Manor Independent School District

Oak Meadows Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

We will inspire students and teachers to seize opportunities and take risks, helping them to become creative problem solvers, compassionate leaders, and catalysts for positive change.

Vamos a inspirar a los estudiantes y maestros a aprovechar las oportunidades y asumir riesgos,ayudándoles a convertirse en solucionadores de problemas creativos,
líderes compasivos, y los catalizadores para un cambio positivo.

Vision

Preparing GREAT STUDENTS and GREAT PEOPLE for the future!

Value Statement

At OMES we value Respect, Learning and Community which leads to Excellence.
En OMES, valoramos el Respeto, el Aprendizaje y la Comunidad que lleva a la Excelencia.

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Comprehensive Needs Assessment

Demographics

Summary

Oak Meadows Elementary School serves approximately 420 students in grades PreK-5 for the 2026-2027 school year. OME is a Title I campus that includes a program that serves One-Way Dual Language, GT, and Special Education programs.

The campus consists of 89.33% economically disadvantaged, 86.89 At Risk Students, and 8% Gifted and Talented, 58%, Bilingual and ESL 60.89%. Oak Meadows offers free breakfast and lunch to 100% of the students. The student population make up is as follows: 81.11% Hispanic, 10.67% African American, 3.33% White and 4.89% Other.

Strengths

Families, students, and school partners have a strong sense of community and appreciation for learning. Students adhere to the school wide discipline plan and the use of PBIS expectations shows fewer OSS's from prior years. The school has a restorative practice approach to discipline.

The One-Way Dual Language program is supported by staff and parents. Our campus is fostering student biliteracy and cultivating a strong support system for bilingual learners.

3rd and 5th grade student showed growth in reading with more students passing and moving from DNM levels. Students have shown some growth with writing, but it's still an area that requires attention.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	More than 90% of bilingual and special education students are writing below grade level for their extended constructed responses on STAAR.	Leaders and teachers have not consistently developed and implemented LPAC and Special Education writing accommodations with fidelity, resulting in inconsistent instructional support for scholars who qualify for these accommodations.
2 ★	Overall campus attendance is below 95%.	Students with chronic attendance issues are not showing improvement. Leaders need to work with truancy personnel to hold families accountable.

★ = Priority

Student Learning

Summary

Our campus has identified literacy as a priority area for improvement to increase student achievement across all grade levels. Data indicates a need to strengthen reading and writing instruction through the consistent implementation of evidence-based instructional practices, targeted interventions, and progress monitoring. By ensuring that all students receive high-quality literacy instruction and appropriate academic supports, the campus will improve student proficiency in reading and writing, which serve as the foundation for success across all content areas.

Our campus will better understand conceptual math vs. procedural to ensure that students have the opportunity to have various methods to solve problems.

Student performance for the 2024-2025 State STAAR standardized testing:

On grade level and above (Meets and Masters):

Reading	**31% Meets, 12% Masters**
Math	30% Meets, 7% Masters
Science	4% Meets 0% Masters

Data reflects that that a large percentage of students on campus are significantly below grade level The following data reflects grade level percentages of students who did not pass STAAR.

Reading	**35%**
Math	44%

K-5 students Amira (reading) data - strengths and areas of need

2nd Grade	**Strongest overall growth; L1 students decreased substantially from 56% → 39%, while L3/L4/L5 increased.**
3rd Grade	**Strong growth; L1 decreased 42% → 33%, L2 decreased 32% → 22%, and higher levels increased.**
5th Grade	**Positive movement; L1 decreased 35% → 28% and L3 increased 17% → 29%.**
4th Grade	**Positive movement, especially L3: 12% → 22%, but some movement out of L4/L5.**
1st Grade	**Some improvement, but still 69% of students remained at L1 at EOY.**
Kindergarten	**Needs the most attention in English ISIP; L1 actually increased from 44% → 53**

