Celina Independent School District

O'Dell Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society.

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 6
- School Processes & Programs 7
- Perceptions 9

Priority Problem Statements 10

Goals 11
- Goal 1: Love the Learner; Drive the Rigor 11
- Goal 2: Responsible for One's Own Learning 16
- Goal 3: Interdependent Self-managers 21

Comprehensive Needs Assessment

Demographics

Demographics Summary

O'Dell Elementary serves 769 students across PreK - 4th Grade. Enrollment is fairly balanced across grade levels. The school is a diverse campus with students identifying as White (37.3%), Asian (33.6%), Hispanic (13.3%), African American (7.8%), Two or More Races (6.4%), American Indian (1.6%), and Pacific Islander (0.1%). Several student groups are represented within the campus. O'Dell has a strong focus on language support, with nearly 20.8% of students participating in Bilingual/ESL instructional programs.

School Population TAPR Report 2024-2025	Count	Percent
Student Total	**769**	**100%**
Kindergarten	122	15.9%
1st Grade	136	17.7%
2nd Grade	106	13.8%
3rd Grade	142	18.5%
4th Grade	114	14.8%
5th Grade	149	19.4%

Student Demographics TAPR Report 2024-2025	Count	Percent
Gender		
Female	368	47.9%
Male	401	52.1%
Ethnic Distribution		
African American	60	7.8%
Hispanic	102	13.3%
White	287	37.3%
American Indian	12	1.6%
Asian	258	33.6%
Pacific Islander	1	0.1%
Two-or-More Races	49	6.4%

Other Student Cohorts TAPR Report 2024 - 2025	Count	Percent
Economically Disadvantaged	97	12.6%
Non-Educationally Disadvantaged	672	87.4%
Section 504	36	4.7%
EB Students/EL	160	20.8%
Dyslexia	50	6.5%
Foster Care	0	0.00%
Homeless	0	0.00%

Other Student Cohorts TAPR Report 2024 - 2025	Count	Percent
Immigrant	49	6.4%
Migrant	0	0.00%
Title I	0	0.00%
Military Connected	49	6.4%
At Risk	347	45.1%
Students by Instructional Program TAPR Report 2023 - 2024	Count	Percent
Bilingual/ESL Education	158	20.5%

Demographics Strengths

O'Dell Elementary's diverse student population is a key strength, with strong representation across multiple cultural and linguistic backgrounds. Enrollment is balanced across grade levels, and nearly half of the students benefit from Bilingual/ESL instructional programs, which supports a rich, inclusive learning environment. This diversity fosters cultural awareness, collaboration, and global readiness for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While O'Dell's diverse student population is a significant strength, meeting the wide range of cultural, linguistic, and academic needs presents challenges in ensuring consistent access to rigorous, differentiated instruction and equitable outcomes for all learners.
Root Cause: Teachers require additional support, resources, and professional learning to effectively differentiate instruction and leverage students' cultural and linguistic assets. Without a consistent system for building instructional capacity, gaps may emerge in providing equitable rigor and support across classrooms.

Student Learning

Student Learning Summary

O'Dell completed grade level assessments, MAP, and 3rd -5th Grade STAAR Reading, Math and Science to measure learning performance and progress in all grade levels.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**76**	**C**	
Student Achievement		**78**	**C**	**70%**
STAAR Performance	51	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**71**	**C**	**0%**
Academic Growth	64	71	C	✓
Relative Performance (Eco Dis: 16.5%)		56	F	
Closing the Gaps	**39**	**72**	**C**	**30%**

Student Learning Strengths

Data driven instruction aligned with grade level standards and district curriculum is administered with fidelity. Student progress is consistently measured to ensure one year's growth for every student through Design Teams/PLC and MTSS. Teachers utilize the PLC/Design Time process to provide quality targeted instruction to intervene and enrich student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although data-driven instruction is implemented with fidelity through PLCs, Design Teams, and MTSS, variations remain in how effectively student progress data is analyzed and applied to drive targeted interventions and enrichment. This inconsistency limits the assurance that every student achieves one year's growth. **Root Cause:** Teachers need deeper support in using data to inform precise instructional decisions, Tier I instruction, and time and structures to calibrate practices within and across grade levels. Without consistent capacity-building, the impact of data-driven instruction is uneven.

