

**Fabens Independent School District
O'Donnell Intermediate School
2024-2025 Campus Improvement Plan**



Mission Statement

Working together, O'Donnell Intermediate creates a positive and lasting impact for all students through expanded learning opportunities.

Vision

Cultivating a Growth Mindset

Campus Motto

O'Donnell Intermediate is on the road to college!

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Comprehensive Needs Assessment

Revised/Approved: October 16, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Teachers will continue to implement and monitor ELP strategies to ensure effective implementation. Our campus will provide an updated training to teacher in need during PLCs. We will work to increase the "Meets" and "Masters" rates in the areas of Math, Reading, and Science. O'Donnell Intermediate will consistently monitor instruction and interventions to decrease the failure rate and meet the needs of at-risk students in special populations and a need to effectively follow up on students who have chronic absences. Teachers will engage in PLCs to discuss GT attributes within our community, curriculum needs and student data. Teachers will engage in positive, proactive meetings with parents, students, and stakeholders in MTSS teams to develop plans for students that are at risk and monitor attendance and failure rates and intervene as needed.

Demographics

Demographics Summary

O'Donnell Intermediate School is home to grades 3, 4 and 5. Our campus serves approximately 432 students. O'Donnell Intermediate has 68 employees, including teachers and support personnel. Our community is predominantly Hispanic and economically disadvantaged. Our school is located approximately 30 miles east of Downtown El Paso and just 2 miles north of the US/Mexico border. Fabens has been an agricultural community that has continually received Mexican immigrants seeking better opportunities.

O'Donnell Intermediate conducted a comprehensive needs assessment using data from numerous sources from 2023 - 2024. The data was disaggregated for all students: special populations, gender, economically disadvantaged, LEP, migrant, and special education. Please refer to the graph below for 2024-2025 data:

Sub Groups				#	%		
Female				214	44%		
Male				218	56%		
Hispanic				430	99.5%		
American Indian or Alaskan Native				0	0%		
Asian				0	0%		
African American				0	0%		
Pacific Islander				0	0%		
White				2	0.5%		
Two or more races				0	0%		
Special Education	504	LEP	Bilingual Served	At-Risk	GT	Migrant	Homeless
88	25	251	170	170	17	24	5

Demographics Strengths

Fabens ISD is an open enrollment district and a District of Innovation. O'Donnell Intermediate competes in UIL, Destination Imagination and Fine Arts with great success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a low number of students that qualify to be reclassified as a non-EL. **Root Cause:** We need to implement a systematic TELPAS

progress monitoring throughout the year.

Problem Statement 2 (Prioritized): There is a lower percentage of 4th grade students meeting the standard on STAAR for Reading and Math. **Root Cause:** Due to COVID, most of this group did virtual learning during their 1st grade year, a critical grade level.

Student Learning

Student Learning Summary

O'Donnell Intermediate faculty and staff are working to provide students with the best education and bring experiences to our students to support a well-rounded educational experience. Teachers provide 30 minute intervention blocks for Reading and Math during the day and tutoring two times a week to students that need additional interventions. Students also receive differentiated instruction throughout the day to meet their specific needs with the help of instructional aides. Students in 4th and 5th grade learn in a team teaching environment. Students receive instruction from two teachers for all subject areas. We obtain data from a variety of sources such as teacher created assessments, campus based assessments, benchmark data, TELPAS, STAAR, and teacher observations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lower percentage of 4th grade students meeting the standard on STAAR for Reading and Math. **Root Cause:** Due to COVID, most of this group did virtual learning during their 1st grade year, a critical grade level.

Problem Statement 2: There is a need for prescriptive and in-depth professional development on HMH. **Root Cause:** Not a clear understanding of HMH structure.

Priority Problem Statements

Problem Statement 1: There is a low number of students that qualify to be reclassified as a non-EL.

Root Cause 1: We need to implement a systematic TELPAS progress monitoring throughout the year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lower percentage of 4th grade students meeting the standard on STAAR for Reading and Math.

Root Cause 2: Due to COVID, most of this group did virtual learning during their 1st grade year, a critical grade level.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Incidences of cyber bullying increased with the addition of students having individual devices.

Root Cause 3: Students need more training on the appropriate use of technology.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Volunteers and Parent Involvement is low.

Root Cause 4: COVID limited parents being able to attend campus .

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

Goal 1: O'Donnell Intermediate School will provide a safe and orderly school climate, conducive to learning.





Performance Objective 1: Throughout the 2024-2025 school year, the campus will reduce the amount of bully reports/incidents by 5%, decreasing from 15% to 10%.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher, student, and parent surveys, discipline data

Strategy 1 Details	Reviews		
<p>Strategy 1: Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month. to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Positive Action and the Texas Model for Comprehensive School Counseling Program.</p> <p>Strategy's Expected Result/Impact: Less discipline referrals, less bullying incidents</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teachers, CIS Coordinator, SRO</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 2 Details	Reviews		
<p>Strategy 2: The counselor will instruct all students through the Olweus anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues. Presenters will contribute with talks and presentations.</p> <p>Strategy's Expected Result/Impact: Less discipline referrals, less bullying incidents</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teachers, CIS Coordinator, SRO</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 1: O'Donnell Intermediate School will provide a safe and orderly school climate, conducive to learning.

Performance Objective 2: By the end of May 2025, the campus will reduce the number of discipline referrals by 5% from 30% of referrals to 25%.

