

# Odom Elementary School

## Campus Improvement Plan

### 2020/2021

*Includes Targeted Improvement Plan*

*#RiseUp #WeAreOdom*



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### **Campus Mission**

Through the cooperative efforts of staff, students, parents, and the community,  
Lalla Odom's mission is to:

- Provide a safe and positive environment where students are actively engaged in rigorous learning, based on state and national standards
- Instill passion, curiosity, and a desire to learn
- Nurture the development of the whole child

### **Campus Vision**

**We will empower ALL students by building a strong holistic foundation.**

### **Campus Values**

**Whole Child, Every Child**  
**Physical, social, and emotional health, and safety**  
**Equity, diversity, and inclusion**  
**High expectations for all students**  
**Life-long learning**

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

### **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at [www.austinisd.org/schools](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

**Instructions for Campuses**

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

## Prioritized Focus Area #1

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### Prioritized Focus Area #1

5.3 Data-driven instruction.

#### Rationale

Based on the 2018-19 STAAR results, increases are needed in the percentage of students attaining the Meets level. 2018-19 results indicate student groups - all students, Hispanic students, ECD, did not meet the state target of 44% Meets for Reading and 46% Meets for Math. Additionally, not all students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 5 was identified as the lever in which systems needed to be aligned between grade levels and among grade levels for consistent implementation across the campus. Although some level of implementation may have existed, follow-through from the level of implementation, to monitoring, and accountability were not consistent. Based on 2018-19 results, development and implementation of data tracking systems were initiated for the 2019-20 school year and improvements were made. However, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Therefore, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected.

#### How will the campus build capacity in this area? Who will you partner with?

Systems being implemented for data driven instruction and overall Instructional Effectiveness, will require professional learning for all personnel as well as introductory training for students and families. A schedule for professional learning will be developed, as well as an annual schedule for protected time to meet with the campus leadership team to review implementation of systems and provide feedback and/or adjustments to the action steps developed. For continuous building of capacity, student progress toward measurable goals will be visible in every classroom to foster ownership of learning. Teachers will be provided with the instructional supports they may need for continuous improvement and full implementation. Administrators will attend professional learning offered through Region 13 for the Effective Schools Framework and attend Cohort sessions provided by the Office of School Leadership. Student data tracking tools will be studied as several systems are new to the district this year such as MAP Growth, IXL, DreamBox and Imagine Learning.

#### How will you communicate these priorities to your stakeholders? How will create buy-in?

The community will be invited to a CAC meeting in which the TIP plan will be reviewed and input will be solicited.

A CAC meeting with staff team members present will be organized.

A PTA meeting with staff team members present will be organized.

CAC and PTA progress updates will be provided during each cycle.

For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.

Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.

Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used may included, but not limited to Kahoot and Quizzlet activities, scavenger hunts throughout the campus with links to data and reflection questions provided on a web page.

Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly.

Videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.

Students will be provided with "bite size" feedback and conferenced with regularly as a means for communication of their individual progress.

#### Desired Annual Outcome

Full implementation of the 4 Essential actions for Lever 5, Effective Instruction, by 100% of instructional staff. Actions developed will be in place and functioning as demonstrated through the academic progress of students. Artifacts and data to support a rating of full implementation will be made available.

100% of students will meet or exceed their individual growth target.

Performance targets for Reading (44% Meets) and Math (46% Meets) will be met for the All Students group in Domain 3.

### **Desired 90-day Outcome: Cycle 1 (Sept-Nov)**

100% systems/protocols developed to address the needs of Levers 5 will be implemented and documented within the planned timeline. Systems developed for data tracking will be in the beginning phase of implementation, professional development will be completed, and students will be instructed on the use of a tracking tool. Leadership team will monitor to ensure implementation is taking place consistently.

### **Desired 90-day Outcome: Cycle 2 (Dec-Feb)**

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals.

### **Desired 90-day Outcome: Cycle 3 (March-May)**

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals. At least 50% of students in 3rd-5th grade will demonstrate attainment of the STAAR meets level for Reading and Math. 100% of students will demonstrate attainment of their individual growth target.

### **Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals. At least 50% of students in 3rd-5th grade will demonstrate attainment of the STAAR meets level for Reading and Math. 100% of students will demonstrate attainment of their individual growth target.