Strengths

- Majority of the students have become proficient in using technology to learn.
- 2nd and 3rd grade led campus growth according to Amira data.
- 69% of EB students in monolingual classes are on target or at grade level for reading and comprehension according to EOY Amira.
- Majority of 4th grade students, required "moderate monitoring" according to Amira data.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	EOY Amira scores show that Kinder and 1st grade students increased in L1 scores between 3% and 9% showing that reading fluency requires intervention support for comprehension.	A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.
2	70% of students continue to struggle with the 5th grade Science STAAR concepts and understanding interconnected global systems.	Science TEKS lesson plan development and HQIM resources are needed that includes interpreting diagrams and tables, exploration of concepts, and spiraling building blocks with rigorous question prompts.
3 ★	42% of students in 3rd through 5th grade had difficulties on STAAR understanding to solve problems using conceptual math.	Teachers are not internalizing and understanding the new math curriculum to deliver instruction with fidelity.

★ = Priority

School Processes & Programs

Summary

Oak Meadows Elementary is positioned to strengthen Tier 1 instruction through continued implementation of high-quality instructional materials and targeted instructional support. This is the second year of Bluebonnet Learning implementation, which provides full alignment to the TEKS. With a year of experience, teachers are better equipped to effectively plan and deliver instruction. In science, instruction emphasizes hands-on scientific and engineering practices across the four content strands aligned to STAAR expectations. An instructional coach and interventionist provide additional support to strengthen foundational reading and math instruction, while weekly PLCs provide ongoing professional learning, data analysis, and collaborative planning to improve Tier 1 instruction.

Oak Meadows is also entering its sixth year of implementing a schoolwide restorative discipline and PBIS framework focused on personal accountability, positive relationships, and a supportive school climate. Through ongoing staff training and consistent implementation of restorative practices, students are supported in making positive choices and developing the academic, social, and emotional skills necessary for success.

The campus has established safety processes that include controlled visitor access, arrival and dismissal supervision, emergency drills, campus duty assignments, crisis response procedures, and systems for reporting and addressing safety concerns. Campus administration regularly monitors safety procedures, supervision, and student behavior data to identify areas for improvement and ensure a safe, supportive learning environment.

Strengths

- Several character building systems are in place, including a consistent and effective schoolwide discipline plan.
- Survey results reinforce student and faculty feelings about a safe environment at OME.
- The One-Way Dual Language program in 1st through 5th grade allows students to acquire a strong foundation with learning in both languages. It fosters biliteracy and support of one's dominant language and how it bridges to acquire comprehension and fluency in English as students grow.
- The two way dual language implementation in Kinder allows for students to learn from collaborative efforts amongst each other while teachers reinforce language acquisition and concepts.
- Our PLCs provide teachers the opportunity to collaborate, decipher data, and make appropriate adjustments to instructions.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students who need additional reteach or intervention support need to be identified using several assessment criteria for proper interventions	Campus wide MTSS processes have not be created for tier 2 and tier 3 students on progress and shared with teachers for effective systems.
2 ★	50% of students are not on grade level with reading in 4th grade because reading fluency and comprehension need appropriate scaffolding.	Teacher knowledge of how to close gaps is needed due to non-reading students in 4th grade.
3 ★	Two way communication with parents knowing their child's ability and progress is not occuring on a consistent basis.	Our campus hasn't developed other avenues to inform parents of progress beyond progress reports and report cards.
4 ★	A need exists to improve the consistent implementation of campus safety procedures among staff.	Staff have inconsistencies implementing and monitoring established safety expectations Teachers need to be proactive rather than reactive with safety measures.

★ = Priority

Perceptions

Summary

- Oak Meadows Elementary School has a total of 18 teachers K-5 and 3 Specials Area teachers. Other staff on campus are qualified to help support student academics and social/emotional well being.
- Staff retention is at 75% for the 2026-2027 school year.
- TASB Principal survey results show that more than 85% of staff feel supported by the Principal. Campus culture and climate is conducive for student learning opportunities.
- Parent engagement has increased as families have volunteered to support events.