School Processes & Programs

School Processes & Programs Summary

The O'Dell Mission:

OES - Opportunity, Excellence, Success

Opportunity - to engage, learn, and serve

Excellence - Strive for the highest standards in academics and behavior

Success - Empower all students to achieve their goals

At O'Dell we are committed to:

Create opportunities for all stakeholders through engagement, learning, and service within a supportive community.

Empower all to strive for the highest standards in academics, behavior, and life long learning driven by excellence and innovation.

Support everyone to excel and achieve their goals by fostering leadership and stewardship in all aspects of life.

O'Dell Vision:

At O'Dell Elementary, we ensure every student achieves at least one year's academic growth every year.

School Processes & Programs Strengths

O’Dell offers a comprehensive framework of programs and processes designed to support student learning and growth. Our curriculum and instructional practices are aligned with district and state standards, ensuring rigor, relevance, and equity for all learners. Professional development opportunities are provided throughout the year, equipping staff with the skills and strategies needed to deliver high-quality instruction and foster continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite having a comprehensive framework of aligned curriculum, instructional practices, and ongoing professional development, the

consistency of application across classrooms and grade levels varies, reducing the overall impact on student learning and growth.
Root Cause: Professional development and instructional expectations are not always followed by systematic monitoring, coaching, and feedback cycles. This limits teachers' ability to fully implement strategies with fidelity and sustain continuous improvement campus-wide.

Perceptions

Perceptions Summary

O’Dell conducts business with a strong emphasis on collaboration, transparency, and community engagement. Parents are highly involved and play an active role in decision-making, while staff members work collectively to create a positive and supportive school experience for all students. A large network of parent volunteers contributes to campus activities and initiatives, further strengthening the home–school partnership. Engagement Days, the House System, and ongoing community involvement foster a welcoming and inclusive culture where students feel valued and excited to come to school each day. Staff and student feedback, along with consistent communication, reinforce a climate of trust, accountability, and shared purpose.

Perceptions Strengths

- O’Dell is viewed as a collaborative and transparent campus where stakeholders are involved in meaningful ways.
- Parents feel like partners in decision-making rather than just observers.
- The school culture is described as welcoming, inclusive, and student-centered, where students genuinely enjoy attending.
- The community sees O’Dell as a place that values trust, accountability, and open communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): O'Dell Elementary needs to strengthen family and community relationships by creating meaningful opportunities for engagement while maintaining a clear focus on academics and student success. The campus will work to establish a balanced calendar of academic, family, and community events that welcomes stakeholders into the building, encourages authentic participation, and builds trust and partnershi
Root Cause: O'Dell Elementary will strengthen family and community partnerships by providing intentional, balanced opportunities for stakeholders to engage in the life of the school, connect with staff and students, and support academic success.

Priority Problem Statements

Problem Statement 1: While O'Dell's diverse student population is a significant strength, meeting the wide range of cultural, linguistic, and academic needs presents challenges in ensuring consistent access to rigorous, differentiated instruction and equitable outcomes for all learners.

Root Cause 1: Teachers require additional support, resources, and professional learning to effectively differentiate instruction and leverage students' cultural and linguistic assets. Without a consistent system for building instructional capacity, gaps may emerge in providing equitable rigor and support across classrooms.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Although data-driven instruction is implemented with fidelity through PLCs, Design Teams, and MTSS, variations remain in how effectively student progress data is analyzed and applied to drive targeted interventions and enrichment. This inconsistency limits the assurance that every student achieves one year's growth.