High Priority

Evaluation Data Sources: Discipline Referrals, Bullying data, PBIS Framework

Strategy 1 Details	Reviews		
<p>Strategy 1: A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.</p> <p>Strategy's Expected Result/Impact: Greater classroom success, more focused learning environment, less behavior incidents/referrals</p> <p>Staff Responsible for Monitoring: PBIS team, Counselor, Principal, Teachers, CIS Coordinator, SRO</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.</p> <p>Strategy's Expected Result/Impact: Greater classroom success, more focused learning environment, less behavior incidents/referrals</p> <p>Staff Responsible for Monitoring: PBIS team, Counselor, Principal, Teachers, CIS Coordinator, SRO</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: The PBIS or MTSS team may refer students to the check in-n-out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.</p> <p>Strategy's Expected Result/Impact: Greater classroom success, more focused learning environment, less behavior incidents/referrals</p> <p>Staff Responsible for Monitoring: PBIS team, MTSS Team, Counselor, Principal, Teachers, CIS Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 1: O'Donnell Intermediate School will provide a safe and orderly school climate, conducive to learning.





Performance Objective 3: Throughout the 2024-2025 school year, the campus will promote and improve the safety and wellness of all students and staff by providing a minimum of 6 health-centered events.

High Priority

Evaluation Data Sources: FitnessGram data, Nurse screenings, parent surveys, parent calendars, PE Schedule, 50K Walking Challenge data

Strategy 1 Details	Reviews		
<p>Strategy 1: The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.</p> <p>Strategy's Expected Result/Impact: Students choosing safe practices</p> <p>Staff Responsible for Monitoring: CIS Coordinator, Counselor, SRO, Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May





Strategy 2 Details	Reviews		
<p>Strategy 2: The school nurse will: Provide hearing and vision screening for students Maintain accurate records and review students' records to stay current on immunizations Communicate food allergy needs to cafeteria staff Provide early screenings for detection on diabetes Participate in campus program to promote healthy living Refer students in need of responsive services Conduct hygiene and puberty classes</p> <p>Strategy's Expected Result/Impact: Students being safe Staff Responsible for Monitoring: School Nurse, Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities. Join the 50K4Life project for staff to engage in friendly competition.</p> <p>Strategy's Expected Result/Impact: Students staying healthy Staff Responsible for Monitoring: PE Coach, School Nurse, Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.</p> <p>Strategy's Expected Result/Impact: Students staying healthy</p> <p>Staff Responsible for Monitoring: PE Coach, School Nurse, Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 5 Details	Reviews		
<p>Strategy 5: Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.</p> <p>Strategy's Expected Result/Impact: Students staying healthy</p> <p>Staff Responsible for Monitoring: Food Nutrition Director, Principal, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 1: O'Donnell Intermediate School will provide a safe and orderly school climate, conducive to learning.

Performance Objective 4: By the end of May 2025, the campus will provide a safe environment for all students and staff by increasing the number of safety activities and/or drills from 13 the previous year to 15 drills.

High Priority

Strategy 1 Details	Reviews		
<p>Strategy 1: The Emergency Management Team will conduct monthly safety drills using the Raptor and Front Row System. They will meet monthly to review safety drill feedback.</p> <p>Strategy's Expected Result/Impact: Keeping our students safe</p> <p>Staff Responsible for Monitoring: Principal, Emergency Management Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: The Emergency Management Team in partnership with Emergence Health Network will continue to implement the district crisis management plan for social and emotional (SEL) and supports for students to include:</p> <ul style="list-style-type: none"> *Conflict Resolution *Bullying *Cyberbullying *Violence Prevention *Self-harm Reduction *Suicide Outcries <p>Strategy's Expected Result/Impact: Keep students safe</p> <p>Staff Responsible for Monitoring: Principal, Emergency Management Team, Counselor, Emergence Health Network</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.





Performance Objective 1: By the end of May 2025, the campus will increase the combined 3rd, 4th and 5th grade "Meets" and above percentage on STAAR Reading Language Arts from 40% to 50%.

Evaluation Data Sources: STAAR, Benchmark tests, Unit Tests, Lesson Plans, TTESS

Strategy 1 Details	Reviews		
<p>Strategy 1: Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.</p> <p>Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.</p> <p>Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library, classroom libraries, MYON program, Central library, computer lab, chrome books, and AR Store will support program implementation. Extended library and lab hours before and after school will increase access to the program.</p> <p>Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: Implement a Balanced Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura"</p> <p>Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 5 Details	Reviews		
<p>Strategy 5: Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Reading A-Z, MyOn reading, Accelerated Reading, and HMH online resources.</p> <p>Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers</p> <p>Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 6 Details	Reviews		
<p>Strategy 6: Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.</p> <p>Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, Reading Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 7 Details	Reviews		
<p>Strategy 7: Implement a 30 minute reading intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Reading STAAR test in 2022-2023. Analyze progress through unit tests and benchmarks using DMAC/ Eduphoria.</p> <p>Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, Teacher Assistants</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<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 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 2: By the end of May 2025, the campus will increase the combined 3rd, 4th and 5th grade "Meets" and above percentage on STAAR Mathematics from 36% to 46%.

Evaluation Data Sources: STAAR, Benchmark tests, Unit Tests, Lesson Plans, TTESS

Strategy 1 Details	Reviews		
<p>Strategy 1: Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.</p> <p>Strategy's Expected Result/Impact: Improved Math scores Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Reflex Math, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.</p> <p>Strategy's Expected Result/Impact: Improved Math scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2022-2023. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria.</p> <p>Strategy's Expected Result/Impact: Improved Math scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p>Strategy 4: Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Reflex Math, Education Galaxy Learning, etc.</p> <p>Strategy's Expected Result/Impact: Improved Math scores</p> <p>Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Galaxy Math and Reflex Math are available in the intervention lab and chrome books.</p> <p>Strategy's Expected Result/Impact: Improved Math scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 3: By the end of the May 2025, the campus will increase 5th grade "Meets" and above percentage on STAAR Science from 25% to 35%.