### **Barriers to Address During the Year**

Simultaneous Remote Teaching and on-campus Learning, administration of assessment remotely and on-campus with accommodations, technology issues, ability/staff to provide interventions, reassignment of staff

### **Barriers to Address: Cycle 1 (Sept-Nov)**

Technology barriers of parents and Frequent absences of students

### **Barriers to Address: Cycle 2 (Dec-Feb)**

Technology barriers of parents and Frequent absences of students

### **Barriers to Address: Cycle 3 (March-May)**

Technology barriers of parents and Frequent absences of students

### **Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

Technology barriers of parents and Frequent absences of students

### **District Commitment Theory of Action (ToA)**

District Theory of Action: If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be improved campus culture and student learning outcomes.

### **District Actions: Cycle 1 (Sept-Nov)**

District Actions Cycle 1: The District has provided Coaching for Results training for principals. The District purchased Data Management for Assessment and Curriculum Solutions (DMAC), which supports campuses in analyzing student achievement data to inform instruction and intervention, as well as TIP development through the use of Plan Works. The DCSI will conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The District has assigned an Executive Director to provide coaching visits, feedback and follow-up aligned to the Leadership Framework Competencies: Instructional Leader, Culture Builder, Talent Developer, Executive Leader. The principal will also receive support with targeted professional development aligned to identified areas of need - especially data analysis and formative assessment; Receive weekly newsletter focused on leadership, district initiatives, instructional systems; Attend ad hoc special trainings aligned to identified areas of need – consider Domains of concern; Conduct a deep data dig (principal and campus instructional leadership team collaborating with executive director) to determine systemic root causes of academic identified areas of need – focus on Domains of concern; Collaboratively develop and monitor instructional expectations by content area; Monitor and support implementation of the Culture and Climate Plan; Facilitate coaching

conversations specific to cultural proficiency and inclusiveness.

**District Actions: Cycle 2 (Dec-Feb)**

District Actions Cycle 2: The DCSI will continue to conduct classroom observations with the campus principal and/or assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI and coordinator from the Office of Campus and District Accountability will assist the principal and campus instructional leadership team in analyzing the Middle-of-Year Benchmark data, including by student group, and in developing an action plan in response to it. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey.

**District Actions: Cycle 3 (March-May)**

District Actions Cycle 3: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

**District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

This summer, the campus administrative team and staff will participate in new PPfT (teacher evaluation & walkthrough), the new CAPR (Admin evaluation tool) and Leverage Leadership 2.0 professional development.

# Prioritized Focus Area #2

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## Prioritized Focus Area #2

1.1 Develop campus instructional leaders with clear roles and responsibilities.

### Rationale

Based on the 2018-19 STAAR results, increases are needed in the percentage of students attaining the Meets level. 2018-19 results indicate student groups - all students, Hispanic students, ECD, did not meet the state target of 44% Meets for Reading and 46% Meets for Math. Additionally, not all students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 1 was identified as the lever in which systems needed established and monitored to be aligned between grade levels and among grade levels for consistent implementation across the campus. Although some level of implementation may have existed, follow-through from the level of implementation, to monitoring, and accountability were not consistent. Based on 2018-19 results, development and implementation of data tracking systems were initiated for the 2019-20 school year and improvements were made. However, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Therefore, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected.

### How will the campus build capacity in this area? Who will you partner with?

- Develop clear, written, and transparent roles and responsibilities for Campus instructional leaders
- Maintain a weekly calendar of core leadership tasks (observations, debriefs, team meetings)
- Develop clear, written, measurable performance expectations that match job responsibilities
- Develop and ensure Campus instructional leaders use consistent, written protocols and processes to lead their content/grade-level teams, or other areas of responsibility
- Meet on a weekly basis with Campus instructional leaders to focus on student progress and formative data
- Provide regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

### How will you communicate these priorities to your stakeholders? How will create buy-in?

The community will be invited to a CAC meeting in which the TIP plan will be reviewed and input will be solicited.

A CAC meeting with staff team members present will be organized.

A PTA meeting with staff team members present will be organized.

CAC and PTA progress updates will be provided during each cycle.

For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.

Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.

Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used may included, but not limited to Kahoot and Quizzlet activities, scavenger hunts throughout the campus with links to data and reflection questions provided on a web page.

Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly.

Videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.

Students will be provided with "bite size" feedback and conferenced with regularly as a means for communication of their individual progress.

### Desired Annual Outcome

Full implementation of the 4 Essential actions for Lever 5, Effective Instruction, by 100% of instructional staff. Actions developed will be in place and functioning as demonstrated through the academic progress of students. Artifacts and data to support a rating of full implementation will be made available.