Root Cause 2: Teachers need deeper support in using data to inform precise instructional decisions, Tier I instruction, and time and structures to calibrate practices within and across grade levels. Without consistent capacity-building, the impact of data-driven instruction is uneven.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite having a comprehensive framework of aligned curriculum, instructional practices, and ongoing professional development, the consistency of application across classrooms and grade levels varies, reducing the overall impact on student learning and growth.

Root Cause 3: Professional development and instructional expectations are not always followed by systematic monitoring, coaching, and feedback cycles. This limits teachers' ability to fully implement strategies with fidelity and sustain continuous improvement campus-wide.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: O'Dell Elementary needs to strengthen family and community relationships by creating meaningful opportunities for engagement while maintaining a clear focus on academics and student success. The campus will work to establish a balanced calendar of academic, family, and community events that welcomes stakeholders into the building, encourages authentic participation, and builds trust and partnershi

Root Cause 4: O'Dell Elementary will strengthen family and community partnerships by providing intentional, balanced opportunities for stakeholders to engage in the life of the school, connect with staff and students, and support academic success.

Problem Statement 4 Areas: Perceptions

Goals

Revised/Approved: September 1, 2026

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: By the end of the 2026-2027 school year, all students will be provided meaningful opportunities to develop and demonstrate leadership skills through authentic roles, decision-making, collaboration, and service. Staff will intentionally identify and cultivate student strengths while maintaining high academic and leadership expectations, ensuring students are empowered to take ownership of their learning, contribute to the school community, and lead with confidence. (HB3)

Evaluation Data Sources: Committee Meeting Notes
Survey Feedback
School Engagement Activities
Assessment Data - Growth Tracker
Guiding Coalition
Bobcat Council
House Council
Service Projects and Engagement Days

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Increase the percentage of students participating in at least one co-curricular or extracurricular activity by 10%, in competitions and organizations such as UIL academic events, Spelling Bee, Student Council, academic competitions, and other local, state, and national organizations. (BG2) **Strategy's Expected Result/Impact:** Increased number of students participating in UIL and academic competitions. **Staff Responsible for Monitoring:** Teachers, Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Coordinated School Health & Safe, Supportive Schools - O'Dell Elementary will implement the district's coordinated school health program and campus practices that support the physical, social, emotional, and overall well-being and safety of students. This includes physical activity, nutrition, counseling and mental health supports, health services, positive behavior supports, school safety protocols, threat/care assessment procedures, staff training, age-appropriate violence prevention practices, and family/community involvement. **Strategy's Expected Result/Impact:** Students will have access to coordinated supports and prevention practices that promote physical wellness, social-emotional well-being, healthy behaviors, school safety, attendance, and readiness to learn. **Staff Responsible for Monitoring:** Campus Administration, PE Teacher, Counselor, Nurse, School Resource Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 2: By the end of the 2026-2027 school year, all staff will demonstrate a commitment to honoring the varied experiences, strengths, and perspectives of students and colleagues while maintaining high academic expectations. Through collaborative PLCs, professional learning, and instructional walkthroughs, staff will implement equitable and culturally responsive instructional practices that foster respect, increase student engagement, provide appropriate academic challenge, and support continuous student growth.

Evaluation Data Sources: Professional Learning plans, walkthroughs, classroom observations, student growth tracker, math and readn

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: 100% of teachers will participate in weekly PLC meetings with their grade level teams, support staff, and admin to plan intervention and enrichment aligned to targeted TEKS. **Strategy's Expected Result/Impact:** All students will make progress on grade level standards as measured by campus, district and state assessments. **Staff Responsible for Monitoring:** Teachers, Administrators, Support Staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 3: Celina ISD along with O'Dell Elementary will explore college and career opportunities aligned with student needs and interests. (BG4)

