-	64%	*
SPED	50%	*	40%	33%	*	33%

Reading	3rd:		4th:		5th:	
	2023	2024	2023	2024	2023	2024
All Students	78%	88%	73%	87%	77%	75%
Hispanic	78%	91%	73%	84%	80%	75%
ECD	79%	*	68%	-	76%	*
SPED	33%	*	40%	33%	*	44%

Strengths

Our 3rd grade math and reading scores were above the region and state for both 2023 and 2024.

Problem Statements Identifying Student Achievement Needs

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

★ = Priority

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.

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

⭐ **= Priority**

Staff Quality, Recruitment, and Retention

Summary

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.

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
- 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	**Root Cause**
1 ★	Odem Intermediate staff needs trainings that help improve overall tier one instruction.	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.

★ **= Priority**

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.

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	**Root Cause**
1 ⭐	Consistent implementation of professional development to support high quality, engaging TEKs based instruction.	There has been a lack of training continuity on instructional strategies for all teachers.

⭐ **= Priority**

Family 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.

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, Jingle Walk, Annual Awards Assembly, and Field Day. The campus also participates in district events such as Veterans Day, 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 Family and Community Engagement Needs

	Problem Statement	**Root Cause**
1	There is limited awareness of parents in regards to their child's academic needs.	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.

⭐ **= Priority**

School 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.

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 Organization Needs

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

⭐ = **Priority**

Technology

Summary

Odem Intermediate 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.

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
- 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
- Most teachers utilize the Remind App

Problem Statements Identifying Technology Needs

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

⭐ **= Priority**

Priority Problem Statements

|	**Problem Statement**	**Root Cause**
1 ★	Odem Intermediate did not meet the 96% attendance goal set by the district last year.	There are a small number of students with chronic absenteeism.
2 ★	Students struggle to reach the threshold of Meets or Masters level on STAAR assessments.	Systems primarily focus on the Approaches level of passing, rather than individual improvement for all students.
3 ★	Odem Intermediate staff needs trainings that help improve overall tier one instruction.	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.
4 ★	Consistent implementation of professional development to support high quality, engaging TEKs based instruction.	There has been a lack of training continuity on instructional strategies for all teachers.
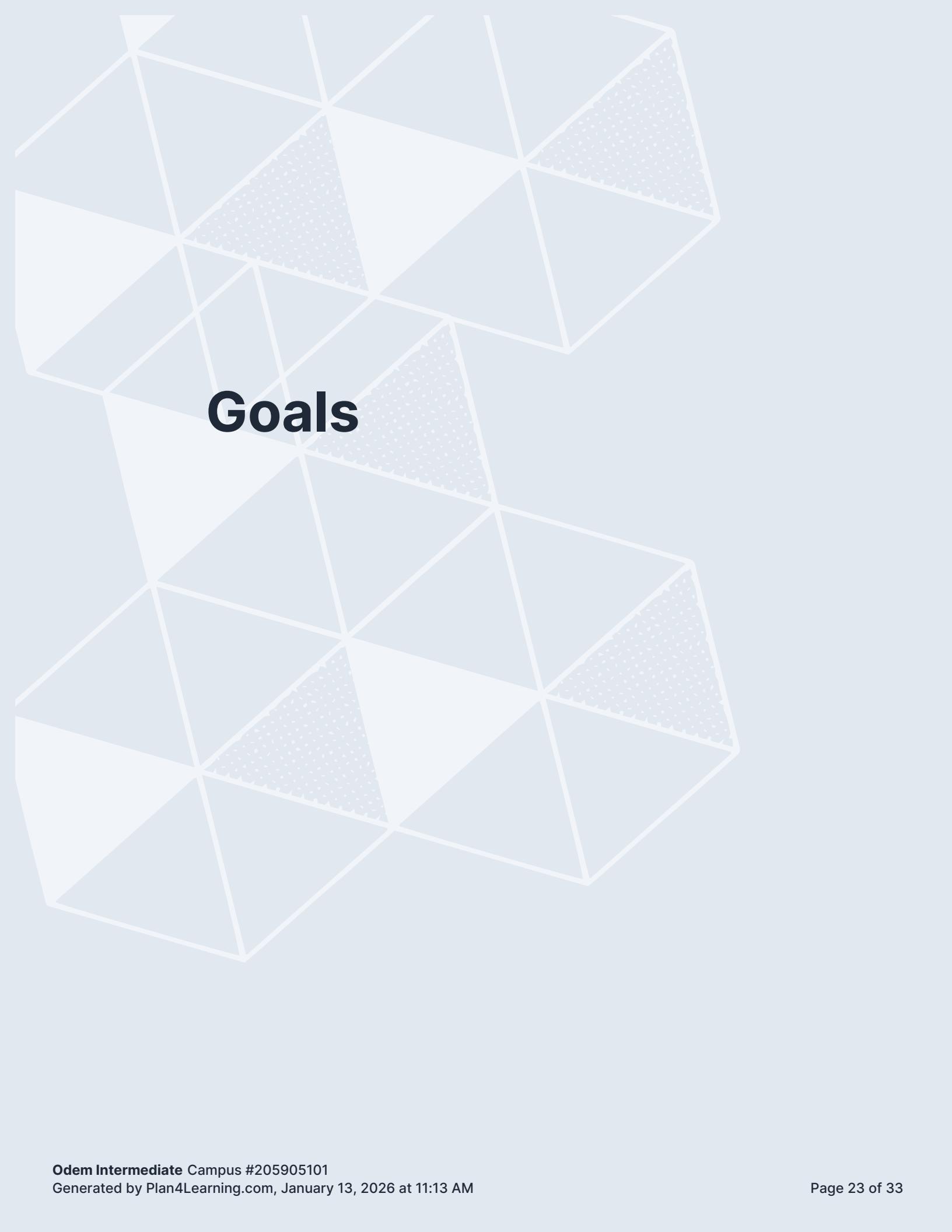
★ = **Priority**