100% of students will meet or exceed their individual growth target.

Performance targets for Reading (44% Meets) and Math (46% Meets) will be met for the All Students group in Domain 3.

**Desired 90-day Outcome: Cycle 1 (Sept-Nov)**

100% of the essential actions developed to address the needs of Levers 1 will be implemented and documented within the planned timeline.

**Desired 90-day Outcome: Cycle 2 (Dec-Feb)**

Documentation (such as leadership team agendas/minutes, calendars, written roles/responsibilities/protocols) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected.

**Desired 90-day Outcome: Cycle 3 (March-May)**

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected.

**Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected.

**Barriers to Address During the Year**

Simultaneous Remote Teaching and on-campus Learning, administration of assessment remotely and on-campus with accommodations, technology issues, ability/staff to provide interventions, reassignment of staff, inability to provide a common planning period

**Barriers to Address: Cycle 1 (Sept-Nov)**

Technology barriers of parents and Frequent absences of students

**Barriers to Address: Cycle 2 (Dec-Feb)**

December 9, 2020 Met with Principal to review TIP Progress for Cycle 1. Reviewed TIP HUB with evidence collected for Cycle 1. Ensured that the Public TIP meetings had taken place with announcement and CAC Meeting agenda attached in PlanWorks. The following barriers were identified for Cycle 2. MAP Growth to IXL correlation training – is there this training available MAP Growth to Imagine Learning correlation and now that we have the reports – how do we utilize these resources to ensure growth BOY Need for Plexiglass

**Barriers to Address: Cycle 3 (March-May)**

Technology barriers of parents and Frequent absences of students

**Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

Technology barriers of parents and Frequent absences of students

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**District Actions: Cycle 2 (Dec-Feb)**

District Actions Cycle 2: The DCSI will continue to conduct classroom observations with the campus principal and/or assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI and coordinator from the Office of Campus and District Accountability will assist the principal and campus instructional leadership team in analyzing the Middle-of-Year Benchmark data, including by student group, and in developing an action plan in response to it. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey.



**District Actions: Cycle 3 (March-May)**

District Actions Cycle 3: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

**District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**

This summer, the campus administrative team and staff will participate in new PPfT (teacher evaluation & walkthrough), the new CAPR (Admin evaluation tool) and Leverage Leadership 2.0 professional development.

# Cycle 1 (Sept-Nov) Report - due December 4

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

### **For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Yes. 100% systems/protocols developed to address the needs of focus Levers were implemented and documented within the planned timeline.

### **Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No, we did not meet our student performance goals. All of our systems are not yet fully in place.

### **Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

Adjustments that you are making to improve the probability of meeting goals for Cycle 2: - Teacher held individual student goal setting conferences o Completed – 12/18 - Use MAP Growth Data to: o Identify students' RIT score o Input students' RIT score in IXL o Create small groups o Create a Scope and Sequence for small groups - Create a implementation guide for: (to include frequency, duration, monitoring system – adjustment, feedback and reteach) o IXL ? Input students' MAP Growth RIT score ? Create individual student goals in system (i.e., set proficiency goal for one task a week) o Imagine Learning o Dreambox - Full Implementation of Common Assessments/Verification of Mastery: o Add common assessment dates on Scope and Sequence calendar o Schedule Tuesday meeting with teachers to review Verification of Mastery in Master Calendar

### **What new action steps do you need to add to the next cycle?**

- Adjustments to instructional programs being used.....setting expectations for usage – and going back to making sure teachers understand the programs well.
- Will be using guides for usage of Imagine Learning, IXL, MapGrowth and make sure we understand the MapGrowth data reports - Planned for January in Spring semester.
- Another modification made to the observation form. Looking for cultural proficiency when walking into the classrooms and posting IXL certificates.
- Goal Setting. Teachers are holding meetings with students. PK to 5th grade goal settings. PK students will be holding conferences also.
- When looking at Domain 3 – Continuously and Non-Continuously enrolled students – we need to teach them our procedures and what they do. Our students – our mobility seems to be greater this year – new teachers do they really know the anchors of support and purposeful and true understanding of AVID strategies....
- Will create a watch list of students that are new or returning to Odom to address (Will create a plan for students and new teachers and submit plan) This will be added on Cycle 2

