

Celina Independent School District
O'Dell Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of the District, as the primary educational entity, is to provide a safe, caring, structured learning environment where teachers educate and motivate students to become productive citizens of their community.

Vision

Value Statement

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Comprehensive Needs Assessment

Revised/Approved: September 7, 2022

Demographics

Demographics Summary

As a review, the 2021-2022 PEIMS data reflects that O'Dell's enrollment increased due to new residents in developing neighborhoods that surround Celina. Based on the evaluation from the Celina demographer, the potential of student growth is high in the O'dell school zone. We anticipate adding class sections as our enrollment grows.

of Students:643

60.3% White

8.4% Black

19.6% Hispanic

4.98% Asian

6.38% Multi Race

49.61% Male

50.39% Female

11.82% Economically Disadvantaged

20.37% At risk

6.38% LEP

11.66% SPED

Demographics Strengths

O'Dell is a 1-5 campus. It is a multi-cultural campus that serves a diverse number of ethnic groups/races, languages, and economic status. O'Dell is able to effectively identify student needs and place them in the appropriate program (ESL, dyslexia, special education, or GT.) O'Dell provides a unique experience for our students and increases enrollment. We have an active PTA group that meets monthly. O'Dell is a campus with a family like, collaborative environment where we strive to meet the needs of all learners. Staff are included in the

development and implementation of the improvement process on campus.

Student Achievement

Student Achievement Summary

During the 2021-2022 school year, O'Dell students were assessed by DRA and MAP in the beginning, middle and end of the year. Our data shows students are closing gaps in the areas of math and reading. Students also took content specific unit tests as a summative assessment measure throughout the year.

Student Achievement Strengths

Data driven instruction will continue to be implemented this year to focus on student achievement. Focus will be on all students making one years progress in the area of math and reading. Focus for all students to be reading on grade level and teachers to be consistently measuring running records with fidelity.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There are gaps in learning due in the area of math and reading **Root Cause:** There are little to no formative assessment created through a PLC/Planning process and it is creating gaps in learning and delaying the teachers ability intervene.

Problem Statement 2: There is no designated PLC time for teachers to meet and collaborate **Root Cause:** The master schedule does not have additional instruction/planning minutes built into it.

School Culture and Climate

School Culture and Climate Summary

Mission

We believe that all students can learn to high levels. We take collective responsibility for the learning of all. ALL of our kids are ALL of our kids!

Vision

We believe that our greatest strategy in achieving the mission of O'Dell is to function as a Professional Learning Community.

Relationships- Develop a positive school culture by maintaining meaningful relationships among students, families, teachers, staff, and community partners

Collaboration- Work together interdependently in collaborative teams

Instruction- Utilize a variety of instructional strategies, expose students to a high level of instruction, and hold students to a high standard Assessment- Monitor progress by using formal and informal assessments

Leadership- Promote growth by engaging & planning meaningful professional learning opportunities

Be a positive, contributing member of my PLC team utilizing the following:

BLD planning document and collaborating in the creation of lesson plans

PLC Norms

Planning PLC Form

SMART Goals (campus & team)

Provide individual & small group instruction models (Guided Reading, Workshop Model)

Monitor student learning through an ongoing process using planned formative assessments

Provide targeted intervention when students do not master learning

Provide high quality extensions for students that master learning

Communicate timely & effectively about student progress

Campus Goals

O'Dell Elementary

All students will make 1.2 years growth in the areas of Reading & Math per the NWEA MAP Assessment

School Culture and Climate Strengths

O'Dell Elementary strengths in the area of school culture and climate include:

Campus created collective commitments and they are posted throughout the campus

All of our kids are all of our kids

Instructional Leadership- focus on instructional best practices

Formation of committees-Every member of the campus is part of a leadership group

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Behavior practices allow for students to be sent directly to the office without behavior intervention **Root Cause:** There is not a PBIS or MTSS Behavior system in place to support behavior intervention

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A review of certification records, professional learning records, and staff retention data indicates that O'Dell staff are highly qualified and appropriately trained.

Staff Quality, Recruitment, and Retention Strengths

Our staff is composed of a group of teachers that have worked in the district for many years while others are new to the district and new to the profession. Retaining these new staff is crucial to our success. Staff is open and willing to participate in required professional development. We have strong collaborative planning teams at each grade level where each person plays an integral part of the lesson planning and contributes to the team. The roles rotate based on individual strengths and also by semester in regards to content area in self contained grade level teams. New staff received a lot of support from their grade level teams and leaders. Teams work together to get everyone what they need and would even model lessons and give feedback on their own time.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retention **Root Cause:** Demands to meet high standards cause burn out

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PLC Process is in its 1st year of implementation campus-wide 1-5. Through the PLC process, we focus on four pillars to improve student success

TEKS

Learning Targets

Tier 1 Strategies (What do we want them to learn?)

Development of Common Assessment

(How will we know they learned it?)

Planning for Interventions and Enrichment activities (What will we do if they don't and what will we do if they do?)

Data Disaggregation (Monitoring student success and assigning the correct intervention/Enrichment to every child.)