Evaluation Data Sources: Science STAAR, Benchmark tests, Unit Tests, Lesson Plans, TTESS, Science Fair feedback

Strategy 1 Details	Reviews		
<p>Strategy 1: A TEKS-based science curriculum will be implemented at every grade level using the TEKS Resource System and STEM Scopes learning model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.</p> <p>Strategy's Expected Result/Impact: Improved Science Scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, Science Lab Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using STEM Scopes. Writing will be integrated to ensure students can explain the concepts learned in their own words.</p> <p>Strategy's Expected Result/Impact: Improved Science Scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, Science Lab Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Students will participate in hands-on lab activities as well as computer-based instruction like STEM Scopes in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.</p> <p>Strategy's Expected Result/Impact: Improved Science Scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, Science Lab Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: All students will participate in classroom science fairs. Winners from each class will participate in the campus science fair. GT students will compete using PowerPoint presentations in addition to the traditional displays.</p> <p>Strategy's Expected Result/Impact: Improved Science Scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, Science Lab Teacher, Science Judges</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 5 Details	Reviews		
<p>Strategy 5: Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, Education Galaxy Learning and STEM Scopes.</p> <p>Strategy's Expected Result/Impact: Improved Science Scores</p> <p>Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Teachers, Science Lab Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 6 Details	Reviews		
<p>Strategy 6: Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.</p> <p>Strategy's Expected Result/Impact: Improved Science Scores</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, Science Lab Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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



Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 4: By the end of May 2025, the percentage of SPED students achieving "Meets" or above on STAAR Reading Language Arts will increase from 22% to 30%.

High Priority

Evaluation Data Sources: Report card, IEP Goals, Brigrance data, STAAR, TELPAS, Referral rates, Schedules, Audit data

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.</p> <p>Strategy's Expected Result/Impact: Student advancement toward IEP goals</p> <p>Staff Responsible for Monitoring: SPED Director, Principal, SPED Teachers, General Ed Teachers, Diagnostician</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.</p> <p>Strategy's Expected Result/Impact: Student advancement toward IEP goals</p> <p>Staff Responsible for Monitoring: SPED Director, Principal, Counselor, SPED Teachers, General Ed Teachers, Diagnostician</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.</p> <p>Strategy's Expected Result/Impact: Student advancement toward IEP goals</p> <p>Staff Responsible for Monitoring: SPED Director, Principal, SPED Teachers, General Ed Teachers, Diagnostician</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.</p> <p>Strategy's Expected Result/Impact: Student advancement toward IEP goals</p> <p>Staff Responsible for Monitoring: SPED Director, Principal, SPED Teachers, General Ed Teachers, Diagnostician</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 5: By the end of May 2025, the percentage of Emergent Bilinguals advancing at least one composite proficiency level on TELPAS will increase from 37% to 47%, a 10% increase.

Evaluation Data Sources: TELPAS, LPAC minutes, Exit data, TTESS, STAAR, Summit K-12

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue with the 50/50 Biliteracy model of Bilingual Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.</p> <p>Strategy's Expected Result/Impact: One proficiency level advancement in English Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide staff development on the 50/50 Biliteracy model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.</p> <p>Strategy's Expected Result/Impact: One proficiency level advancement in English Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.</p> <p>Strategy's Expected Result/Impact: One proficiency level advancement in English</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.</p> <p>Strategy's Expected Result/Impact: One proficiency level advancement in English</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 6: By the end of June 2026, the campus will increase the Student Achievement (Domain 1) accountability raw score 10 percentage points from a 43 (72 conversion score) to a 53 (80 conversion score).

Evaluation Data Sources: TELPAS, TTESS, STAAR

Strategy 1 Details	Reviews		
<p>Strategy 1: All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.</p> <p>Strategy's Expected Result/Impact: Develop essential skills needed</p> <p>Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, Studies Weekly, etc. Students will be placed in Tier 1 and II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.</p> <p>Strategy's Expected Result/Impact: Develop essential skills needed</p> <p>Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Use DMAC/Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 7: By the end of May 2025, the campus will increase the number of students identified and served as Gifted and Talented from 2% to 5%, a 3% increase.

Evaluation Data Sources: Science Lab Schedule

Strategy 1 Details	Reviews		
<p>Strategy 1: Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. GT students will also participate in self-selected independent study and present a yearly GT Showcase. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus of great depth, curriculum compacting, literature circles, and books at advanced levels. These will be based on areas of advancement as observed by the teacher.</p> <p>Strategy's Expected Result/Impact: Have GT students improve in all subject areas.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, GT Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.</p> <p>Strategy's Expected Result/Impact: Improve GT Student identification</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Principal, Teachers, GT Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May





Strategy 3 Details	Reviews		
<p>Strategy 3: All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.</p> <p>Strategy's Expected Result/Impact: Improve GT student identification and teacher knowledge</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Teachers, GT Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 8: Throughout the 2024-2025 school year, the campus will increase the number of opportunities and student participation in Fine Arts events.

Evaluation Data Sources: Art/Music Schedule, monthly calendars, EPCC Art Show, Campus Fine Arts Gala

Strategy 1 Details	Reviews		
<p>Strategy 1: All students will be provided a 45 minute weekly Fine Arts course (Music or Art) to develop creativity, craftsmanship, performance, and appreciation of the arts. Fine arts clubs and art contests will also be offered. Exhibition and performance opportunities will be provided a minimum of two times per year.</p> <p>Strategy's Expected Result/Impact: Develop creativity and appreciation of the arts.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Fine Arts Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 2: O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.





Performance Objective 9: Throughout the 2024-2025 school year, the campus will provide tiered interventions to 100% of students needing supports to achieve their goals in Reading and Mathematics.

