Odem-Edroy Independent School District

Odem Elementary

2019-2020

Mission Statement

What business are we in….

Why we exist….

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

ODEM-EDROY ISD Belief Statements

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

Vision

Long Range Goals
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.

Value Statement

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

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 900 students. Odem-Edroy is a Title I district with 81.6% of the students being economically disadvantaged. Odem Elementary currently serves 221 students grades Pre K 4 through 2nd grade.

The following demographic data is from TAPR 2017-2018:

Demographics	Percent
Attendance Rate	95.4%
Graduation Rate	100%
Economically Disadvantaged	81.6%
English Learners (EL)	3.3%
At-Risk	49.4%
Gifted & Talented	6.9%
Special Education	5.6%

Student Ethnicity	Percent
African American	0.8%
Hispanic	85.8%
White	12.6%
American Indian	0.1%
Two or more Races	0.7%

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: Retention rates for students in grades Kindergarten thru Second grade are well above the state rate. **Root Cause**: Each campus has their own process for progress monitoring, assigning accommodations, and utilizing response to intervention strategies.

Student Achievement

Student Achievement Summary

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.

Odem Elementary will continue to use data to assist our at-risk students in closing the gaps.

In the area of Mastery for At-Risk Students, these priorities are to be included in the CIP/DIP:

- RTI process
- Tutoring
- Reading Interventionist & Math Interventionist at the elementary campus
- Increase reading scores
- Increase math scores
- Focus on assisting students in Special Education to improve in reading and math
- Focus on assisting economically disadvantaged students to improve academic performance
- Increase attendance rate to help with student achievement

Student Achievement Strengths

ESL

- Fewer students at uppers grade level due to exiting the program
- Students are passing benchmarks
- Social skills – Benefit more with higher social skills
- Rosetta Stone

Special Education

- Variety of programs for our students (Unique curriculum, Inclusion, reading & math intervention)

Math

- Quintile 5 increase

504/RTI/Dyslexia

- Some students have exited reading intervention and are showing growth with Lindamood Bell and Seeing Stars
- RTI has increased student achievement (elem)
- Lindamood Bell 5 yrs. at elementary level
- Celebrate small victories and encourage and motivate students

GT/AP/PreAP

- Pull out programs at Elem.
- Producing good student products
- TPS Project ideas
- Student engagement for elem.
- Student growth
- Research independent work present projects
- Student growth
- Learning to research
- Independent projects
- Present their projects

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student assessment data shows some possible learning gaps in some populations. **Root Cause**: Odem Elementary needs to better analyze the data of sub-population groups to determine how to better address their learning needs.

Problem Statement 2: Implementation of high quality, engaging TEKs based instruction should be the primary focus in all curricular areas

Problem Statement 3: There is a need to provide gifted students the opportunity to demonstrate skills in self-directed, learning, thinking and research. **Root Cause**: Lack of trained teachers to provide the challenge.

School Culture and Climate

School Culture and Climate Summary

Upon review of data we find that OEISD students feel reasonably safe and felt teachers cared about them. Students also felt comfortable communicating with school staff. Students also felt they were greeted in a courteous manner by staff members as well as administration. All students are accepted and regardless of their disability. Students feel they receive the support needed to be successful. Those is small class sizes benefit from them. Students attending tutorials offered by all campuses benefited from them. Teachers are willing to assist students before and after school. There is a great focus on college and career readiness as well as vocational readiness with College day being on every Thursday. OEISD has high graduation rates as well as college entrance.

School Culture and Climate Strengths

All Odem ELementary personnel has high expectations for all students. Students feel supported by Odem Elementary 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. 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: There is an inequity in students who participate in non-academic extra-curricular activities and those participating in academic extra-curricular activities. **Root Cause**: As a small district, we do not have enough staff to sponsor/coach non-academic and academic extra-curricular activities (UIL).

Problem Statement 2: There is a need to actively support the emotional well-being of students. **Root Cause**: There is an increased number of students with emotional problems and are less able to cope.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district has hired several new teachers this year. The new hire rate at OEISD has averaged at 25% which is higher than the state rate of 16%. Mentoring programs were set up to assist new teachers this past year. Odem Elementary continues to provide creative methods of recognition and support for all staff members by building an atmosphere within the campus where all staff members know they are appreciated, treasured and acknowledged within the system and community.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In the past three years, our district has replaced teachers in high need and hard-to-hire positions affecting our academic scores in those areas. **Root Cause**: When we lose experienced teachers in our small district it is difficult to attract experienced replacements due to minimal financial incentives and salaries not being competitive enough with surrounding districts so we mostly attract first-year teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Odem Edroy ISD provides all staff with a curriculum that is aligned to ensure teachers across the district 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. District curriculum coaches are provided to support teachers by providing them instructional strategies and assistance in planning engaging lessons.