Our teachers and specialists meet daily to plan in all areas that will support student academic progress. Content Teams are in place to effectively plan across the curriculum. Integrating across curricular in certain core subjects is also in place to increase student achievement.

Our focus for the 2022-2023 school year will be Literacy & Math. We will ensure all students will be on or above grade-level before being promoted to the next grade. We will utilize Fountas Pinnell Leveled Literacy Intervention. We also have a leveled literacy library to support intentional guided reading instruction and Math Workshop Model. TEKS Resource system provides the scope and sequence, instructional focus documents, and math clarifications for the core classroom teachers.

Curriculum, Instruction, and Assessment Strengths

A strength of our campus is the ability of our staff to work together to design curriculum, assessment, and to learn from one another. We have a strong sense of belief that "The answer is in the room!"

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Tier I instruction lacks depth for true student learning **Root Cause:** Inconsistent planning/PLC and teaching with the use of Backward Lesson Design and with the utilization of resources.

Parent and Community Engagement

Parent and Community Engagement Summary

O'Dell Elementary is developing an excellent relationship with its parents and the Celina community for the 22-23 school year. Our parents feel welcomed and valued as an integral part of the learning community. School communication is distributed through weekly electronic school newsletters, weekly class newsletters, class websites, and classroom remind. Our community events are well attended each time we open the doors. PTA has partnered with us in the learning process. Their events and fundraisers have been a key support to our teachers and students.

Parent and Community Engagement Strengths

Parents are willing and ready to support the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Few avenues for parents to support the campus **Root Cause:** The campus did not always strive to build bridges for parent support.

School Context and Organization

School Context and Organization Summary

A master schedule for the 2021-2022 school year included all minutes accounted for in each core subject. It lacks time for PLC and quality intervention time for teachers. This schedule will continue thru the 2022-2023 school year. O'Dell strives to be a Professional Learning community. Common collaboration is not embedded in the master schedule as well as campus calendar to ensure time to collaborate on TEKS, student data, and assessment. O'Dell has a designated leadership team consisting of grade level and lead teachers that meet regularly with campus administration. This allows for two-way feedback regarding campus happenings and decision making. Monthly learning opportunities allow time to explore common topics. A digital newsletter is utilized weekly to allow for communication of upcoming events, decisions, and other important information. The campus improvement committee meets four times a year to review student academic achievement, the progression of the campus plan, and provide feedback regarding the subsequent year's improvement planning. PBIS, Attendance, Safety, and Sunshine campus teams meet periodically throughout the school year to plan, implement, and evaluate the program. MTSS (Multi Tiered Student Support) Teams meet regularly to plan, implement, and evaluate the campus MTSS program. A Campus Resource (All Things O'Dell Page) through Slides have been developed for ease of access to campus procedures and important documents.

School Context and Organization Strengths

PBIS, Attendance, Safety, and Sunshine campus teams meet periodically throughout the school year to plan, implement, and evaluate the program. MTSS (Multi Tiered Student Support) Teams meet regularly to plan, implement, and evaluate the campus MTSS program. A Campus Resource (All Things O'Dell Page) through Slides have been developed for ease of access to campus procedures and important documents.

Technology

Technology Summary

O'Dell is a one to one campus. Remind is utilized campus-wide for frequent communication. Teachers use Seesaw and Google Classrooms as the LMS. Programs such as Reading A-Z, Lexia, canvas, and educational programming into their lessons. Interactive projectors are available school-wide to promote collaboration and share digital files.

Parents were provided opportunities to learn about digital learning at O'Dell. Educational apps and programs have been showcased at family nights with opportunities for parents to use technology.

Technology Strengths

Encouraging risk taking and innovation

Makerspace Lab

One to One devices

Apple TVs in learning spaces

Variety of educational apps and programing

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers don't know how to quickly and effectively incorporate technology applications in their daily lesson plans **Root Cause:** Lack of time to explore ideas of ways to incorporate technology into their daily lesson plans.

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 goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals



Revised/Approved: September 19, 2022








Goal 1: By July 2023, O'Dell Elementary will earn a Masters Standards rating, "A" with at least 90% approaches, 80% meets and 50% masters on all state tests.

Performance Objective 1: O'Dell will continue to strive toward achieving the highest accountability rating established by TEA .