High Priority

Evaluation Data Sources: TTESS, STAAR, TELPAS, Subgroup data for LEP and SPED, Accountability report, Teacher and student growth trackers

Strategy 1 Details	Reviews		
<p>Strategy 1: Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.</p> <p>Strategy's Expected Result/Impact: Improved scores in Reading and Math</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 2 Details	Reviews		
<p>Strategy 2: In addition to the regular and extended tutoring offered during the school year, summer school and intersession, the campus will provide workshops and make-and-take activities through parent and student sessions offered before the school year begins to incoming fourth and fifth grade SPED and ELL students who did not pass the most recent STAAR Reading and/or Math tests. Topics will include math calculations, and problem solving, vocabulary development, reading comprehension strategies, and test-taking skills. Parents will also receive an introduction to campus expectations regarding reading times and homework. Materials will be provided to parents to assist their children with homework and study skills. Training and planning time will be provided to staff in order to align sessions with student needs.</p> <p>Strategy's Expected Result/Impact: Improved scores in Reading and Math</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide Summer Literacy Camps to ensure students continue to develop their literacy skills after the regular school year has ended. Hold camps in June and August to ensure that students progress rather than regress during the summer. Provide library access during the program. Focus on English literacy for long term ELLs as well as foundational native language literacy for students with interrupted schooling.</p> <p>Strategy's Expected Result/Impact: Improved scores in Reading and Math</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p>Strategy 4: LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.</p> <p>Strategy's Expected Result/Impact: Improved scores in Reading and Math</p> <p>Staff Responsible for Monitoring: Campus Improvement Team, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through DMAC.</p> <p>Strategy's Expected Result/Impact: Improved teacher quality</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 3: O'Donnell Intermediate School will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 1: Throughout the 2024-2025 school year, the campus will increase the number of designated teachers in the Teacher Incentive Allotment program by 10% of its current number of 58% to 68%.

Evaluation Data Sources: STAAR, TTESS, Teacher Certifications, Professional Development

Strategy 1 Details	Reviews		
<p>Strategy 1: Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.</p> <p>Strategy's Expected Result/Impact: Retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Superintendent, Principal, Instructional Facilitator</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Provide focused and sustained staff development in the following areas:</p> <p>Math Science Reading HMH Texas Reading and Writing Leader in Me Summit K-12 Language Arts STEM Scopes Google Suite Classroom Management Cooperative Learning Co-Teaching Sheltered English Instruction Gifted and Talented Technology Learning Styles Professional Learning Communities Inclusion Differentiated Instruction T-TESS</p> <p>Strategy's Expected Result/Impact: Retention of highly qualified staff Staff Responsible for Monitoring: Assistant Superintendent, Principal, Instructional Facilitator</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

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Goal 3: O'Donnell Intermediate School will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 2: By the end of May 2025, the campus will increase the overall student attendance rate from 96% to 98%.





Evaluation Data Sources: Attendance Rates

Strategy 1 Details	Reviews		
<p>Strategy 1: Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate to 99%</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Secretary, CIS, Attendance Officer</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide incentives to promote attendance such as perfect attendance awards each month, each nine weeks and at the end of the year, grade level attendance awards, raffles, certificates, and trophies.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate to 99%</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 3: O'Donnell Intermediate School will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 3: Throughout the 2024-2025 school year, the campus will recognize student achievement and provide opportunities for competitions and performances.

Evaluation Data Sources: Participation numbers, Discipline referrals, Calendars

Strategy 1 Details	Reviews		
<p>Strategy 1: Students will have the opportunity to participate in UIL events, choir and dance performances, art and essay contests and AR reward days. Awards' assemblies for Science Fair, UIL, honor roll, attendance, and citizenship, as well as most improved student, and club participation will be held yearly. Each grading period will result in awards for academics and attendance.</p> <p>Strategy's Expected Result/Impact: Improve student academic excellence</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 3: O'Donnell Intermediate School will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.


Performance Objective 4: Throughout the 2024-2025 school year, the campus will increase student participation in a variety of high interest clubs and after school programs to promote and build on life long skills.

Evaluation Data Sources: Participation numbers, discipline referrals, attendance rates, calendars

Strategy 1 Details	Reviews		
<p>Strategy 1: O'Donnell will offer the following clubs and after school programs in an effort to promote higher level thinking, a sense of belonging, and a desire to come to school: Homework Lab Tutoring Science STEM Club Basketball Club Volleyball Club Folklorico Dance Group Guitar Club Stage Club Choir Craft Club Recorder Club Lego Club Character/Gardening Club Puzzle Club Courtesy Club Marbles Club Walking Club Destination Imagination Club</p> <p>Strategy's Expected Result/Impact: Improve student academic excellence Staff Responsible for Monitoring: Principal, Club Sponsors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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



Goal 3: O'Donnell Intermediate School will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 5: Throughout the 2024-2025 school year, the campus will increase the number of students aware of post-secondary opportunities and motivated to continue their education beyond high school.

Evaluation Data Sources: Discipline referrals, student participations in college activities, displays, attendance rates, student surveys

Strategy 1 Details	Reviews		
<p>Strategy 1: Each class will represent a college or university. The classroom teacher will display the logo, mascot, location, and college information in and around the classroom. The teacher will use college terms and allow students to write to the college and learn about the programs available.</p> <p>Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students</p> <p>Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Hold Monday College Rallies. Students will wear their college shirts every Monday. Fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the character traits necessary to stay "on the road to college" will be discussed.</p> <p>Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students</p> <p>Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Extend the college theme to all areas of student life, including field day. Refer to classes by their college to promote a team atmosphere. Announce college sports scores weekly. Develop a relationship with each college to promote mutual support.</p> <p>Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students</p> <p>Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: Create a supportive connection with the closest university, UTEP. Take the students to at least one game on campus. Invite UTEP athletes to our annual STAAR rally. Explore other connections such as science camps and field trips to UTEP.</p> <p>Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students</p> <p>Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Train all teachers in the No Excuses University strategies by sending a team of six teachers each year to their institute. Each team will come back and present to the staff. Apply to be a "No Excuses" campus and maintain the training by attending yearly conferences.</p> <p>Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students</p> <p>Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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Goal 4: O'Donnell Intermediate School will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

Performance Objective 1: Throughout the 2024-2025 school year, the campus will double the number of parents involved in campus activities.