# Cycle 2 (Dec-Feb) Report - due March 5

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

### **For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Overall, both of our cycle 2 90-Day outcomes for the two focus areas were met: For the first focus area, we have created documentation (such as leadership team minutes and calendars) to support the monitoring that has been taking place by the leadership team. Some adjustments have been made to the leadership team agenda and calendar based on the data collected. In cycle 2, there is implementation of all the instructional systems we have put in place. While consistency is not at 100%, we are committed to striving towards that goal. All students have had a goal setting conference with their teacher. Teachers continue to have goal setting meetings with students as they progress through their learning. Students in 3-5 grade have started setting small goals before their common assessments. As a campus, we've created a detailed Student Achievement Spreadsheet tracker aligned to the state accountability system, which promotes student growth and teacher awareness. For the second focus area, all systems and protocols that we planned to develop to address the needs of Levers 5.3 were created (VOM, MOY data systems, Student Goal Setting). All of these systems are documented and reviewed. In terms of the data tracking system, we are currently in the middle level of implementation. Professional development during this cycle has taken place during PLCs and has been guided by data driven instruction. We've focused on a PLC approach to learning rather than the whole group training in order to differentiate. Moving forward, we plan on joining the Solution Tree: PLCs that Work PD to continue growing in this area.

### **Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No, we did not meet our student performance goals. However, we were able to identify several TEKS/SE areas of strength at each grade level and content area as outlined in our Response to MOY Data Plan. Causal Factors for not achieving goals: Although we developed a Student Achievement tracking system to promote student growth and teacher awareness, we did not consistently meet

with teachers to review student data and develop action steps. We have a continued need to improve student attendance, and increase remote engagement. We also continue to need to improve intervention structures.

**Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

We will continue working on the consistent implementation of the adjustments documented in Cycle 1.

**What new action steps do you need to add to the next cycle?**

The new action steps: o Level Up (After school tutoring) is provided for students on the cusp of Approaching and/or Meets for 3-5 grade students on Tuesdays and Wednesdays from 4-5pm o Math Interventionists/Specialists will begin pulling groups. (previously proctoring for 5th grade teacher on remote accommodations) o Countdown to STAAR daily practice for 15 minutes o Administration will conduct weekly observations during core and guided instruction o Student/Teacher weekly common assessment goal setting and review o Weekly recognition of student progress

## Cycle 3 (March-May) Report - due June 4

### *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

**For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Both of our cycle 3 90-Day outcomes for the two focus areas were met: For the first focus area, we have created documentation (such as leadership team minutes and calendars) to support the monitoring that has been taking place by the leadership team. Some adjustments have been made to the leadership team agenda and calendar based on the data collected. In cycle 3, there is continued implementation of all the instructional systems we have put in place. We continued to work towards 100% consistency. All students had multiple goal setting conference with their teacher. Teachers continue to have goal setting conferences with students leading up to the STAAR. Students in 3-5 grade set SMART goals before their common assessments. As a campus, we've created a detailed Student Achievement Spreadsheet tracker aligned to the state accountability system, which promotes student growth and teacher awareness. For the second focus area, all systems and protocols that we planned to develop to address the needs of Levers 5.3 were created (VOM, MOY data systems, Student Goal Setting). All of these systems are documented and reviewed. In terms of the data tracking system, data was inputted and reviewed. Professional development during this cycle has taken place during PLCs and has been guided by data driven instruction. We've focused on a PLC approach to learning rather than the whole group training in order to differentiate.

**Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No, we did not meet our student performance goals. However, we continue to identify several TEKS/SE areas of strength at each grade level and content area as well as several focus TEKS/SE. Causal Factors for not achieving goals: Although we developed a Student Achievement tracking system to promote student growth and teacher awareness and meet with teachers more frequently to review student data and develop action steps. We have a continued need to improve student attendance and increase remote engagement we did not yield the desired results. We continue to need to improve intervention structures and provide professional learning focused on content knowledge and strategies for focus TEKS/SEs.

**Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

We will continue working on establishing systems that will support consistent implementation of high yielding strategies.

**What new action steps do you need to add to the next cycle?**

We will review and refine existing systems and documents.

## End of Year Reflection - due June 4

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Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

**Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?**

The desired outcome was partially achieved. 100% of the systems/protocols were developed to address the needs of Levers 5. Systems were developed to track data and professional learning was provided and completed. Technology, attendance (both student and teacher), quarantine, weather contributed to inconsistent implementation of systems and protocol. Next steps will include review and refinement of all systems and documents associated with those systems.

**Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?**

The desired outcome was partially achieved. 100% of the essential actions developed to address the needs of Levers 1. Systems were created to facilitate goal setting conferences with students and teachers and tracking student data. Professional Learning was provided, and implementation of strategies learned was monitored. The beginning structures of PLCs were in place. Technology, attendance (both student and teacher), quarantine, weather contributed to inconsistent implementation of systems and protocol. Next steps will include review and refinement of all systems and documents associated with those systems, created a structure for PLCs to include review of student data.

# District Commitments Theory of Action (ToA)

*For campuses with Targeted Improvement Plans*

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This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.

The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

## **Lever 1: Strong School Leadership and Planning**

The district places its most effective school leaders in its highest need schools.

## **Lever 2: Effective, Well-Supported Teachers**

The district provides the campus with sufficient control over teacher hiring and placement.

## **Lever 3: Positive School Culture**

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

## **Lever 4: High Quality Curriculum**

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

## **Lever 5: Effective Instruction**

The district has effective systems for identifying and supporting struggling learners.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...\*write expected campus outcome here\*

## **District Commitments Theory of Action (ToA)**

If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be improved campus culture and student learning outcomes.

# TIP Assurances

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I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**DCSI Name**

Betty Jenkins

**Date**

11/3/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Principal Name**

Sondra McWilliams

**Date**

11/3/2020

# Comprehensive Needs Assessment

## Demographics

### Demographics Weaknesses

Attendance 95.2% overall

### Demographics Needs

Increase enrollment  
Increase attendance rate

### Demographics Summary

ECSE, PK3 – 5th grade are served, SBS, Resource/Inclusion, Speech  
Current Enrollment: 332  
Attendance 95.2% overall  
Mobility Rate 23.8%  
% Hispanic 91%  
% African Amer. 3%  
% White 5%  
% EcDis 91%  
% ELL 44%  
% SpED 15%

## Student Achievement

### Student Achievement Strengths

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages):  
Both English 1st and 2nd grade had an increase of over 10+ percentage points EOY 2017-18 and EOY 2018-19

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Both Spanish 1st and 2nd grade had an increase of over 5+ percentage points EOY 2017-18 and EOY 2018-19.  
Reading: 4th increased 11% (approaches); 5th increased 6% (approaches), 7% (meets), 7% (masters)  
Writing: 4th increased 5% (masters)  
Math: 5th increased 12% (meets), 6% (masters)  
Science: 5th increased 12% (approaches), 19% (meets), 7% (masters)  
EL made the state target in Reading and Math.

## Student Achievement Weaknesses

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages):  
Reading: 3rd decrease 15% (approaches), 15% (meets), 2% (masters); 4th decrease 5% (meets)  
Writing: 4th decrease 23% (meets)  
Math: 3rd decrease 7% (approaches), 16% (meets), 2% (masters); 4th decrease 5% (meets) 5% (masters)

## Student Achievement Needs

System to track student progress

## Student Achievement Summary

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages):  
Both English 1st and 2nd grade had an increase of over 10+ percentage points EOY 2017-18 and EOY 2018-19  
Both Spanish 1st and 2nd grade had an increase of over 5+ percentage points EOY 2017-18 and EOY 2018-19.  
Reading: 4th increased 11% (approaches); 5th increased 6% (approaches), 7% (meets), 7% (masters)  
Writing: 4th increased 5% (masters)  
Math: 5th increased 12% (meets), 6% (masters)  
Science: 5th increased 12% (approaches), 19% (meets), 7% (masters)  
EL made the state target in Reading and Math.

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages):  
Reading: 3rd decrease 15% (approaches), 15% (meets), 2% (masters); 4th decrease 5% (meets)  
Writing: 4th decrease 23% (meets)



# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

Math: 3rd decrease 7% (approaches), 16% (meets), 2% (masters); 4th decrease 5% (meets) 5% (masters)

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

TELL Survey –

“Overall, my school is a good place to work and learn (94%)

“The goals of the school are made clear (100%)

“The faculty and leadership have a shared vision.” (100%)

“The principal clearly defines expectations for our school.” (100%)

“The teachers at this school trust the principal to make sound professional decisions about instruction.” (100%)

Student Climate Survey –

85% of students feel they are safe and treated well by classmates.

Family Survey –

My involvement in my child’s education is welcomed by the principal and assistant principal (97%),  
teachers and school counselor (98%).