High Priority

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will train on the PLC Solution Tree Model to be intentional and drive instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: To increase rigor and performance in the classroom for both teachers and students.</p> <p>Staff Responsible for Monitoring: Building admin and Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Achievement: Every student will know his/her goal for every subject to move students to the "Meets" and "Masters" performance standards. Teachers will review goals with students after every MAP Test and students will keep accurate accounting on a running goal sheet.</p> <p>Strategy's Expected Result/Impact: Increased student achievement showing move a performance level or maintain a masters performance level on MAP.</p> <p>Staff Responsible for Monitoring: Principal & Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Our attendance committee is implementing HERO (Here, Everyday, Ready and On Time) to help improve attendance on campus and achieve a 98% attendance rate on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Increased student attendance will directly impact increased student achievement by 90% of students earning Meets or Masters performance standards on 2 or more STAAR tested subjects, and 80% meeting district standard in non STAAR tested grades/subjects.</p> <p>Staff Responsible for Monitoring: PEIMS clerk, attendance committee</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Master Schedule: Effective use of Master Schedule will ensure built in time for intervention and blocks of uninterrupted instruction time</p> <p>Strategy's Expected Result/Impact: More time dedicated to focused instruction will allow all students to make a full year's growth from BOY to EOY Universal screeners.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 93% of 5th graders will achieve approaches standard in Science, with 70% achieving Meets and 40% achieving Masters.</p> <p>Strategy's Expected Result/Impact: Teachers collaborating to bring critical thinking Science skills will allow students to perform with 70% of students achieving Meets or Masters performance standards.</p> <p>Staff Responsible for Monitoring: Science Teachers, STEM</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: By July 2023, O'Dell Elementary will earn a Masters Standards rating, "A" with at least 90% approaches, 80% meets and 50% masters on all state tests.

Performance Objective 2: All students will demonstrate a year's growth as reflected by STAAR assessment scores, as well as beginning, middle, and end of year assessments on MAP.

High Priority

Evaluation Data Sources: STAAR & MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus interventionist will pull small groups of students and work on low performing TEKS in Reading and Math based upon data.</p> <p>Strategy's Expected Result/Impact: To close the gaps from instruction lost in the previous year.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will chart progress and conference after each data entry with teacher to determine what is needed to help students achieve the goal that has been set.</p> <p>Strategy's Expected Result/Impact: : Students having a visual to show growth versus a number will result in students taking ownership of their learning which will lead to increased student achievement to show a full year's growth. Student growth can be tracked through BOY, MOY, and EOY testing along with summative and checkpoints.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: By July 2023, O'Dell Elementary will earn a Masters Standards rating, "A" with at least 90% approaches, 80% meets and 50% masters on all state tests.





Performance Objective 3: 90% of all STAAR tested grades (3-5) will achieve approaches standard in Math, with 60% achieving Meets and 40% Masters performance standard.

Evaluation Data Sources: TAPR

Goal 2: Communication among O'Dell employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive, and provide for family and community involvement that result in positive partnerships. We will see a 20% increase in PTA & Watch Dogs for the 22-23 school year.

Performance Objective 1: Campus PTA is active and planning to engage students, teachers and families during the course of the year with activities that will support and encourage partnerships.





Evaluation Data Sources: PTA calendar of activities
PTA Membership

Strategy 1 Details	Reviews			
Strategy 1: Create a minimum of three parent-community events at O'Dell Strategy's Expected Result/Impact: Unity amongst the entire O'Dell community Staff Responsible for Monitoring: Principal & PTA	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
Strategy 2: Principal host a minimum of four "Coffee with the Principal" events Strategy's Expected Result/Impact: Build Community and educate the O'Dell community about important topics in education Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 3 Details	Reviews			
Strategy 3: Create a parent newsletter that includes "All things O'Dell" and also a Parent O'Dell Website. Strategy's Expected Result/Impact: Parents are able to stay connected about "All things O'Dell" Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Nov	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: O'Dell Elementary will follow district processes to actively recruit, support, develop, GT certify, and retain highly qualified employees for all areas of the organization. O'Dell will offer a minimum of 2 training sessions per month for the 22-23 school year.

Performance Objective 1: O'Dell will work to partner with local colleges to be an open showcase campus in order to build relationships with teacher candidates to display campus pride and community.






Evaluation Data Sources: Retention of teacher data at the end/beginning of each year from Human Resources.

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will utilize district resources for professional development and allowing opportunities to grow leaders at O'Dell to ensure that the highest standard of teaching practices are being used. The use of walk throughs, PLCs and campus planning/faculty meetings will help support and determine these measures are being used.</p> <p>Strategy's Expected Result/Impact: Teachers having a deeper knowledge of content will give them the tools to teach at a higher level increasing T-TESS evaluations and increased student achievement to show 70% of students reaching the Meets or Masters scores</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Walkthroughs are conducted weekly to ensure high quality instruction is being delivered.</p> <p>Strategy's Expected Result/Impact: Principal will be able to know where teachers need deeper professional development and PD will be implemented through the "O'Dell Learns" Model</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly professional development is provided using principal, instructional specialist, and teacher leaders to ensure high quality instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher quality will result in deeper student knowledge of concepts to achieve the highest performance levels.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: At O'Dell we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs. O'Dell will implement a PLC process allowing teachers to meet one time weekly on the four PLC questions.

Performance Objective 1: O'Dell will have a PLC schedule where teachers will meet on the weekly basis and focus on the 4-PLC questions

Evaluation Data Sources: MAP data of student growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will develop a schedule for teachers to meet on a weekly basis around the 4 questions.</p> <p>Strategy's Expected Result/Impact: Teachers will have a deeper knowledge of student learning and be able to close instructional gaps and extend learning for those that learn the concept quickly.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				