

Odem-Edroy Independent School District
Odem Elementary
2024-2025 Campus Improvement Plan



Board Approval Date: October 21, 2024

Mission Statement

What business are we in....

Why we exist....

to grow students socially, emotionally, and academically using high leverage strategies and data driven instruction.

Vision

Our students will have the social, emotional, and academic knowledge and skills to be successful in the future.

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

| Demographics | Percent |
|----------------------------|---------|
| Attendance Rate | 92.4% |
| Economically Disadvantaged | 62.1% |
| English Learners (EL) | 4.1% |
| At-Risk | 32.1% |
| Gifted & Talented | 2.9% |
| Special Education | 14.4% |

| Student Ethnicity | Percent |
|-------------------|---------|
| African American | 0.0% |
| Hispanic | 85.2% |
| White | 14.4% |
| American Indian | 0% |
| Asian | 0.4% |
| Two or more Races | 0.0 |

Demographics Strengths

* At Risk population is 32.1% compared to the state average of 53.2%.

* ELL population is 4.1% compared to the state average of 24.4%

*The student attrition rate is lower than the state average.

Schoolwide free breakfast, lunch, and dinner i offered to all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase of student enrollment with social, emotional, and learning needs. **Root Cause:** Lack of educational opportunities during the COVID 19 years.

Problem Statement 2: The student population at OES has increased which has increased class sizes. **Root Cause:** More people have moved into the area or students have transferred into the district.

Problem Statement 3: Odem Elementary School did not meet the 96% attendance goal. **Root Cause:** Multiple students have chronic absenteeism.

Student Achievement

Student Achievement Summary

Odem Elementary School strives for academic growth for all students and for all students to be on grade level in reading and math in all skill categories.

The district has implemented multiple initiatives to assist in closing the gaps for all students as needed. The campus has further implemented personalized efforts to promote student growth. OES will continue to use multiple sources of data to find weaknesses that need to be addressed and make instructional adjustments as needed.

OES will continue to use data to develop intervention plans to assist our at risk students.

As the 2024-2025 school year begins, all student swill be assessed using PreK Circule, TXKEA, or TPRI for reading. Students will also be assed using BOY, MOY, and EOY benchmarks through iReady, allowing teachers to pinpoint specific learning gaps and plan for instruction and interventions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students struggle to meet on grade level performance in their iReady diagnostics and developed criteria for TXKEA, CIRCLE, and TPRI. **Root Cause:** There is student regression during the summer months and lack of opportunities for teaching staff to research previous year student data and compare for progress monitoring.

School Culture and Climate

School Culture and Climate Summary

Upon review of the Title 1 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 and appreciation of student diversity and respect for each other. The school emphasizes respect for all students' cultural beliefs and practices.

There is a great focus on college and career readiness with college day being every Thursday. All students are accepted regardless of their disability(ies). Students receive the support needed to be successful. Odem Elementary has small class sizes which students benefit from. Odem Elementary practices the Capturing Kids' Hearts model for building relationships and managing behaviors on campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Odem Elementary School has had limited supports and resources for the emotional well being of students. **Root Cause:** There has been an increase in the number of students with emotional programs, coupled with limited coping skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Odem Elementary School had minimal turnover this year with only two teaching positions to fill. Mentoring programs are set up yearly for first year teachers. Odem Elementary continues to provide creative methods of showing recognition, support, and appreciation for all staff members by building an atmosphere within the OEISD community where all staff members know they are appreciated, treasured, and acknowledged within the district and community.

Staff Quality, Recruitment, and Retention Strengths

- * Highly effective teachers
- * Campus Leadership Team to provide input for major campus decisions, build community, and develop teacher leaders
- * Strong campus admin support
- * Collaborative grade level teams
- * Low student-teacher ratio
- * Professional Development readily available for teachers (Heggerty, HMH, iReady, TCMPC, Lead4ward, Eduphoria)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Odem Elementary School has the challenge of hiring experienced teachers and there area limited amount of applicants when teaching jobs are posted. **Root Cause:** Experienced, certified, and effective teachers are difficult to find and others have left the teaching field all together.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OEISD provides Odem Elementary with a curriculum (TEKS Resource System) that aligns with state-adopted standards, including content connections, formative and summative assessment items, and support resources. TRS is aligned to ensure that teachers across the district have a consistent plan in place to ensure all students access state standards and receive the learning experiences they deserve. Grade level and vertical alignment meetings provide the teams with opportunities to discuss TEKS that students are struggling with. Data driven decisions are made with regards to the improvement of instruction to assist in closing the gaps of students not meeting standards and EOY expected progress. Unique curriculum is used for special populations.