Evaluation Data Sources: Parent sign-in sheets, Parent Calendars, Parent surveys, STAAR Scores, Parent and Family Engagement Policy, Parent Compact

Strategy 1 Details	Reviews		
<p>Strategy 1: Ensure parent awareness of HB 1416 by: Distributing information to all parents of students in English and Spanish. Hold accelerated learning conferences for all fourth grade students that failed STAAR at the beginning of the year. Meet with parents as needed to update on progress. Include parents in committee meetings</p> <p>Strategy's Expected Result/Impact: Passing scores in STAAR Staff Responsible for Monitoring: Principal, Instructional Facilitator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

Strategy 2 Details	Reviews		
<p>Strategy 2: Increase parent awareness of campus activities and highlights through: Distribution of Monthly calendars (Hard copy, Class DoJo, school website) Written communications sent by the school in English and Spanish Hold one Open House in the Fall and one Parent/Teacher Conference Night in the Spring. Provide a parent newsletter Hold monthly parenting classes Provide a "Meet the Teacher" night before the start of each school year Encourage parents to sign up for Parent Self-Serve and show parents how to check AR through Renaissance Home Connect Use the campus webpage to provide important school information and pictures of past events Advertise accomplishments and upcoming events through social media.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Principal, Instructional Facilitator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Recruit parent volunteers and provide opportunities for parents to attend workshops, trainings, and conferences in the areas of parenting, disabilities, school instructional programs, and child development. Encourage parent participation through committees such as LPAC, CIT, CAT/PAC, and DIT.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Principal, Instructional Facilitator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May

 No Progress

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Goal 4: O'Donnell Intermediate School will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.


Performance Objective 2: By the end of May 2025, the percentage of migrant students achieving "Approaches" or above on STAAR Reading Language Arts will increase from 18% to 30%.


Evaluation Data Sources: Parent sign-in sheets, Parent Calendars, Parent surveys, STAAR Scores, Parent and Family Engagement Policy, Parent Compact

Strategy 1 Details	Reviews		
<p>Strategy 1: Work with the migrant department by referring students and families in need of assistance. Coordinate tutoring, fine arts, and summer opportunities for migrant students. Monitor the academic and social-emotional needs of migrant students and coordinate services. Provide health services for migrant students.</p> <p>Strategy's Expected Result/Impact: Migrant student academic success</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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 0% No Progress

 100% Accomplished





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Goal 5: O'Donnell Intermediate School will operate in a fiscally sound manner through financial transparency.

Performance Objective 1: Throughout the 2024-2025 school year, the campus will demonstrate financial transparency to staff and community about activities, events, and programs through the Campus Improvement Process.

Evaluation Data Sources: CIT agenda, budget sheets

Strategy 1 Details	Reviews		
<p>Strategy 1: Work with teachers and staff throughout the year to evaluate programs. Monitor use and effectiveness in comparison to cost.</p> <p>Strategy's Expected Result/Impact: Reduce unnecessary costs</p> <p>Staff Responsible for Monitoring: Principal, Campus Improvement Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Work with Campus Improvement Team (CIT) to create subcommittees to include more parents and provide information regarding campus finances and various programs and events' costs.</p> <p>Strategy's Expected Result/Impact: Reduce unnecessary costs</p> <p>Staff Responsible for Monitoring: Principal, Campus Improvement Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
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RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month. to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Positive Action and the Texas Model for Comprehensive School Counseling Program.
1	1	2	The counselor will instruct all students through the Olweus anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues. Presenters will contribute with talks and presentations.
1	2	1	A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.
1	2	2	The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.
1	2	3	The PBIS or MTSS team may refer students to the check in-n-out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.
1	3	1	The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.
1	3	2	The school nurse will: Provide hearing and vision screening for students Maintain accurate records and review students' records to stay current on immunizations Communicate food allergy needs to cafeteria staff Provide early screenings for detection on diabetes Participate in campus program to promote healthy living Refer students in need of responsive services Conduct hygiene and puberty classes
1	3	3	Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities. Join the 50K4Life project for staff to engage in friendly competition.
1	3	4	Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.
1	3	5	Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.

Goal	Objective	Strategy	Description
2	1	1	Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	2	Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	3	Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library , classroom libraries, MYON program, Central library, computer lab, chrome books, and AR Store will support program implementation. Extended library and lab hours before and after school will increase access to the program.
2	1	4	Implement a Balanced Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura"
2	1	5	Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Reading A-Z, MyOn reading, Accelerated Reading, and HMH online resources.
2	1	6	Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.
2	2	1	Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	2	Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Reflex Math, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	3	Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2022-2023. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria.
2	2	4	Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Reflex Math, Education Galaxy Learning, etc.
2	2	5	Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Galaxy Math and Reflex Math are available in the intervention lab and chrome books.

Goal	Objective	Strategy	Description
2	3	1	A TEKS-based science curriculum will be implemented at every grade level using the TEKS Resource System and STEM Scopes learning model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.
2	3	2	Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using STEM Scopes. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	3	3	Students will participate in hands-on lab activities as well as computer-based instruction like STEM Scopes in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.
2	3	4	All students will participate in classroom science fairs. Winners from each class will participate in the campus science fair. GT students will compete using PowerPoint presentations in addition to the traditional displays.
2	3	5	Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, Education Galaxy Learning and STEM Scopes.
2	3	6	Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.
2	4	1	Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.
2	4	2	Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.
2	4	3	Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.
2	4	4	Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.
2	5	1	Continue with the 50/50 Bilingual model of Bilingual Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.
2	5	2	Provide staff development on the 50/50 Bilingual model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.
2	5	3	Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.