Curriculum, Instruction, and Assessment 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 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: There is an increase in technology resources and instructional strategies but not all teachers can attend trainings to help with implementation of these programs. **Root Cause**: Teachers, administrators and staff do not have a systematic way to share new learning gleaned from workshops and conferences.

Problem Statement 2: There is a need for structured vertical aligning in all areas (i.e. data meetings) to better address student needs. **Root Cause**: It is a challenge to find the time for teachers to meet during or after school to attend vertical alignment meetings

Parent and Community Engagement

Parent and Community Engagement Summary

Odem Edroy ISD is committed to the continued growth of family and community involvement at the district level as well as at each campus. Odem Elemnetary 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 Odem Elementary will continue to evaluate and make improvements in family and community engagement.

Parent and Community Engagement Strengths

Odem Elementary provides many opportunities for family and community to participate such as: Meet the Teacher, Open House, Parent Conferences, Literacy Night, Technology Night, Trunk or Treat, PreK and Kinder Halloween Parade, Math & Science Night, Turkey Trot, Pies with Partents, GT Parent Meetings, Awards Ceremony, Elementary Music Performances and Field Day.

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: There is more parental involvement at the elementary/intermediate campus and less at the secondary level. **Root Cause**: The school does not have a systematic way to survey parents to get feedback as to why the involvement is greater at elementary.

Problem Statement 2: There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community. **Root Cause**: Not all parents can always physically go to the school and have an opportunity to access school information.

School Context and Organization

School Context and Organization Summary

The district 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. Staff receives training to implement any and all programs used on campuses. They also receive training with regards to compliance standards. Teachers are provided staff development days built into the calendar to allow them time to plan.

Parents are well informed of district activities through a variety of methods such as: campus newsletter, campus & district Facebook, websites, newspaper articles, parent letters... Campuses make an effort to communicate with parents and inform them of any and all activities. Positive communication is sent out through postcards as well as phone calls to parents.

School Context and Organization Strengths

- Reading and Math interventionist at the 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
- Teachers have the opportunity to serve on committees

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need structured opportunities to have input in decision making and school practices. **Root Cause**: Campuses need training on how to effectively and efficiently create these opportunities.

Technology

Technology Summary

Odem Edroy ISD has established technology goals the last few years to improve technology throughout the district. Hardware has been upgraded, document cameras replaced, teacher workstations added, labs updated, and Mobile labs have been purchased to allow students the opportunities to have technology integrated in the classrooms. Instructional technology integration promotes exemplary practices when combined with classroom instruction. It allows students the opportunity to undertake authentic projects for learning and personal productivity.

DMAC is also used to assist all staff members in gathering student information for blue student data folders. 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 Reading Eggs and Math Seeds
- TxEIS Parent Portal available to monitor grades
- Four 3-D printers for district use

Problem Statements Identifying Technology Needs

Problem Statement 1: Our district is well on their way to being 1:1 on every campus, however training for integrating technology effectively and efficiently is infrequent and reactive. **Root Cause**: We do not have a systematic way to survey teachers to help us determine what kind of training teachers need.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
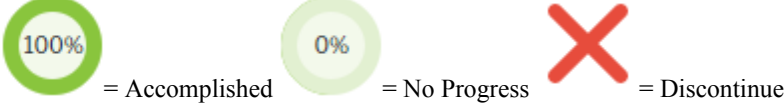- Action research results
- Other additional data

Goals

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

Performance Objective 1: Continue to provide professional development and instruction to Odem Elementary teachers in the areas of data driven instruction and technology, in order to ensure that students are college and career ready.

Evaluation Data Source(s) 1: Implementation of various professional development opportunities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) TCMPC initial training for new teachers and a refresher training for returning teachers; STCC, Lead4ward, and ESC2 professional development; and DMAC data monitoring.	2.4, 2.5	Campus leaders, school counselor, and teachers	Improved student performance on CIRCLE for PreK 4, TPRI for Kinder through 2nd grade, and on unit assessments for 2nd grade.			
2) Teachers will access student data by using systems such as DMAC and Txeis effectively.	2.5, 2.6	Campus leaders, Executive Director of Student Services, Technology Director, and teachers	An increase in students' assessment results and academic preformance.			
100% = Accomplished			0% = No Progress		✕ = Discontinue	

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

Performance Objective 2: Teachers will utilize technology to access data to assist all student groups.