Curriculum, Instruction, and Assessment Strengths

- * BOY, MOY, and EOY training and data assessment for iReady programs.
- * District provision of HQIMs including HMH reading and science, Tena Gray's math resources, Eduphoria, Implementing TEKS Resource System, and SAVVAS social studies.
- * Teachers receive training in multiple areas of curriculum, instruction, and assessment including Lead4ward strategies, Heggerty phonological awareness, HMH into Science and into Reading, Tena Gray math resources, Eduphoria, TRS.
- * WIN time is built into the daily schedule. Teachers use assessment data to create specialized interventions, supports, and enrichment activities for students.
- * Campus administrators work with teachers to identify strengths and weaknesses and assist in strategic planning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Odem Elementary is committed to the continued growth of family and community involvement within our campus. OES will continue to strive to achieve partnership with the families as well as the community with the collaborative commitment to work together for every child's success. We will continue to provide quality parental engagement with opportunities 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 Elementary will continue to evaluate and make improvements in family and community engagement.

Parent and Community Engagement Strengths

Odem Elementary School Provides many opportunities for family and community to participate such as:

- * Meet the teacher
- * Open House
- * Parent/Teacher conferences
- * Family Literacy Night
- * Book Fairs
- * Math and Science Night
- *GT parent meetings
- *Dyslexia parent meetings
- * Awards ceremonies
- * Music performances
- * Pies with Parents and Breakfast with Grandparents
- * Turkey Trot, Jingle Walk, Bunny Hop
- * Field Day
- * Easter Egg Hunt
- * Touch a Truck
- * Color Fun Run

- * Parent involvement meeting
- * Feast of Kindness
- * Annual Food Drive
- * Multiple communication sources: Remind, Parent Square, social media, school website

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. Parent Square and Remind is used to communicate with parents and guardians.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a limited awareness of opportunities in cultivate partnerships between school, families, and the community. **Root Cause:** Not all parents have access to school information platforms, nor do they have training about log-in and navigation procedures.

Problem Statement 2: There is a limited awareness of parents in regards to their child's academic needs. **Root Cause:** Not all outreach events provide parents an opportunity for training on how to help or provide information about their child's academic strengths and weaknesses.

School Context and Organization

School Context and Organization Summary

OES 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 time to plan for the upcoming grading period or intervention/reteaching of weak performing TEKS.

Parents are well informed of district activities through a variety of methods including campus newsletters, campus and district Facebook, websites, newspaper articles, Parent Square, Remind, and parent letters. ODEM Elementary makes an effort to communicate with parents and inform them of any and all activities. Positive communication is sent out through Owl Stars, phone calls.

School Context and Organization Strengths

- * Reading intervention
- * WIN time enrichment for math and reading built into schedule.
- * WIN time interventions built into schedule.
- * staff development days built into calendar
- * Parent and teacher surveys to evaluate the programs
- * Regular parent communication
- * Continued development of campus/district processes to assist all students
- * Common goals for campus/district.
- * Teachers have opportunities to serve on committees (CLT, SBDM, fundraising, bullying, etc).
- * Online school registration process
- * Staff and students generally feel safe at school
- * Comprehensive school safety plan

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need additional structured opportunities to share in instructional leadership. **Root Cause:** Teachers serve on various committees, providing valuable input, but have limited significant opportunities to lead .

Technology

Technology Summary

OEISD has a significant student-device ratio, however, multiple devices have been decommissioned due to being out of date and incompatible with new resources and systems. Every student has access to a Chromebook, allowing them the opportunity to use technology in the classroom for intervention and instructional programs, as well as assessment programs such as iReady, HMH, Accelerated Reader, and Eduphoria. Eduphoria is used to assist all staff members in gathering student information and data, assisting teachers in closing student gaps.