Goal	Objective	Strategy	Description
2	5	4	All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.
2	6	1	All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.
2	6	2	Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, Studies Weekly, etc. Students will be placed in Tier 1 and II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.
2	6	3	Use DMAC/Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.
2	7	1	Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. GT students will also participate in self-selected independent study and present a yearly GT Showcase. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus of great depth, curriculum compacting, literature circles, and books at advanced levels. These will be based on areas of advancement as observed by the teacher.
2	7	2	Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.
2	7	3	All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.
2	8	1	All students will be provided a 45 minute weekly Fine Arts course (Music or Art) to develop creativity, craftsmanship, performance, and appreciation of the arts. Fine arts clubs and art contests will also be offered. Exhibition and performance opportunities will be provided a minimum of two times per year.
2	9	1	Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.
2	9	2	In addition to the regular and extended tutoring offered during the school year, summer school and intersession, the campus will provide workshops and make-and-take activities through parent and student sessions offered before the school year begins to incoming fourth and fifth grade SPED and ELL students who did not pass the most recent STAAR Reading and/or Math tests. Topics will include math calculations, and problem solving, vocabulary development, reading comprehension strategies, and test-taking skills. Parents will also receive an introduction to campus expectations regarding reading times and homework. Materials will be provided to parents to assist their children with homework and study skills. Training and planning time will be provided to staff in order to align sessions with student needs.
2	9	3	Provide Summer Literacy Camps to ensure students continue to develop their literacy skills after the regular school year has ended. Hold camps in June and August to ensure that students progress rather than regress during the summer. Provide library access during the program. Focus on English literacy for long term ELLs as well as foundational native language literacy for students with interrupted schooling.

Goal	Objective	Strategy	Description
2	9	4	LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.
2	9	5	All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through DMAC.
3	1	1	Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.
3	1	2	Provide focused and sustained staff development in the following areas: Math Science Reading HMH Texas Reading and Writing Leader in Me Summit K-12 Language Arts STEM Scopes Google Suite Classroom Management Cooperative Learning Co-Teaching Sheltered English Instruction Gifted and Talented Technology Learning Styles Professional Learning Communities Inclusion Differentiated Instruction T-TESS
3	2	1	Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.
3	2	2	Provide incentives to promote attendance such as perfect attendance awards each month, each nine weeks and at the end of the year, grade level attendance awards, raffles, certificates, and trophies.
3	3	1	Students will have the opportunity to participate in UIL events, choir and dance performances, art and essay contests and AR reward days. Awards' assemblies for Science Fair, UIL, honor roll, attendance, and citizenship, as well as most improved student, and club participation will be held yearly. Each grading period will result in awards for academics and attendance.
3	4	1	O'Donnell will offer the following clubs and after school programs in an effort to promote higher level thinking, a sense of belonging, and a desire to come to school: Homework Lab Tutoring Science STEM Club Basketball Club Volleyball Club Folklorico Dance Group Guitar Club Stage Club Choir Craft Club Recorder Club Lego Club Character/Gardening Club Puzzle Club Courtesy Club Marbles Club Walking Club Destination Imagination Club
3	5	1	Each class will represent a college or university. The classroom teacher will display the logo, mascot, location, and college information in and around the classroom. The teacher will use college terms and allow students to write to the college and learn about the programs available.
3	5	2	Hold Monday College Rallies. Students will wear their college shirts every Monday. Fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the character traits necessary to stay "on the road to college" will be discussed.
3	5	3	Extend the college theme to all areas of student life, including field day. Refer to classes by their college to promote a team atmosphere. Announce college sports scores weekly. Develop a relationship with each college to promote mutual support.
3	5	4	Create a supportive connection with the closest university, UTEP. Take the students to at least one game on campus. Invite UTEP athletes to our annual STAAR rally. Explore other connections such as science camps and field trips to UTEP.
3	5	5	Train all teachers in the No Excuses University strategies by sending a team of six teachers each year to their institute. Each team will come back and present to the staff. Apply to be a "No Excuses" campus and maintain the training by attending yearly conferences.

Goal	Objective	Strategy	Description
4	1	1	Ensure parent awareness of HB 1416 by: Distributing information to all parents of students in English and Spanish. Hold accelerated learning conferences for all fourth grade students that failed STAAR at the beginning of the year. Meet with parents as needed to update on progress. Include parents in committee meetings
4	1	2	Increase parent awareness of campus activities and highlights through: Distribution of Monthly calendars (Hard copy, Class DoJo, school website) Written communications sent by the school in English and Spanish Hold one Open House in the Fall and one Parent/Teacher Conference Night in the Spring. Provide a parent newsletter Hold monthly parenting classes Provide a "Meet the Teacher" night before the start of each school year Encourage parents to sign up for Parent Self-Serve and show parents how to check AR through Renaissance Home Connect Use the campus webpage to provide important school information and pictures of past events Advertise accomplishments and upcoming events through social media.
4	1	3	Recruit parent volunteers and provide opportunities for parents to attend workshops, trainings, and conferences in the areas of parenting, disabilities, school instructional programs, and child development. Encourage parent participation through committees such as LPAC, CIT, CAT/PAC, and DIT.
4	2	1	Work with the migrant department by referring students and families in need of assistance. Coordinate tutoring, fine arts, and summer opportunities for migrant students. Monitor the academic and social-emotional needs of migrant students and coordinate services. Provide health services for migrant students.
5	1	1	Work with teachers and staff throughout the year to evaluate programs. Monitor use and effectiveness in comparison to cost.
5	1	2	Work with Campus Improvement Team (CIT) to create subcommittees to include more parents and provide information regarding campus finances and various programs and events' costs.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month. to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Positive Action and the Texas Model for Comprehensive School Counseling Program.
1	1	2	The counselor will instruct all students through the Olweus anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues. Presenters will contribute with talks and presentations.
1	2	1	A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.
1	2	2	The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.
1	2	3	The PBIS or MTSS team may refer students to the check in-n-out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.
1	3	1	The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.
1	3	2	The school nurse will: Provide hearing and vision screening for students Maintain accurate records and review students' records to stay current on immunizations Communicate food allergy needs to cafeteria staff Provide early screenings for detection on diabetes Participate in campus program to promote healthy living Refer students in need of responsive services Conduct hygiene and puberty classes
1	3	3	Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities. Join the 50K4Life project for staff to engage in friendly competition.
1	3	4	Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.
1	3	5	Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.