Strengths

- Additional PLCs are implemented after school for 3rd through 5th to assist teachers with targeted instruction and data driven practices to increase student progress for the 2026-2027 school year.
- There is a weekly focus on data and student artifacts to measure student progress. Teachers will address areas of strength and need for all students.
- Communication efforts with parents go through several media platforms at the campus level. Teachers also use class dojo to connect with individual parents.
- Staff use real time media communication throughout the day for effective systems.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	New faculty members require significant time to adapt to campus culture, curriculum, and administrative systems	Teachers face overload of information and student data in the beginning which cause instructional delivery issues.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students who need additional reteach or intervention support need to be identified using several assessment criteria for proper interventions	Campus wide MTSS processes have not be created for tier 2 and tier 3 students on progress and shared with teachers for effective systems.
2 ★	Overall campus attendance is below 95%.	Students with chronic attendance issues are not showing improvement. Leaders need to work with truancy personnel to hold families accountable.
3 ★	50% of students are not on grade level with reading in 4th grade because reading fluency and comprehension need appropriate scaffolding.	Teacher knowledge of how to close gaps is needed due to non-reading students in 4th grade.
4 ★	Two way communication with parents knowing their child's ability and progress is not occuring on a consistent basis.	Our campus hasn't developed other avenues to inform parents of progress beyond progress reports and report cards.
5 ★	EOY Amira scores show that Kinder and 1st grade students increased in L1 scores between 3% and 9% showing that reading fluency requires intervention support for comprehension.	A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.
6 ★	42% of students in 3rd through 5th grade had difficulties on STAAR understanding to solve problems using conceptual math.	Teachers are not internalizing and understanding the new math curriculum to deliver instruction with fidelity.

7 ★	More than 90% of bilingual and special education students are writing below grade level for their extended constructed responses on STAAR.	Leaders and teachers have not consistently developed and implemented LPAC and Special Education writing accommodations with fidelity, resulting in inconsistent instructional support for scholars who qualify for these accommodations.
8 ★	A need exists to improve the consistent implementation of campus safety procedures among staff.	Staff have inconsistencies implementing and monitoring established safety expectations Teachers need to be proactive rather than reactive with safety measures.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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)**
- ☑ **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**
- ☑ **Results Driven Accountability (RDA)**
- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR 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**

- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] State-developed online interim assessments
- [x] Grades that measure student performance based on the TEKS
- [x] Intervention data

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records

- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] Staff mobility/stability
- [x] Support structures: mentors
- [x] Teacher recruitment/retention rates and other data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data

- [x] **Action research results**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

By 2032, 95% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

65% of K-2nd grade students will be on grade level for Reading as measured by Amira Istation data by May 2027. Overall RLA STAAR 2027 will reflect that students will perform at 35% Meets and 20% Masters level.

Evaluation Data Source: Student Artifacts, walkthroughs, Running records, Amira progress monitoring, STAAR Interim assessments

Strategy 1 ☑ Targeted Support Strategy

Using data from formative and summative assessments, which include adaptive programs such as AMIRA, Lectura, teachers will provide targeted guide reading instruction for students who are reading below grade level. Teachers will also use aggressive monitoring to provided guidance and feedback while students work independently.

Strategy's Expected Result/Impact: Percentage of students reading on grade level increases.

Staff Responsible for Monitoring: classroom teacher, interventionist, administration, and instructional coordinator

Problem Statements: Student Learning 1

Funding Sources: Guided instructional materials in Spanish Local Funds, $1,500

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2 ☑ Targeted Support Strategy

Campus wide focus on grammar instruction for sentence-level writing. For primary students, the focus will be on the breaking down oral language ideas and descriptions into writing as a series of simple sentences. For intermediate students, the focus will be the mastering of simple sentence writing and then compound and complex sentences through sentence combining strategies. This will lead to an increase with short and extended constructed responses to have an overall average of a rubric score of 3.