Goals

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

Performance Objective 1 ☑ **High Priority**

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

Evaluation Data Source: Unit Assessment Data
Cumulative Data (Math and Science)
Interim Data
Lead4ward Report from Eduphoria- identifying areas below 70%
Student Tracking Sheets
2025-2026 STAAR Results

Strategy 1

Throughout the 2025-2026 school year, students will track their growth on skills from assessment to assessment and set goals to improve weak areas.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Teachers and students
Principal/Assistant Principal

Problem Statements: Student Achievement 1

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	January	May

Strategy 2

OIS students will show growth in supplemental I-Ready Reading and Math programs. Students will use this program at least 45 minutes to an hour a week. Teachers and campus admin will progress monitor to ensure that students are following usage guidelines.

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

Staff Responsible for Monitoring: Principal/Assistant Principal
Teachers
Parent
District Administrators

Problem Statements: Student Achievement 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	**January**	**May**

Performance Objective 1 Problem Statements Identifying Student Achievement

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

Performance Objective 2 ✅ **High Priority**

Increase average daily attendance rate to 96%.

Evaluation Data Source: ADA Reports
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

Students will be encouraged to attend school daily by incorporating campus wide attendance incentives each six weeks.

Strategy's Expected Result/Impact: Improved student attendance

Staff Responsible for Monitoring: Principal
Assistant Principal
PEIMS/Secretary

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Strategy 2

Campus Admin will monitor student attendance to ensure state attendance requirements are being met and will file truancy and/or counsel students who have attendance problems.

Strategy's Expected Result/Impact: Approved attendance

Staff Responsible for Monitoring: District Admin
Campus Admin
Counselors
Teachers

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September   **January**   **May**

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 3

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

Evaluation Data Source: STAAR, Eduphoria, Supplemental Programs

Strategy 1

Intentionally plan, schedule, and monitor WIN intervention and afterschool tutorials to ensure

that all students are receiving prescriptive interventions.

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

Staff Responsible for Monitoring: District Admin
Principal/Assistant Principal
Teachers

Problem Statements: Student Achievement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	January	May

Performance Objective 3 Problem Statements Identifying Student Achievement

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

Goal 2

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

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 Source: 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

Parents will have opportunities to learn about academics at outreach opportunities during and after the school day.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Teachers
Principal
Assistant Principal

Problem Statements: Student Achievement 1

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	January	May

Strategy 2

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.

Strategy's Expected Result/Impact: There will be positive communication and collaboration among teachers, admin, parents and community. There will be increased attendance at all outreach events.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	January	May

Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
Librarian

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	January	May

Performance Objective 1 Problem Statements Identifying Student Achievement

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

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 Source: 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

Strategy 1

The instructional staff will have opportunities to learn from their peers in either peer to peer classroom observations or in Professional Learning Communities (PLCs).

Strategy's Expected Result/Impact: The staff will be encouraged to grow their instructional capacity. Those teachers who share with their peers will feel empowered as teacher leaders.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers on the Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	January	May

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 Source: 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

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.

Strategy's Expected Result/Impact: The teachers will have professional learning opportunities that meet their instructional needs. Teachers instructional capacity will grow from the being of the year to the end of the year.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	January	May

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 Source: 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

Students will complete anti-bullying pledges/contracts as well as, participate in guidance lessons that focus on kindness, self-discipline, and respect.

Strategy's Expected Result/Impact: There will be less reports of bullying and a decrease in referrals. Students will fell safe and happy at school.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Bullying Committee

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	January	May

Strategy 2

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.

Strategy's Expected Result/Impact: There will be an improved school culture. Students and staff will utilize positive affirmations/

Staff Responsible for Monitoring: Principal
Assistant Principal
CKH Process Champs
Teachers and students

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	January	May

Performance Objective 2 ☑️ High Priority

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: 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

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.

Strategy's Expected Result/Impact: All students and staff will feel safe at school. All students and staff will feel safe in the event of an emergency.

Staff Responsible for Monitoring: District administrators
Principal
Assistant Principal

Formative Reviews

September	January	May