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2	1	1	Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	2	Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	3	Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library, classroom libraries, MYON program, Central library, computer lab, chrome books, and AR Store will support program implementation. Extended library and lab hours before and after school will increase access to the program.
2	1	4	Implement a Balanced Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura"
2	1	5	Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Reading A-Z, MyOn reading, Accelerated Reading, and HMH online resources.
2	1	6	Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.
2	2	1	Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	2	Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Reflex Math, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	3	Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2022-2023. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria.
2	2	4	Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Reflex Math, Education Galaxy Learning, etc.
2	2	5	Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Galaxy Math and Reflex Math are available in the intervention lab and chrome books.

Goal	Objective	Strategy	Description
2	3	1	A TEKS-based science curriculum will be implemented at every grade level using the TEKS Resource System and STEM Scopes learning model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.
2	3	2	Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using STEM Scopes. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	3	3	Students will participate in hands-on lab activities as well as computer-based instruction like STEM Scopes in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.
2	3	4	All students will participate in classroom science fairs. Winners from each class will participate in the campus science fair. GT students will compete using PowerPoint presentations in addition to the traditional displays.
2	3	5	Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, Education Galaxy Learning and STEM Scopes.
2	3	6	Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.
2	4	1	Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.
2	4	2	Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.
2	4	3	Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.
2	4	4	Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.
2	5	1	Continue with the 50/50 Bilingual model of Bilingual Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.
2	5	2	Provide staff development on the 50/50 Bilingual model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.
2	5	3	Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.

Goal	Objective	Strategy	Description
2	5	4	All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.
2	6	1	All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.
2	6	2	Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, Studies Weekly, etc. Students will be placed in Tier 1 and II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.
2	6	3	Use DMAC/Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.
2	7	1	Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. GT students will also participate in self-selected independent study and present a yearly GT Showcase. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus of great depth, curriculum compacting, literature circles, and books at advanced levels. These will be based on areas of advancement as observed by the teacher.
2	7	2	Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.
2	7	3	All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.
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2	9	1	Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.
2	9	2	In addition to the regular and extended tutoring offered during the school year, summer school and intersession, the campus will provide workshops and make-and-take activities through parent and student sessions offered before the school year begins to incoming fourth and fifth grade SPED and ELL students who did not pass the most recent STAAR Reading and/or Math tests. Topics will include math calculations, and problem solving, vocabulary development, reading comprehension strategies, and test-taking skills. Parents will also receive an introduction to campus expectations regarding reading times and homework. Materials will be provided to parents to assist their children with homework and study skills. Training and planning time will be provided to staff in order to align sessions with student needs.
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Goal	Objective	Strategy	Description
2	9	4	LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.
2	9	5	All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through DMAC.
3	1	1	Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.
3	1	2	Provide focused and sustained staff development in the following areas: Math Science Reading HMH Texas Reading and Writing Leader in Me Summit K-12 Language Arts STEM Scopes Google Suite Classroom Management Cooperative Learning Co-Teaching Sheltered English Instruction Gifted and Talented Technology Learning Styles Professional Learning Communities Inclusion Differentiated Instruction T-TESS
3	2	1	Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.
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3	5	2	Hold Monday College Rallies. Students will wear their college shirts every Monday. Fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the character traits necessary to stay "on the road to college" will be discussed.
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3	5	4	Create a supportive connection with the closest university, UTEP. Take the students to at least one game on campus. Invite UTEP athletes to our annual STAAR rally. Explore other connections such as science camps and field trips to UTEP.
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4	1	1	Ensure parent awareness of HB 1416 by: Distributing information to all parents of students in English and Spanish. Hold accelerated learning conferences for all fourth grade students that failed STAAR at the beginning of the year. Meet with parents as needed to update on progress. Include parents in committee meetings
4	1	2	Increase parent awareness of campus activities and highlights through: Distribution of Monthly calendars (Hard copy, Class DoJo, school website) Written communications sent by the school in English and Spanish Hold one Open House in the Fall and one Parent/Teacher Conference Night in the Spring. Provide a parent newsletter Hold monthly parenting classes Provide a "Meet the Teacher" night before the start of each school year Encourage parents to sign up for Parent Self-Serve and show parents how to check AR through Renaissance Home Connect Use the campus webpage to provide important school information and pictures of past events Advertise accomplishments and upcoming events through social media.
4	1	3	Recruit parent volunteers and provide opportunities for parents to attend workshops, trainings, and conferences in the areas of parenting, disabilities, school instructional programs, and child development. Encourage parent participation through committees such as LPAC, CIT, CAT/PAC, and DIT.
4	2	1	Work with the migrant department by referring students and families in need of assistance. Coordinate tutoring, fine arts, and summer opportunities for migrant students. Monitor the academic and social-emotional needs of migrant students and coordinate services. Provide health services for migrant students.
5	1	1	Work with teachers and staff throughout the year to evaluate programs. Monitor use and effectiveness in comparison to cost.
5	1	2	Work with Campus Improvement Team (CIT) to create subcommittees to include more parents and provide information regarding campus finances and various programs and events' costs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month. to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Positive Action and the Texas Model for Comprehensive School Counseling Program.
1	1	2	The counselor will instruct all students through the Olweus anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues. Presenters will contribute with talks and presentations.
1	2	1	A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.
1	2	2	The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.
1	2	3	The PBIS or MTSS team may refer students to the check in-n-out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.
1	3	1	The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.
1	3	2	The school nurse will: Provide hearing and vision screening for students Maintain accurate records and review students' records to stay current on immunizations Communicate food allergy needs to cafeteria staff Provide early screenings for detection on diabetes Participate in campus program to promote healthy living Refer students in need of responsive services Conduct hygiene and puberty classes
1	3	3	Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities. Join the 50K4Life project for staff to engage in friendly competition.
1	3	4	Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.
1	3	5	Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.

Goal	Objective	Strategy	Description
2	1	1	Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	2	Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	3	Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library , classroom libraries, MYON program, Central library, computer lab, chrome books, and AR Store will support program implementation. Extended library and lab hours before and after school will increase access to the program.
2	1	4	Implement a Balanced Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura"
2	1	5	Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Reading A-Z, MyOn reading, Accelerated Reading, and HMH online resources.
2	1	6	Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.
2	2	1	Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	2	Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Reflex Math, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	3	Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2022-2023. Analyze progress through unit tests and benchmarks using DMAC/Eduphoria.
2	2	4	Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Reflex Math, Education Galaxy Learning, etc.
2	2	5	Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Galaxy Math and Reflex Math are available in the intervention lab and chrome books.

Goal	Objective	Strategy	Description
2	3	1	A TEKS-based science curriculum will be implemented at every grade level using the TEKS Resource System and STEM Scopes learning model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.
2	3	2	Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using STEM Scopes. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	3	3	Students will participate in hands-on lab activities as well as computer-based instruction like STEM Scopes in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.
2	3	4	All students will participate in classroom science fairs. Winners from each class will participate in the campus science fair. GT students will compete using PowerPoint presentations in addition to the traditional displays.
2	3	5	Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, Education Galaxy Learning and STEM Scopes.
2	3	6	Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.
2	4	1	Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.
2	4	2	Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.
2	4	3	Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.
2	4	4	Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.
2	5	1	Continue with the 50/50 Bilingual model of Bilingual Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.
2	5	2	Provide staff development on the 50/50 Bilingual model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.
2	5	3	Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.

Goal	Objective	Strategy	Description
2	5	4	All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.
2	6	1	All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.
2	6	2	Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, Studies Weekly, etc. Students will be placed in Tier 1 and II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.
2	6	3	Use DMAC/Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.
2	7	1	Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. GT students will also participate in self-selected independent study and present a yearly GT Showcase. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus of great depth, curriculum compacting, literature circles, and books at advanced levels. These will be based on areas of advancement as observed by the teacher.
2	7	2	Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.
2	7	3	All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.
2	8	1	All students will be provided a 45 minute weekly Fine Arts course (Music or Art) to develop creativity, craftsmanship, performance, and appreciation of the arts. Fine arts clubs and art contests will also be offered. Exhibition and performance opportunities will be provided a minimum of two times per year.
2	9	1	Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.
2	9	2	In addition to the regular and extended tutoring offered during the school year, summer school and intersession, the campus will provide workshops and make-and-take activities through parent and student sessions offered before the school year begins to incoming fourth and fifth grade SPED and ELL students who did not pass the most recent STAAR Reading and/or Math tests. Topics will include math calculations, and problem solving, vocabulary development, reading comprehension strategies, and test-taking skills. Parents will also receive an introduction to campus expectations regarding reading times and homework. Materials will be provided to parents to assist their children with homework and study skills. Training and planning time will be provided to staff in order to align sessions with student needs.
2	9	3	Provide Summer Literacy Camps to ensure students continue to develop their literacy skills after the regular school year has ended. Hold camps in June and August to ensure that students progress rather than regress during the summer. Provide library access during the program. Focus on English literacy for long term ELLs as well as foundational native language literacy for students with interrupted schooling.

Goal	Objective	Strategy	Description
2	9	4	LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.
2	9	5	All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through DMAC.
3	1	1	Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.
3	1	2	Provide focused and sustained staff development in the following areas: Math Science Reading HMH Texas Reading and Writing Leader in Me Summit K-12 Language Arts STEM Scopes Google Suite Classroom Management Cooperative Learning Co-Teaching Sheltered English Instruction Gifted and Talented Technology Learning Styles Professional Learning Communities Inclusion Differentiated Instruction T-TESS
3	2	1	Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.
3	2	2	Provide incentives to promote attendance such as perfect attendance awards each month, each nine weeks and at the end of the year, grade level attendance awards, raffles, certificates, and trophies.
3	3	1	Students will have the opportunity to participate in UIL events, choir and dance performances, art and essay contests and AR reward days. Awards' assemblies for Science Fair, UIL, honor roll, attendance, and citizenship, as well as most improved student, and club participation will be held yearly. Each grading period will result in awards for academics and attendance.
3	4	1	O'Donnell will offer the following clubs and after school programs in an effort to promote higher level thinking, a sense of belonging, and a desire to come to school: Homework Lab Tutoring Science STEM Club Basketball Club Volleyball Club Folklorico Dance Group Guitar Club Stage Club Choir Craft Club Recorder Club Lego Club Character/Gardening Club Puzzle Club Courtesy Club Marbles Club Walking Club Destination Imagination Club
3	5	1	Each class will represent a college or university. The classroom teacher will display the logo, mascot, location, and college information in and around the classroom. The teacher will use college terms and allow students to write to the college and learn about the programs available.
3	5	2	Hold Monday College Rallies. Students will wear their college shirts every Monday. Fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the character traits necessary to stay "on the road to college" will be discussed.
3	5	3	Extend the college theme to all areas of student life, including field day. Refer to classes by their college to promote a team atmosphere. Announce college sports scores weekly. Develop a relationship with each college to promote mutual support.
3	5	4	Create a supportive connection with the closest university, UTEP. Take the students to at least one game on campus. Invite UTEP athletes to our annual STAAR rally. Explore other connections such as science camps and field trips to UTEP.
3	5	5	Train all teachers in the No Excuses University strategies by sending a team of six teachers each year to their institute. Each team will come back and present to the staff. Apply to be a "No Excuses" campus and maintain the training by attending yearly conferences.

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Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Santiago Chavez	3rd Grade Teacher
Non-classroom Professional	Edna Denise Pena	Instructional Facilitator
Business Representative	Oscar Arrieta	Business Owner
Parent	Zarai Arambula	Parent
Paraprofessional	Susana Gonzalez Amaya	Computer Lab Aide
Non-classroom Professional	Laura Avalos	Counselor
Classroom Teacher	Guadalupe Ochoa	Special Education Teacher
Classroom Teacher	Richard Fraire	Physical Education Teacher
Classroom Teacher	Rosa Rodriguez	5th Grade Bilingual Teacher
Classroom Teacher	Rosalia Orozco	4th Grade Teacher
Administrator	Corina Ruiz	Principal