My child attends school in a safe learning environment (94%)

My child likes going to school. (97%)

### School Culture and Climate Weaknesses

Student Climate Survey –

61% I will go to college after high school.

### School Culture and Climate Needs

Increase

61% I will go to college after high school

number of parents/guardians completing the survey

### School Culture and Climate Summary

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

Overall high percentages in all three surveys reflect a positive culture and climate.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Planning Document  
Scheduled Planning Sessions with Instructional Coaches/Specialist

### Curriculum, Instruction and Assessment Weaknesses

Consistency of implementation across teams and grade levels

### Curriculum, Instruction and Assessment Needs

A system for monitoring the implement of instructional strategies

Maintain a weekly calendar of core leadership tasks (observations, debriefs, team meetings)

Develop and ensure Campus instructional leaders use consistent, written protocols and processes to lead their content/grade level teams, or other areas of responsibility

Provide regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles

### Curriculum, Instruction and Assessment Summary

Based on the assessment there are some systems in place.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

The following systems will be developed:

A system for monitoring the implement of instructional strategies

Maintain a weekly calendar of core leadership tasks (observations, debriefs, team meetings)

Develop and ensure Campus instructional leaders use consistent, written protocols and processes to lead their content/grade level teams, or other areas of responsibility

Provide regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles

## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$147,510)			

# Odom Elementary School

**Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1.** (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop clear, written, and transparent roles and responsibilities for Campus instructional leaders (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal, Principal	September 30th		Criteria: Written document with clear and transparent roles and responsibilities for Campus instructional leaders  06/01/21 - Completed (S) 12/17/20 - Completed
2. Establish and share primary and intermediate instructional expectations for reading, writing (vertical articulation plan), math, science, and TELPAS (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches, Team Leaders	October 28th		Criteria: A written document outlining primary and intermediate instructional expectations for reading, writing (vertical articulation plan), math, science, and TELPAS  04/01/21 - Completed 12/17/20 - On Track
3. Communicate and review the expectations during staff meetings and weekly communication (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches	On going		Criteria: - Campus Weekly smore - Eagle Eye Exclusive - Instructional Coaches/Specialist Meeting Notes - Observations - Staff Meeting Agendas  06/01/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track
4. Create a calendar and conduct regular walkthroughs and observations to ensure consistent implementations of expectations. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators	On going		Criteria: Calendar of walkthroughs/observations and follow-up Written feedback  06/03/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track

# Odom Elementary School

**Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 2.** (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create individual student goal sheets. The teacher and student will analyze/review data, set goals at BoY, MoY, and EoY. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Students, Teachers	On-going		Criteria: Student goal sheet 06/03/21 - Completed (S) 04/01/21 - On Track

# Odom Elementary School

**Goal 2.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff professional learning on Creative Learning Strategies. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Instructional Leadership Team	On-going		Criteria: Agenda Eagle Eye Exclusive Weekly  06/01/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track
2. Monitor embedded CLI strategies in instruction. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Instructional Specialists/Coaches	On going		Criteria: Observation Forms  06/01/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track
3. Provide staff professional learning on SEL Strategies - Morning Meeting. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2)	Administrative Team, Counselor, SEL Committee	August 25 and 31		Criteria: Agenda PPT presentation  12/17/20 - Completed
4. Monitor implementation of SEL - Morning Meeting. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Counselor, Instructional Specialists/Coaches	On going		Criteria: Observations  06/01/21 - Completed 04/01/21 - On Track 12/17/20 - On Track
5. Provide staff professional learning on 7 Steps to a Language Rich Interactive Classroom focused on using complete sentences and structured conversations - QSSSA (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	August 25, 2020		Criteria: Professional Development Agenda with agreement of next steps  12/17/20 - Completed
6. Monitor instruction on on 7 Steps to a Language Rich Interactive Classroom focused on using complete sentences and structured conversations - QSSSA (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	On-going		Criteria: Classroom Visit Observation Calendar  06/01/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track
7. Provide staff professional learning on	Instructional Leadership Team,	November 3,		Criteria: Professional



# Odom Elementary School

**Goal 2.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
asking and answering higher level questions using AVID Costa's Level of Thinking (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Instructional Specialists/Coaches, Principal	2020		Development Agenda with agreement of next steps  04/01/21 - Completed 12/17/20 - On Track
8. Monitor instruction on asking and answering higher level questions using AVID Costa's Level of Thinking (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	On-going		Criteria: Classroom Visit Observation Calendar Student Artifacts  06/01/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track