Strategy's Expected Result/Impact: Students are able to write in complete sentences and writing is centered around the central idea.

Staff Responsible for Monitoring: Classroom teachers, IC, Administration

Problem Statements: Demographics 1

Funding Sources: Writing resources to help with developing the writing process and grammar mechanics. Local Funds, $1,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Twice a year, teachers will conduct a literacy screener for grades K-3 and 4th and 5th grade students who failed STAAR. Teachers will use this data to monitor progress, recommend for dyslexia testing, make recommendations for tier 3 intervention, as well as provide explicit tier 2 interventions during the reading block to help close literacy gaps. After school tutoring will also be provided to help close gaps.

Strategy's Expected Result/Impact: Continual improvement of instructional practices through weekly coaching of teachers, thus an increase in Reading comprehension and fluency. Increased student outcomes for letter recognition, phonemic awareness, decoding and blending of words that will support reading fluency

Staff Responsible for Monitoring: admin, instructional coach, bilingual interventionist, and classroom teachers.

Problem Statements: School Processes & Programs 1

Funding Sources: extra duty pay for tutoring Local Funds, $3,000

Title I: 2.5.1

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 5: Effective Instruction

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Strategy 4 ☑ Targeted Support Strategy

Teachers will have the opportunity to provide tutoring before or after school for reinforcement of reading and math concepts. Interventions and targeted small group instruction will contribute to closing the gap and student progress towards growth.

Strategy's Expected Result/Impact: Students will make gains on district assessments and state exams

Staff Responsible for Monitoring: Admin and teachers

Problem Statements: Student Learning 3 - School Processes & Programs 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	More than 90% of bilingual and special education students are writing below grade level for their extended constructed responses on STAAR.	Leaders and teachers have not consistently developed and implemented LPAC and Special Education writing accommodations with fidelity, resulting in inconsistent instructional support for scholars who qualify for these accommodations.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	EOY Amira scores show that Kinder and 1st grade students increased in L1 scores between 3% and 9% showing that reading fluency requires intervention support for comprehension.	A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.
3	42% of students in 3rd through 5th grade had difficulties on STAAR understanding to solve problems using conceptual math.	Teachers are not internalizing and understanding the new math curriculum to deliver instruction with fidelity.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who need additional reteach or intervention support need to be identified using several assessment criteria for proper interventions	Campus wide MTSS processes have not be created for tier 2 and tier 3 students on progress and shared with teachers for effective systems.
2	50% of students are not on grade level with reading in 4th grade because reading fluency and comprehension need appropriate scaffolding.	Teacher knowledge of how to close gaps is needed due to non-reading students in 4th grade.

Performance Objective 2

OME staff will participate and conduct event based engagement with families that incorporate content and how families can bridge learning from home to school at least twice a year.

Evaluation Data Source: Sign in sheets from: Meet the Teacher, Math and Literacy night, Dual Language Night, PTA events.

Strategy 1

We will have Meet the Teacher Night, Parent Engagement Events, and include new events such as a Dual Language Night and other events to help foster support of families. OME will provide at least one workshop for students and parents on the importance of higher education. The workshop will revolve around reading and math.

Strategy's Expected Result/Impact: Increase in family participation and engagement

Staff Responsible for Monitoring: Parent Liaison, Admin, teachers, and instructional coach

Problem Statements: School Processes & Programs 3

Funding Sources: Title One Funds Title I, Part A, $2,500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

OME staff will create a Parent engagement committee to increase parent participation and create a calendar of events/meetings to foster a bridge from school to home. Parent volunteers will support teachers with preparing materials, volunteering with outdoor learning, reading to students, and celebrating staff.

Strategy's Expected Result/Impact: Increased parent participation.