Technology Strengths

- * Classrooms are equipped with projectors, document cameras, teacher workstations, and Chromebooks for each classroom in all grade levels.
- * Wireless internet/Wifi
- * Eduphoria is used by staff to access student data
- * Parent Square is used as the district-wide form of communication
- * Computer based intervention programs
- * Ascender parent portal is available to monitor grades
- * iReady is used as computer intervention programs for reading and math
- * Development of guidelines for the use and integration of digital devices in public schools.

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Goals

Revised/Approved: January 30, 2025

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





Performance Objective 1: All students will be meet or maintain growth in on, mid, or above grade level performance on the EOY iReady diagnostic.

High Priority

Evaluation Data Sources: iReady EOY diagnostic

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 1: Students will spend a minimum of 45 minutes each week on iReady lessons.</p> <p>Strategy's Expected Result/Impact: iReady data shows the largest growth happens when students spend a minimum of 45 minutes on iReady each week. Students will grow and meet the goal of 60% meeting their stretch goal for the year.</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | Summative |
| | Sept | Jan | May |
| | N/A | | |





| Strategy 2 Details | Reviews | | |
|--|------------------|------------|------------------|
| <p>Strategy 2: Teachers will track student success and celebrate as a class. Specifically, teachers will record individual student scores of 100 on a class chart. When the chart has been completed, they will receive a reward.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to complete their iReady lessons and will celebrate the achievements of their classmates</p> <p>Staff Responsible for Monitoring: teachers and admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | Summative |
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| Strategy 3 Details | Reviews | | |
| <p>Strategy 3: Teachers will use SBAs (standards based assessments) to isolate TEKS students are struggling with, focusing instruction and remediation on the highest needs and concerns.</p> <p>Strategy's Expected Result/Impact: Students will experience greater growth and success in the core areas of math and reading by focusing on specific standards and tailoring instruction/remediation to those needs.</p> <p>Staff Responsible for Monitoring: admin and teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | Summative |
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| Strategy 4 Details | Reviews | | |
| <p>Strategy 4: All teachers will use high quality instructional materials (HMH into Reading, Heggerty, Tena Gray math resources, HMH into Science, and my World Social Studies)</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for subsequent grade levels and future state assessments</p> <p>Staff Responsible for Monitoring: admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | Summative |
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| Strategy 5 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 5: Students will set and track individual goals for iReady, celebrating completed goals.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to successfully finish iReady lessons as assigned.</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> | Formative | | Summative |
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Goal 1: OES will maintain rigorous standards of achievement to improve and sustain student academic growth.

Performance Objective 2: OES will provide academic interventions, enrichment, and pathways aimed at supporting the diverse needs of our student body.





| Strategy 1 Details | Reviews | | |
|--|------------------|------------|------------------|
| <p>Strategy 1: Teachers will identify students with the highest needs in reading who will then participate weekly in reading intervention pullouts with the reading specialist.</p> <p>Strategy's Expected Result/Impact: Students who are struggling to read will receive needed support in foundational reading skills and improve reading abilities.</p> <p>Staff Responsible for Monitoring: admin, teachers, reading interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | Summative |
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| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: OES will reimagine its WIN time blocks to include time for social emotional and team building activities, academic remediation, and enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers will better meet the diverse needs of the student body, including enrichment activities for higher performing students and remediation for struggling students. ALL students will experience growth.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | Summative |
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| Strategy 3 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 3: Teachers will regularly use unit and module assessments (for every corresponding unit in TCMPC) to monitor student achievement and effectiveness of teaching strategies</p> <p>Strategy's Expected Result/Impact: Teachers will have a better picture of student progress and achievement and better assess their own teaching practices.</p> <p>Staff Responsible for Monitoring: district admin, admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | Summative |
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Goal 1: OES will maintain rigorous standards of achievement to improve and sustain student academic growth.