# Odom Elementary School

**Goal 2.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Common Assessment Calendar that specifies the frequency of common assessments and approved resources or item banks. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	November 3, 2020		Criteria: Common Assessment Calendar with approved resources  06/01/21 - Completed (S) 04/01/21 - Significant Progress 12/17/20 - Some Progress
2. Create a student achievement tracking tool and Verification of Mastery document where teachers will record common assessment data and responses to reflective questions. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	November 3, 2020		Criteria: Student Achievement Tracking Tool  06/01/21 - Completed (S) 04/01/21 - Some Progress 12/17/20 - Some Progress
3. Work with PK-2 teachers to create a system for documentation of skills that students are mastering or struggling with, and next steps for teachers to meet individual student's needs. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	November 3, 2020		Criteria: Number of classrooms with active progress monitoring binders  06/01/21 - Completed (S) 04/02/21 - Some Progress 12/17/20 - Some Progress
4. Provide training for the teachers on the use of the student achievement tracking tool and Verification of Mastery document. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	November 3, 2020		Criteria: Agenda  04/01/21 - Significant Progress 12/17/20 - Significant Progress
5. Meet with teachers to review student progress and formative data and create a plan to meet the needs of students, the Tuesday following the administration of a common assessment. (Target Group: All)	CLT, Principal	On going		Criteria: Google Calendar Verification of Mastery Document  06/01/21 - Significant Progress (S) 04/01/21 - Some Progress 12/17/20 - Some Progress
6. Meet with ILT weekly to review student progress student for example; common assessments, MAP Growth, TX-KEA, CLI, benchmarks (Target Group: All)	CLT, Principal	On going		Criteria: Action Steps  06/01/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track

# Odom Elementary School

**Goal 2.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Create and Maintain an ILT meeting agenda to include: Data Review Identification of areas of need Plan/Date to address areas of need (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Principal	On going		Criteria: ILT agendas  06/01/21 - Completed (S) 04/01/21 - On Track 12/17/20 - On Track
8. Create individual student goal sheets that will be reviewed BoY, MoY and EoY (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3,4)	Administrative Team, Teachers	On going		Criteria: Student goal sheets  04/01/21 - Completed 12/17/20 - Completed 12/17/20 - On Track
9. Display physically and virtually student accomplishments/mastery of levels (Sight Words/Heart Words, Fry Words, Math Facts) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	On-going		Criteria: Bulletin Boards BLEND pages  06/01/21 - Completed (S) 04/01/21 - Some Progress 12/17/20 - Some Progress

# Odom Elementary School

**Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Display teacher name plate with college attended, college pennants, banners, posters. (Target Group: All)	AVID SI trained teacher, AVID Team, CLT	November 3, 2020		Criteria: Displays in common areas Public Teacher name plates by teacher doors  04/02/21 - Completed

# Odom Elementary School

**Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 2.** (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers use BLEND in classrooms: PageView goals at 4000 (Target Group: All)	Teachers, Technology Team	Ongoing		Criteria: % of teachers using BLEND: ES 20% of goal measured thru Blend PageView Spreadsheet  04/02/21 - Completed 12/17/20 - On Track
2. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents (Target Group: All)	Teachers, Technology Team	Ongoing		Criteria: % of Parents using BLEND  06/01/21 - Significant Progress (S) 04/02/21 - On Track 12/17/20 - Significant Progress

# Odom Elementary School

**Goal 4.** (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 1.** (Green Team) Green Team

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Green Team to work with community stakeholders to create an outdoor classroom. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Green Committee	On going		Criteria: Construction of outdoor classroom areas  04/01/21 - Completed 12/17/20 - Completed

# Odom Elementary School

**Goal 5.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of classrooms on campus will have established and maintained a consistent morning meeting practice. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, SEL Campus Coordinator, SEL Committee, Teachers	On going		Criteria: Lesson Plan Classroom Observations  04/01/21 - Completed 12/17/20 - On Track

# Odom Elementary School

**Goal 5.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 2.** (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teachers will implement/integrate CLI strategies in lessons. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, CLI Team, Teachers	On going		Criteria: Classroom Observations 06/01/21 - Completed (S) 04/01/21 - On Track 04/01/21 - On Track



# Odom Elementary School

**Goal 6.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/20/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/05/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/05/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/20/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/05/20 - Completed