Evaluation Data Sources: Create and implement Career Week with guest speakers. Students will explore and learn about a variety of jobs that occur within the community.
Career on Wheels for primary students.
Students attend STEAM and Technology weekly for enrichment opportunities
Increase the participation of enrichment opportunities for after school - UIL, Drama Club, Library Leaders, Robotics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: 100% of students will participate in College Week and Career Day. Students will have opportunity to hear from guest speakers and explore a variety of jobs and professions. **Strategy's Expected Result/Impact:** Expose students to a variety of colleges and careers for real world, hands on learning opportunities. **Staff Responsible for Monitoring:** Counselor, Teachers, Administrators, Community				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 4: By the end of the 2026-2027 school year, 100% of teachers will consistently implement high-quality Tier I instruction that meets the needs of all learners while maintaining high levels of academic rigor. Through intentional planning, effective differentiation, student-centered instructional practices, and the use of data, teachers will provide grade-level instruction that loves the learner by responding to individual strengths and needs and drives the rigor by ensuring every student is appropriately challenged to achieve high levels of academic growth. (HB3)

Evaluation Data Sources: PLC data, student growth tracker, district and campus assessment data, walkthrough data, classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Classroom teachers will train and implement Kagan strategies to encourage higher level thinking, engagement, and collaboration. **Strategy's Expected Result/Impact:** Students will increase their level of engagement and have opportunities to collaborate with their peers in the classroom utilizing different Kagan strategies. **Staff Responsible for Monitoring:** Teachers, Administrators, Support Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: By the end of the school year, 80% or more of students will demonstrate mastery of identified priority TEKS on common formative assessments, supported by a 25% increase in instructional walkthroughs and targeted feedback focused on Tier I instructional practices. **Strategy's Expected Result/Impact:** Student engagement and mastery of grade-level TEKS will increase, with the percentage of students demonstrating proficiency on common formative assessments increasing throughout the school year. **Staff Responsible for Monitoring:** Teachers, Administrators, Support Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Literacy and Math Check-Ins will be implemented with every classroom teacher every six weeks to review Math and Reading Assessment data from CBA's MAP and instruction. **Strategy's Expected Result/Impact:** Every student will make one yeears' growth in math and reading measured by campus, district and state assessments. **Staff Responsible for Monitoring:** Administrators, Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 1: O'Dell teachers will have opportunities to serve as leaders and on a variety of committees (BG3)

Evaluation Data Sources: Committee Data and Agendas
Staff Survey
Bobcat Council

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: O'Dell will develop emerging leaders who are prepared to take on increased responsibilities and contribute to the continuous improvement of the school. (BG3) **Strategy's Expected Result/Impact:** Develop a sustainable leadership pipeline by intentionally building leadership capacity among teachers, staff, and administrators through meaningful leadership opportunities, professional learning, mentoring, and shared decision-making. **Staff Responsible for Monitoring:** Admin and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Teachers will serve on O'Dell Bobcat Council to make decisions regarding instruction, student engagement, and involving stakeholders. (BG3) **Strategy's Expected Result/Impact:** Collaborative decisions will be made to better our campus. **Staff Responsible for Monitoring:** Administrators, Teachers, Students, Parents				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Implement use of Instructional Leaders and the Guiding Coalition on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, assist with design time process, along with workshop model development. (BG3) **Strategy's Expected Result/Impact:** PLC Data, Professional Development, Sign-In Sheets, Certificates **Staff Responsible for Monitoring:** Administration, Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 2: O'Dell will support high-quality teaching and learning by increasing educator capacity.