Evaluation Data Source(s) 2: Usage reports from various programs will be utilzed as well as sign in sheets and certificates from trainings
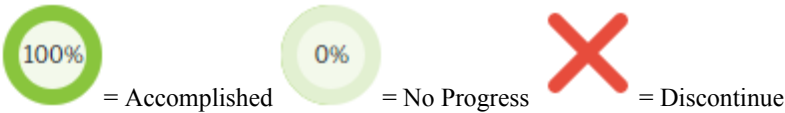
Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Integration of technology to effectively deliver the curriculum and provide additional training such as the GT six hour update provided to all staff through Eduhero, webinars, DMAC mini training sessions during grade level Professional Learning Communities (PLCs), and the Reading Eggs and Math Seeds refresher training at the beginning of the year.	2.4, 2.5	Campus leaders, Read to Succeed Coaches, Executive Director of Student Services	An increase in student engagement and utilization of technology programs			
100% = Accomplished		0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: Odem Elementary will generate more opportunities for Parent Involvement.

Evaluation Data Source(s) 1: Parental attendance records and sign in sheets from meetings and events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) In order to keep parents well informed, Odem Elementary staff will utilize the following communication methods: emails, Living Tree, six weeks administrator news letter, social media postings, administrator article in local paper, and district student postcards.	3.1, 3.2	Campus leaders, Executive Director of Student Services, and teachers	Positive communication and collaboration with parents will build stronger relationships between school and home.			
2) Provide opportunities for parents to attend workshops and academic related functions such as Meet the Teacher, Parent Teacher Conferences, Family Literacy Night, Trunk or Treat, PreK and Kinder Halloween Parade, Pies with Parents, Turkey Trot, Open House during Texas Public Schools Week, lunch during Texas Public Schools Week, and Math and Science Night.	3.1, 3.2	Campus leaders, campus counselor, and teachers	Increased parent involvement			
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

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

Performance Objective 1: Mentor teachers will be assigned to all first year teachers to Odem Elementary.

Evaluation Data Source(s) 1: T-TESS teacher apraisals
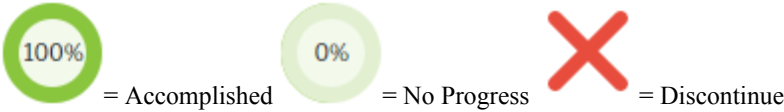
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Host student teachers and interns to grow our own and assist new teachers by providing opportunities to learn teaching strategies from veteran teachers	2.5	Campus leaders, and Executive Director of Student Services	Peer to peer collaboration to strengthen teacher leaders within the campus			
100% = Accomplished 0% = No Progress ✕ = Discontinue						

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

Performance Objective 2: T-TESS coaching and implementation

Evaluation Data Source(s) 2: T-TESS initial and refresher trainings for teachers; T-TESS implementation and coaching; as well as informal and formal walk throughs and observations

Summative Evaluation 2:

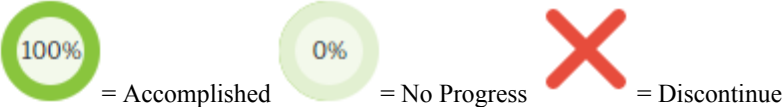| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) T-TESS initial and refresher trainings for teachers; T-TESS implementation and coaching; as well as informal and formal walk throughs and observations		Campus leaders and Executive Director of Student Services	Growing teachers to meet higher standards on the T-TESS rubric			
100% = Accomplished		0% = No Progress	❌ = Discontinue			

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

Performance Objective 1: Odem Elementary will provide antibullying and safety trainings in order to promote a safe environment that fosters students' emotional and physical wellness

      Evaluation Data Source(s) 1: Sign in sheets and training certificates

      Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Students will complete antibullying pledges/contracts, participate in an antibully rally focusing on kindness, participate in guidance lessons, and utilize the Stop It (online reporting system.	2.6	Campus leaders, teachers, and school counselor	A safer school environment for students and staff as well as a decrease in bullying reports.			
2) Students will participate in drug prevention and awareness activities such Red Ribbon Week dress up days, Pledge to be Drug Free, presentations from the San Patricio County Health Department, drug free door decorating contest, Project Turnaround sessions, Happy Bear presentations, and guidance lessons on various safety topics.	2.6	Campus leaders, teachers, and school counselor	A drug free school			
100% = Accomplished		0% = No Progress	❌ = Discontinue			

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

Performance Objective 1: Odem Elementary will strive to utilize instructional strategies and research based practices to ensure that all Special Program students achieve academic success.

Evaluation Data Source(s) 1: Special Program Student Performance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Apr	June
1) Provide additional support through Reading and Math intervention classes, accommodations or additional strategies for those students who qualify for 504/Dyslexia/Sped/ESL programs, accelerated instruction opportunities for GT students, and services for homeless students following the McKinney-Vento Act.	2.4, 2.5, 2.6	Campus leaders, Executive Director of Student Services, Federal Programs Director, and teachers	Increase student achievement			
100% = Accomplished		0% = No Progress	✕ = Discontinue			