# Odom Elementary School

**Goal 6.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead  11/05/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings  11/20/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports  11/05/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet  11/20/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List  11/06/20 - Completed 11/05/20 - No Progress

## SY 20-21 CIP Developers List

Name	Position
Garcia, Corina	Administrative Assistant/ CAC Classified Rep
Karseno, Liza	Assistant Principal
Quiroz, Dora	Math/Science Instructional Coach/Specialist
Neal, Sandra	Language Arts Coach/Specialist
Vargas, Paulette	PK Team Leader/CAC Member
Jenkins, Makayla	Kinder Team Leader/CAC
Jolet, Katie	1st Grade Team Leader/CAC
Flores, Edith	2nd Grade Team Leader/CAC
Pizarro, Benita	3rd Grade Team Leader/CAC
Eskridge, LaSonya	4th Grade Team Leader/CAC
Oquendo, Antonio	5th Grade Team Leader/CAC
Gonzalez-Rivera, Veronica	PSS/CAC Classified Rep/PTA
Camacho, Samantha	PTA Treasure/CAC Parent Rep

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal		
							2019 Results			Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			Actual Result
							2020 Baseline Data (Optional)	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71%	Map Growth	85%		Map Growth	85%	34%	STAAR	Preliminary Data	85%	40%	85%	
		All	All	Reading	Meets	STAAR	32%	Map Growth	50%		Map Growth	50%	12%	STAAR	Preliminary Data	50%	19%	50%	
		All	All	Reading	Masters	STAAR	17%	Map Growth	25%		Map Growth	25%	7%	STAAR	Preliminary Data	25%	7%	25%	
		All	All	Mathematics	Approaches	STAAR	74%	Map Growth	85%		Map Growth	85%	26%	STAAR	Preliminary Data	85%	21%	85%	
		All	All	Mathematics	Meets	STAAR	36%	Map Growth	50%		Map Growth	50%	14%	STAAR	Preliminary Data	50%	9%	50%	
		All	All	Mathematics	Masters	STAAR	13%	Map Growth	25%		Map Growth	25%	5%	STAAR	Preliminary Data	25%	2%	25%	
		All	All	Science	Approaches	STAAR	66%	9 Weeks Test - DMAAC	85%		District Benchmark	85%	22%	STAAR	Preliminary Data	85%	16%	85%	
		All	All	Science	Meets	STAAR	32%	9 Weeks Test - DMAAC	50%		District Benchmark	50%	10%	STAAR	Preliminary Data	50%	6%	50%	
		All	All	Science	Masters	STAAR	7%	9 Weeks Test - DMAAC	25%		District Benchmark	25%	6%	STAAR	Preliminary Data	25%	0%	25%	
		All	All	Social Studies	Approaches	STAAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		All	All	Social Studies	Meets	STAAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		All	All	Social Studies	Masters	STAAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		All	All	Writing	Approaches	STAAR	61%	9 Weeks Test - DMAAC	85%		9 Weeks Test - DMAAC	85%	20%	STAAR	Preliminary Data	85%	23%	85%	85%
		All	All	Writing	Meets	STAAR	22%	9 Weeks Test - DMAAC	50%		9 Weeks Test - DMAAC	50%	5%	STAAR	Preliminary Data	50%	12%	50%	50%
2. Domain 3 Focus 1	(Choose two targets in the Academic Achievement or Student Success	All	All	Writing	Masters	STAAR	11%	9 Weeks Test - DMAAC	25%		9 Weeks Test - DMAAC	25%	2%	STAAR	Preliminary Data	25%	4%	25%	25%
		All	All	Reading	Meets	STAAR	31%	Map Growth	50%		Map Growth	50%	12%	STAAR	Preliminary Data	50%	40%	50%	50%
		All	All	Mathematics	Meets	STAAR	36%	Map Growth	50%		Map Growth	50%	14%	STAAR	Preliminary Data	50%	21%	50%	50%
3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success	All	ECD	Reading	Meets	STAAR	27%	Map Growth	50%		Map Growth	50%	10%	STAAR	Preliminary Data	50%	35%	50%	50%
		All	ECD	Mathematics	Meets	STAAR	34%	Map Growth	50%		Map Growth	50%	13%	STAAR	Preliminary Data	50%	16%	50%	50%
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	31%	Imagine Learning	36%		Imagine Learning	36%		Imagine Learning	36%		36%	36%	36%