Evaluation Data Sources: O'Dell Learns Feedback Forms
Walkthrough Data from IC and Admin Walks
PLC data
Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Train and develop staff to develop and facilitate professional learning at the campus and district level (BG5). **Strategy's Expected Result/Impact:** Growth in Tier I instruction **Staff Responsible for Monitoring:** Principal Instructional Coach **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Teachers and administrators will train on the PLC Solution Tree Model to be intentional and drive instruction in the classroom to ensure all students make progress. **Strategy's Expected Result/Impact:** To increase rigor and performance in the classroom for both teachers and students. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, and Team Leads				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 3: O'Dell students will increase the 43% Meets Performance Standard by 10% on 3rd Math STAAR in the 2026-2027 school year. (HB3 Math)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data
Monthly Math Checkins
PLC Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Weekly PLC meetings will focus on analyzing student growth data and strategically planning WIN time and small-group instruction to address the decline in student growth on our 2026 Accountability Report from 85% to 71%. **Strategy's Expected Result/Impact:** Teams will identify students who are not on track to achieve one year's growth, develop targeted instructional responses, and monitor progress through ongoing formative assessments and data reviews. PLC teams will regularly adjust small-group instruction, intervention, and enrichment based on student performance to ensure 100% of students are on track to make at least one year's growth in Math. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 4: O'Dell students will increase the 41% Meets Performance Standard by 10% on 3rd Grade RLA STAAR in the 2026-2027 school year. (HB3 Literacy)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data
Monthly Literacy Check Ins
PLC Meetins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Weekly PLC meetings will focus on analyzing student growth data and strategically planning WIN time and small-group instruction to address the decline in student growth on our 2026 Accountability Report from 85% to 71%. **Strategy's Expected Result/Impact:** Teams will identify students who are not on track to achieve one year's growth, develop targeted instructional responses, and monitor progress through ongoing formative assessments and data reviews. PLC teams will regularly adjust small-group instruction, intervention, and enrichment based on student performance to ensure 100% of students are on track to make at least one year's growth in Reading. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 5: O'Dell Elementary Administrators are designing systems of support for teachers and staff members that are new to the profession. (BG5)

Evaluation Data Sources: Teacher Retention Rate
Campus Surveys
Student Success
Peer Learning Walk Reflections

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: New teacher lunch and learns, and monthly checkins will support different topics to support new teachers on our campus. (BG5) **Strategy's Expected Result/Impact:** Teacher Retention **Staff Responsible for Monitoring:** Administrators, Team Leaders, Campus Mentors, Instructional Coach				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 1: O'Dell will improve the retention rate of teachers. (BG5)

Evaluation Data Sources: Return Percentage
Survey Results from Teachers and Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: O'Dell will support new teachers through New Teacher Check-Ins, Campus Staff Meetings, Coaching Cycles, Campus Mentors, Walkthroughs and the PLC structure. **Strategy's Expected Result/Impact:** Support teachers' needs and those of their students. Create a sense of self-confidence in teachers' craft. **Staff Responsible for Monitoring:** Admin and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: O'Dell will spotlight and celebrate all teachers and staff members. **Strategy's Expected Result/Impact:** Ensure teachers feel celebrated and supported. Create opportunities for teachers to learn from their peer models **Staff Responsible for Monitoring:** Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 2: O'Dell will foster opportunities to lead, serve and connect with the community of Celina. (BG1)

Evaluation Data Sources: Number of Students Involved
Number of Service Projects Completed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: O'Dell staff and students will make a difference in the community by participating in service projects that will benefit the various local organizations in Celina. (BG1) **Strategy's Expected Result/Impact:** Create opportunities for students to serve their community and practice empathy for others' needs. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Student Engagement Days will be preplanned by each grade level to spread out over the course of the school year. (BG4) **Strategy's Expected Result/Impact:** Organized, and planned student engagement days, and house parties to improve school culture and increase parent involvement. **Staff Responsible for Monitoring:** Teachers, Parents, Students				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Increase meaningful opportunities for parents, families, and community members to engage with O'Dell Elementary through expanded partnerships with the PTA, parent volunteers, and campus events, fostering a strong sense of belonging, collaboration, and shared ownership of the school community. (BG1). **Strategy's Expected Result/Impact:** Increase parent and community participation in campus activities by 15%, as measured by volunteer participation, PTA engagement, attendance at family events, survey results, and participation in campus committees and activities. **Staff Responsible for Monitoring:** Teachers, Administratos, Community Members				

 No Progress  Accomplished  Continue/Modify  Discontinue