Performance Objective 3: OES will increase its average daily attendance rate to 96%.





Evaluation Data Sources: ADA reports

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 1: Students will be encouraged to attend school daily by rewarding the grade level with the highest weekly attendance.</p> <p>Strategy's Expected Result/Impact: Increased weekly student attendance</p> <p>Staff Responsible for Monitoring: admin, secretary/PEIMS</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | Summative |
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Goal 2: OES will pursue meaningful engagement with parental, business, and community stakeholders aimed at increasing student performance.





Performance Objective 1: OES will work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| <p>Strategy 1: OES will host various events throughout the year, welcoming parents, families, community members, and friends to the campus. Grandparents' Day, Touch and Truck, Pies with Parents, Literacy Night, STEM night, Turkey Trot, Jingle Walk, Bunny Hop,, Color Fun Run</p> <p>Staff Responsible for Monitoring: admin and teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | Summative |
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Goal 2: OES will pursue meaningful engagement with parental, business, and community stakeholders aimed at increasing student performance.

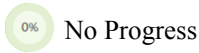
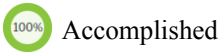
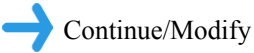
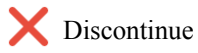
Performance Objective 2: OES will pursue quality partnerships with parents and community members to provide a system of support, investment, and high expectations.

| Strategy 1 Details | Reviews | | |
|---|------------------|------------|------------------|
| <p>Strategy 1: Teachers, staff, and administrators will use a variety of methods of communication to ensure that everyone is informed about the ways in which they can be involved with OES.</p> <p>Strategy's Expected Result/Impact: There will be increased involvement from parents and community members and positive communication between all parties. We will see more participation in various events for the community and parents.</p> <p>Staff Responsible for Monitoring: Admin, teachers, counselors,</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | Summative |
| | Sept | Jan | May |
| | N/A | | |
| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: OES will publicly celebrate student achievement and success in various areas using various outlets.</p> <p>Strategy's Expected Result/Impact: Students will be encouraged to strive for greater success and achievement.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | Summative |
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Goal 3: OES 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: OES will recruit, select, assign, and retain highly-qualified educators and support staff.

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| <p>Strategy 1: Teachers will have opportunities to show their gratefulness to their coworkers using "weekly hoots". These anonymous shout outs will be shared weekly to encourage each other and show gratitude for all the hard work they do together.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will feel a great sense of appreciation, respect, and cordiality.</p> <p>Staff Responsible for Monitoring: Teachers, principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | Summative |
| | Sept | Jan | May |
| | N/A | | |





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

Performance Objective 2: OES will deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.

| Strategy 1 Details | Reviews | | |
|---|------------------|------------|------------------|
| <p>Strategy 1: Teachers will participate in professional development and other training/support for important topics such as behavior and SEL (Behavior specialist from service center, "Do You See Me"--The Power of Student Connections BOY PD, CKH, RTI)</p> <p>Strategy's Expected Result/Impact: Teachers and staff will be better equipped to handle difficult behavior and build meaningful relationships with students. .</p> <p>Staff Responsible for Monitoring: district admin, admin, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | Summative |
| | Sept | Jan | May |
| | N/A | | |
| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: Teachers will participate in professional development for relevant academic areas such as HMH, Heggerty phonics, Tena Gray resources, GT, SPED, and instructional strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality Tier 1 instruction for students, increasing the overall achievement for all students.</p> <p>Staff Responsible for Monitoring: admin-walkthroughs and scheduling pd sessions</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> | Formative | | Summative |
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Goal 4: OES 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 relationships, and a focus on teaching and learning.

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| <p>Strategy 1: Students will complete anti-bullying contracts as well as, participate in guidance lessons that focus on kindness, self-discipline, and respect.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | Summative |
| | Sept | Jan | May |
| | N/A | N/A | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

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

Performance Objective 2: Devise, implement, review documentation for state and school safety and health procedures through a proactive Emergency Management Plan and collaborate with First Responders and Law Enforcement.

| Strategy 1 Details | 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 | | Summative |
| | Sept | Jan | May |
| | N/A | N/A | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |