

Odem-Edroy Independent School District

Odem Junior High

2019-2020

Mission Statement

To Empower All Students

To Be

Self-Directed Life-Long Learners

In A Changing World

Value Statement

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

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	11
School Context and Organization	13
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: OEISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post secondary success.	18
Goal 2: OEISD will have effective communication to all parents/guardians and with all stakeholders emphasizing parent partnerships aimed at increasing student performance.	20
Goal 3: OEISD will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.	22
Goal 4: OEISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.	24
Goal 5: OEISD will maintain efficient and effective management of resources and operations to maximize learning for all students.	26
Comprehensive Support Strategies	27
Campus Planning and Decision Making Committee	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

The community of Odem is at the intersection of two rail lines twenty miles from Corpus Christi, Texas in Southwestern San Patricio. The population of Odem is approximately 2,499, with approximately 958 households. The median household income is \$48,676 with Male median income being \$34,150 and female being \$15,298. Educational attainment for the population in Odem is 71.9% high school graduate or higher. Odem Edroy ISD consists of an elementary, intermediate, junior high, and high school campus and serves approximately 915 students from Pre-K(4) to 12th grade. Odem Edroy ISD is a Title 1 district with 77.5% of our students being economically disadvantaged.

- Enrollment has declined since last year.
- The mobility rates for Junior High 10.2.
- The ESL population has shown an increase and is currently at 6.1%, Gifted and Talented is at 7.4%, and Special Education has maintained a steady average 7.4%
- Hispanic population is the highest population of students with 87.9% of our students being hispanic and 11.3% for the white subgroup

Demographics Strengths

- 100% graduation rate
- ELL population is 3.3% compared the the state average of 18%.
- The mobility rate is below the state average.
- Schoolwide free breakfast and lunch program for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of ESL strategies to close the achievement gap for LEP and other sub populations. **Root Cause:** Lack of ESL training and resources.

Student Achievement

Student Achievement Summary

The 2018-2019 school year was the seventh year of STAAR testing. Odem Jr. High Met Standard on the Accountability Ratings in all areas under the performance index framework. Junior high earned two Distinction Designation.

In jr. high we continue to meet the state standards, and continue to strive to meet the goals. OJH 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 and strive to have a higher percentage of students in the Meets Standards category.

OJH will continue to use data to assist our at risk students, ESL and Special populations in closing the educational gaps.

These priorities are to be included in the CIP:

- RTI process
- Tutoring
- Increase reading scores
- Increase math scores
- Differentiated tutorials for junior high
- Focus on assisting students in Special Education to improve in reading and math
- Focus on assisting economically disadvantaged students to improve academic performance in reading and math.

Student Achievement Strengths

STAAR:

2 Distinctions

Postsecondary Readiness

Comparative Closing Gaps

6th Reading above state

7th Writing, Reading, and Math above state.

8th Reading above state.

ESL

- Students are performing better on state assessment.
- Rosetta Stone is being used as a supplement to help the monolingual students learn the English language
- Software programs that offer second language assistance are being implemented
- Teachers attend trainings that provide general strategies to support ELL students in all instructional settings

Special Education

- Variety of Programs for our students
- Growth in STAAR performance in all subjects

504/RTI/Dyslexia

- Dyslexia students perform well on state assessment
- RTI has increased student achievement at junior high
- Tutoring is offered district-wide that focuses on individual needs of students

GT/PreAP

- Pull out programs at JH weekly
- Research independent work present projects
- Independent projects
- Present their projects

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Masters grade level percentages are lower than expected and need to add more real-world applications. **Root Cause:** Rigor needs to be improved in the PAP classes and more hands on approaches.

School Culture and Climate

School Culture and Climate Summary

According to students at OJH feel cared for, valued and respected while at school. Students also feel comfortable communication with school staff, teachers and administration. Students also felt they were greeted in a courteous positive manner at all times by OJH staff. All students are accepted regardless of their backgrounds or abilities. Students feel they receive the support needed to be successful. Students in small class sizes benefit from academically by receiving individualized attention from their teachers. Students attending tutorials offered by every teacher and some staff benefit from such an activity. Teachers are willing to assist students before, after and during enrichment time.

- Anti-Bullying training
- Crisis Management training
- Career Day with many former OJH graduates
- Positive school functions such as pep rallies (both OJH and OHS) and school dances.

The flexibility of the start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and our local community. Flexibility to start earlier in August would help our district plan for balanced instructional time in the semesters that would support semester courses and curriculum.

Encourage students to participate in multiple extra-curricular activities. Students will not face consequences when encountering extra-curricular conflicts. This will increase the number of students participating in multiple UIL activities.

School Culture and Climate Strengths

All OJH Staff has high expectations for all students. Students feel supported by OJH Staff and encouraged to do well. They are provided opportunities to be successful with tutorials as well as teachers willing to assist them before and after school. Student incentives are offered for perfect attendance. They feel generally safe and comfortable and feel bullying is addressed when needed. All discipline is coupled with a level of understanding.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: A high failure rate leads to lower self esteem issues for students **Root Cause:** A disconnect between teacher and student.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OJH staff was Highly Qualified in 2018-2019. OJH hired 2 new teachers. New teachers and others coming in tend to stay working with the district. There is not a large turnover rate in OJH. Small class sizes and high community standards is an attraction which encourages teachers to stay long term. Stipends are offered for Math and Science at the secondary level providing an incentive in order to assist with the recruitment and retention of teachers. Mentoring programs were set up to assist new teachers this past year. OJH 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.

In order to retain quality staff, the district along with the OJH has joined STCC. By doing so, teachers will receive quality professional development and specialized training. This additional outside training should prove useful in the development of new and veteran teachers alike by training teachers in the use of best practices in the classroom. Teachers are provided opportunities for relevant professional development and growth outside of the campus, and principal will allocate monies for their pursuits. Principal encourages teachers to gain additional endorsements to increase their certification.

Staff Quality, Recruitment, and Retention Strengths

- Highly effective teachers
- Strong support/collaborative team for teachers
- Teacher to student ratio is low
- Professional development is available to teachers. (STCC, ESC-2, & campus support)
- High correlation between staff effectiveness & student achievement

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High staff quality is present. OEISD needs to retain a higher percentage of its quality teachers. **Root Cause:** Affordable housing within the school district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Odem Jr. High School provides all staff with a curriculum that is aligned to ensure teachers across the campus have a consistent plan in place to ensure all students access all state standards and receive the learning experiences they deserve. Vertical team planning provides the teams an opportunity to discuss the TEKS the students are having difficulty mastering and closing the gaps. Data driven decisions are made with regards to the improvement of curriculum and instruction to assist in closing the gaps of students not meeting standards in state and local assessments. Continued professional development using the nine instructional strategies will be provided with the hopes of increasing student engagement and using real world and experiences as well as concrete to abstract applications in order for students to transfer and apply their learning experiences.

In the area of Curriculum and Instruction, these priorities are to be included in the CIP:

- Differentiated instruction per RTI
- Six week unit tests – planning with the end in mind
- Texas Curriculum Management Program Cooperative (TCMPC) training for new teachers
- Strengthen the understanding of the TEKS through analysis of TCMPC documents
- Additional time for planning with teachers to analyze the TCMPC documents
- Participate in ESC 2 six weeks training on TCMPC documents
- Train and provide teachers with vocabulary techniques
- Increase use of technology software and applications
- Identify products found in the exemplar lessons of TCMPC and incorporate into TPO
- Strengthen the fundamental math skills of all students
- Secondary teachers participate in AP and Pre AP Institutes
- Focus on teaching students in a manner where they can transfer and apply what they are being taught with real world applications teaching concrete to abstract. Allowing students that are economically disadvantaged the opportunity and experiences needed.

Curriculum, Instruction, and Assessment Strengths

The curriculum used by OJH 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 is gathered in their blue folder and is used as 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Exposure to additional teaching strategies, and sustained use of DMAC **Root Cause:** Additional training time to increase fluency with teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Odem Edroy ISD is committed to the continued growth of family and community involvement at the district level as well as at each campus. The junior high will continue to strive to achieve partnership with the families as well as the community with collaborative commitment to work together for every child success OEISD...Parents..Students...One Team One Dream. We will continue to provide quality parental engagement and remove any barriers as needed. Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Working together as a team is a critical element in a child's education therefore OEISD will continue to evaluate and make improvements in family and community engagement.

- Building a strong positive relationship between parents and schools.
- Communicating partnership with parents.
- Increase communication to parents through email, teacher web pages and district social media
- Increase parent participation by providing incentives
- Provide communication to parents in dual language
- Provide teacher district stationary (postcards) periodically, teachers select students and communicate something positive to parents
- Increase participation in Parental Involvement meeting by working together to increase attendance
- Increase Parental Involvement conference attendance and participation
- Increase parent attendance at the Aim for Success event
- Increase visibility of school board members, district administrators and campus administrators at school events throughout the school year to build relationships with parents and community members.

Parent and Community Engagement Strengths

OJH provides many opportunities for family and community to participate such as: Meet the teacher, Open House, PTO meetings, Parent conferences, Literacy Night, Technology night, Math & Science night, College night, GT parent meetings, Orientation, Booster club meetings, awards ceremony, Elementary performances and field day, Parental Involvement meetings....

Survey results showed that parents seemed to be satisfied with their child's instruction and felt their child was doing well. They felt they had good communication with their child's teacher. Living Tree is used to communicate with parents and allows teachers to communicate in the family's home language. Teachers also communicate through postcards, via phone calls, or face-to-face conferences. Most felt that their child was offered an array of innovative courses to meet their child's needs and interest. Parents that had their child in a special program were satisfied with them and found them beneficial. The majority of parents felt their child was safe in school. Most parents did not see bullying as a problem in the district. The majority of parents felt they could approach administrators if there were a need and felt they were welcome at the campus and greeted courteously. Parents also felt they were offered opportunities to be involved in their child's education. All parents completing the surveys felt Parent conferences were beneficial.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increased parental involvement at OJH. **Root Cause:** Increase positive interactions between school staff, teachers and parents.

School Context and Organization

School Context and Organization Summary

OJH 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, including planning days each six weeks. Staff receives training to implement any and all programs used on campuses. They also receive training with regards to compliance standards. Staff receives regular training on nine instructional strategies and is assisted with the implementation of them as needed. Content specialist are available to assist all staff in any areas of need. Teachers are provided staff development days built into the calendar to allow them time to plan. Funding is provided to allow staff to provide after school tutorials.

Goals:

- Increase knowledge of all teachers regarding the use of technology
- Increase the knowledge of all teachers regarding the use of Vocabulary
- Increase the knowledge of all teachers regarding cooperative learning
- Increase the knowledge of all teachers using DMAC
- Increase the knowledge of all teachers regarding the use of TCMPC as needed
- Increase teacher knowledge of reviewing heat maps to find common concepts of weakness to assist with instructional emphasis for the following six weeks.
- Increase the knowledge of all teachers regarding effective strategies to serve students effectively in the inclusion setting

School Context and Organization Strengths

- Reading and Math Intervention set up for 8th period.
- 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
- JH intervention period built in to master schedule
- Teachers have the opportunity to serve on committees

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Increase the use of SBDM to allow more teachers to have input in the decision making progress. **Root Cause:** Increasing the time allotted for SBDM Meetings.

Technology

Technology Summary

OJH has worked diligently this past year to become a one to one campus with technology. This allows students to have relevant learning while still be in the classroom. It allows students the opportunity to undertake authentic projects for learning and personal productivity. All students have access to Chrome books while in the classroom. Teachers have alloted for Techonology within their lesson plans.

DMAC is also used to assist all staff members in gathering and utilizing data in order to plan activities specific for all students. Interventions are planned based on DMAC data and assessments. Further, the data is used to assist teachers in closing student gaps.

Technology Strengths

- Classrooms are equipped with projectors, document cameras, teacher workstations for all grade levels
- District emphasis of student use of technology
- Wireless Internet
- DMAC used by staff to access student data
- Living Tree as the district-wide form of communication
- Mobile workstations for most classrooms
- Robots available for enrichment
- Google training for all staff
- Computer-based intervention programs 6th -8th Grades
- TxEIS Parent Portal available to monitor grades
- Four 3-D printers for district use

Problem Statements Identifying Technology Needs

Problem Statement 1: Provide sustained training for all staff members, including teachers and administrators. **Root Cause:** Exposure to additional techonology tools and resources.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

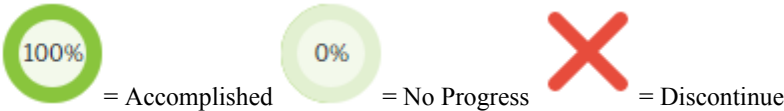
Goals

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

Performance Objective 1: Improve, Sustain and Support Academic Student Performance at or beyond grade level.

Evaluation Data Source(s) 1: TCMPC Implementation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Allow our students to gain at least one academic year of growth.	2.4	Classroom Teacher, Curriculum Director, Principal	Improved student performance on unit assessments and STAAR. High expectations evident in student work			
						

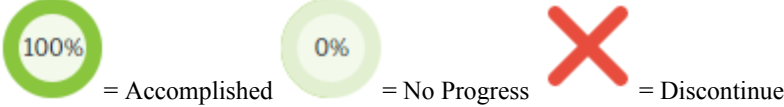
Goal 1: OEISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post secondary success.

Performance Objective 2: Improve, Sustain and Support Academic Student Attendance.

Evaluation Data Source(s) 2: ADA, Weekly, Monthly, Six Weeks Attendance data, PEIMS

Summative Evaluation 2:

Targeted or ESF High Priority

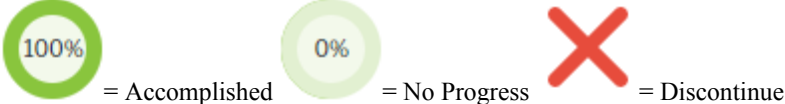
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, and Education Service Center 2.	2.4, 2.5	Campus Leaders Curriculum Director Teachers	Data in DMAC Improved teacher performance Instructional strategies			
						

Goal 2: OEISD will have effective communication to all parents/guardians and with all stakeholders emphasizing parent partnerships aimed at increasing student performance.

Performance Objective 1: Create a welcoming environment for parents and community members to volunteer and participate in school activities.

Evaluation Data Source(s) 1: School sign in sheets; participation rates for all school functions; parent meetings; Volunteer sheets; Flexible parent meetings throughout the day integrate the newest findings about what works for students, connect with and learn from their peers,

Summative Evaluation 1:

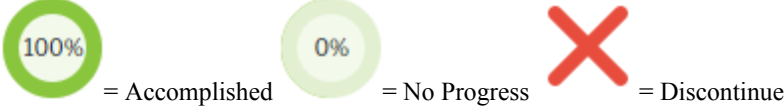
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, and Education Service Center 2.	2.4, 2.5	Campus Leaders Curriculum Director Teachers	Data in DMAC Improved teacher performance Instructional strategies			
						

Goal 2: OEISD will have effective communication to all parents/guardians and with all stakeholders emphasizing parent partnerships aimed at increasing student performance.

Performance Objective 2: Maintain and increase high levels of effective communication with parents using the latest technological resources.

Evaluation Data Source(s) 2: Weekly Hoot; school website; social media likes, communication apps such livingtree; group me; Parent letters and parental signature sheets.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, and Education Service Center 2.	2.4, 2.5	Campus Leaders Curriculum Director Teachers	Data in DMAC Improved teacher performance Instructional strategies			
						

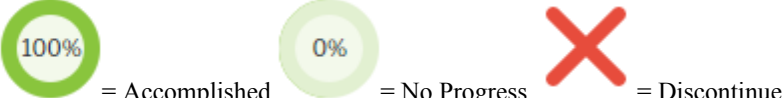
Goal 3: OEISD will recruit, develop, and retain an exceptional, highly motivated staff to optimize student engagement and learning.

Performance Objective 1: Provide on-going research base professional development opportunities for staff.

Evaluation Data Source(s) 1: Sustain membership in the South Texas Curriculum Consortium; Utilize the Education Service Center Region 2; Provide in-house professional development through the use of OEISD Director of Curriculum and staff.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Monitor Data through DMAC	2.4	Superintendent Curriculum Director District Leaders Teachers	Data reports, progress monitoring			
						




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

Performance Objective 2: OJH will continue to improve staff support systems in the areas of instruction and professional development.

Evaluation Data Source(s) 2: Online seminars, keep membership with STCC and ESC Region 2; attend educational conferences; integrate the newest findings about what works for students, connect with and learn from their peers,

Summative Evaluation 2:

Targeted or ESF High Priority




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Demonstrate meaningful improvement with support from professional development provided by STCC, Lead4ward, and Education Service Center 2.	2.4, 2.5	Campus Leaders Curriculum Director Teachers	Data in DMAC Improved teacher performance Instructional strategies			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: Provide a safe and secure environment for students and staff.

Evaluation Data Source(s) 1: Safety Data Survey

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Integration of technology in instructional and administrative programs..	2.4, 2.5	District and Campus Leaders, Technology Director, Teachers	Evidence in instruction, increased student engagement and performance.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 2: Provide campus interventions that target bullying, sexual abuse, harassment and dating violence behaviors.

Evaluation Data Source(s) 2: Project Turnaround; Aim for Success; San Patricio County Program on Teen Dating Violence; bullying Substance abuse.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Monitor student attendance and state attendance laws. Attendance directly affects student learning.	2.4, 2.5	District and Campus Leaders, Counselors, Teachers	Evidence in instruction, increased student engagement and performance.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: OJH will make it easy to collaborate with OEISD business office through the use of effective, interactive collaboration between staff, and all stakeholders.

Evaluation Data Source(s) 1: Measuring the fluency of invoices; outstanding balances; timely deposits, effective use of requisitions; Effective communication through the use of email .

Summative Evaluation 1:

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

Performance Objective 2: OJH will provide staff with secure, consistent access to information in order to improve efficiency and effectiveness.

Evaluation Data Source(s) 2: Staff access to internet 99.99999% of the time. Barracuda web system; Login access and credentials; TXeis, ESC 2 platforms;

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Monitor student attendance and state attendance laws. Attendance directly affects student learning.	2.4	District and Campus Leaders, Counselors, Teachers	Improved attendance rate.			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Allow our students to gain at least one academic year of growth.

Campus Planning and Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Eloida Rodriguez	6th Grade ELA
Administrator	Jose Vela	
Classroom Teacher	Adam Hernandez	Social studies
Business Representative	Jeremy Phillips	Business
Classroom Teacher	Maribel Gomez	7th Science