

Austin Independent School District



Odom Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Through the cooperative efforts of staff, students, parents, and the community, Lalla Odom's mission is to ensure ALL students are prepared for college, career and life by:

- Nurturing the development of the whole child
- Instilling passion, curiosity, and a desire to learn
- Providing a safe and positive environment where students are actively engaged in rigorous learning

Vision

We will empower the whole child by insisting on high expectations and ensuring high outcomes for ALL.

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Goals

Goal 1

Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1 High Priority Dual Capacity/Caregiver Engagement Goal

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

Evaluation Data Source: Plan4Learning

Performance Objective 2 High Priority HB3 Goal

(TEC) Campuses will implement the required coordinated school health activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals. Delete these after you complete your Strategies. Required Strategy: Write a strategy to support Fitnessgram implementation and performance. Make sure you discussed Fitnessgram in your CNA Optional Strategy 2: Throughout the 2025-2026 academic year, each campus will complete and implement 100% of the Healthier Generation Assessment tool by EOY. The Healthier Generation Assessment tool is used to inform the development and execution of coordinated school health activities.

Evaluation Data Source: Coordinated School Health Survey

Resources: <https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing>

Performance Objective 3 High Priority

(TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

Evaluation Data Source: Resources: Character Strong Frontline SIS

Performance Objective 4 High Priority

(CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 31% during SY 24-25 to 26% by July 2026.

Evaluation Data Source: Frontline SIS

Performance Objective 5 High Priority

(CPM 5.2) The percent disproportionality in discipline for African American/Hispanic students will decrease from 5% in June 2025 to 2% by June 2026. (Alternate: Develop a performance objective to reduce one of the top offenses accounting for a significant number of removals, or develop a performance objective to maintain the currently low number of discipline events on campus.)

Evaluation Data Source: Frontline SIS.

Performance Objective 6

(CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric will increase from 31% in June 2025 to 26% at June 2026.

Evaluation Data Source: Dual Language Data Collection Tool

Performance Objective 7

(CPM 3.3) The representation index between Hispanic/African American students identified as gifted and talented and the total Hispanic/African American student enrollment will be maintained at 0.88 (June 2025) or increased by June 2026. (% of Hisp/AA students identified GT / % of Hisp/AA students on campus. Greater than or equal to 0.80 - minimum goal)

Evaluation Data Source: Gifted and Talented Office

Performance Objective 8

(CPM 5.1) The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from XX in June 2025 to XX% by BOY.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Goal 2

Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1 High Priority HB3 Goal

(SC Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 26% in June 2025 to 31% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Reading STAAR Assessment

Performance Objective 2 High Priority HB3 Goal

(SC Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 5% in June 2025 to 15% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Math STAAR Assessment.

Performance Objective 3 High Priority

(GPM 5.1) The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76.2% in June 2025 to 84.0% by June 2026.

Evaluation Data Source: Elevation

Performance Objective 4

(CPM 4.1) The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 60% in June 2025 to 70% by June 2026.

Evaluation Data Source: PPfT Appraisal System

Special Education Initiative

Goal 3 Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

Goal 4 Campus Specific Goals/Performance Objectives (Optional)

Performance Objective 1

Sustainability. Schools are invited and encouraged to incorporate sustainability into your Campus Improvement Plan this year. There are many simple actions to create a healthier learning and work environment, reduce your building's negative impact on the environment and community, encourage energy efficiency and resource conservation, and foster student problem based learning through sustainability. See the CIP Sustainability Recommendations in the resources to create your own goals and objectives.

Evaluation Data Source: Resources: https://docs.google.com/document/d/1_hjhZWdJ7Uh98U7iAwLdNu03YJLQGC3Z0SfekS6W0g/edit?tab=t.0

Goal 5 Local Improvement Plan, TSI, SY 2025-26

Performance Objective 1 High Priority HB3 Goal

Odom Elementary will achieve the 2 point target in domain 3, Academic Achievement status in math, for continuously enrolled students. 33% of continuously enrolled students will perform at grade level or above in math.

Evaluation Data Source: 2026 STAAR Assessment

Performance Objective 2 High Priority HB3 Goal

Odom Elementary will achieve the 2 point target in domain 3, Academic Growth status in math, for continuously enrolled students. 59% of continuously enrolled students will achieve growth (D2A) in math.

Evaluation Data Source: 2026 STAAR Assessment

Performance Objective 3 High Priority HB3 Goal

Odom Elementary will monitor the implementation and progress of the Local Improvement Plan through regular data reviews and leadership meetings. If the plan does not show sufficient progress, the team will adjust strategies, provide targeted support, and reallocate resources (time, funding, or staffing) as needed to ensure improvement in student outcomes. We will monitor academic achievement, attendance, and discipline data on a monthly basis.

Evaluation Data Source: 25-26 Odom Student Info/Data Rosters: FERPA



Addendums