Staff Responsible for Monitoring: Admin, teachers, and parent liaison

Problem Statements: School Processes & Programs 3

Funding Sources: Title I, Part A, $2,500

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Two way communication with parents knowing their child's ability and progress is not occuring on a consistent basis.	Our campus hasn't developed other avenues to inform parents of progress beyond progress reports and report cards.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Teachers at OME will plan strong tier 1 instruction focusing on conceptual understanding and procedural fluency to build a strong Math foundation. This will result in a 5-10% increase with on grade level mastery of content in Math from the prior year by May 2027.

Evaluation Data Source: Student Artifacts, walkthroughs, Bluebonnet Math data, common assessments, and exit ticket data will be used to drive instruction.

Strategy 1 ☑ Targeted Support Strategy

Teachers will use the mid and end module Bluebonnet Math assessment data to track student progress and provide guided math instruction and interventions to students who are not on grade level on a monthly basis.

Strategy's Expected Result/Impact: Increase in the number of students with strong foundational skills.

Staff Responsible for Monitoring: Classroom teacher, IC

Problem Statements: Student Learning 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2 ☑ Targeted Support Strategy

Teachers will use data from IXL's Real Time Diagnostic to help close gaps by pulling guided math groups to include sub populations for EB and Special education students. Teachers will also use aggressive monitoring during independent practice to provided guidance and feedback.

Strategy's Expected Result/Impact: Teachers will be able to quickly see where gaps in learning are and address them, resulting in an increase in mastery of skills.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	42% of students in 3rd through 5th grade had difficulties on STAAR understanding to solve problems using conceptual math.	Teachers are not internalizing and understanding the new math curriculum to deliver instruction with fidelity.

Goal 2 By 2032, Manor ISD will retain and support high-quality staff at all levels of the organization.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

OME will increase the retention rate of staff from 80 to 85%. School administration and instructional specialist will support teachers and staff by adding value to everyone's skillset, building leadership capacity, and provide opportunities to feel vested in the organization.

Evaluation Data Source: Teacher surveys, TAPR reports, and submission of continued employment by the end of the school year.

Strategy 1 ☑ Targeted Support Strategy

Provide job-embedded professional learning, coaching, leadership opportunities, and staff voice structures that build individual capacity, develop teacher leaders, and strengthen staff ownership and engagement in campus goals.

Strategy's Expected Result/Impact: Teacher growth and leadership opportunities within the organization.

Staff Responsible for Monitoring: Admin and instructional coach.

Problem Statements: Student Learning 1, 3

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

5 Staff meetings will be teacher or committee led to support campus growth.

Strategy's Expected Result/Impact: Alignment of best, innovative, teaching practices.

Staff Responsible for Monitoring: admin, Instructional leadership team.

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2

Funding Sources: Local Funds, $500

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3 ☑ Additional Targeted Support Strategy

OME will hire 1 instructional coach to support teachers and staff with ongoing instructional coaching and feedback aligned to campus instructional priorities, with evidence of implementation reflected in lesson planning, classroom instruction, and student achievement data.

Strategy's Expected Result/Impact: Teachers and other educational staff will work together with the instructional coach to close gaps and delivery instruction with fidelity.
Student progress will be measured throughout the year.

Staff Responsible for Monitoring: Teachers, instructional coach, and administration

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	EOY Amira scores show that Kinder and 1st grade students increased in L1 scores between 3% and 9% showing that reading fluency requires intervention support for comprehension.	A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.
3	42% of students in 3rd through 5th grade had difficulties on STAAR understanding to solve problems using conceptual math.	Teachers are not internalizing and understanding the new math curriculum to deliver instruction with fidelity.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who need additional reteach or intervention support need to be identified using several assessment criteria for proper interventions	Campus wide MTSS processes have not be created for tier 2 and tier 3 students on progress and shared with teachers for effective systems.
2	50% of students are not on grade level with reading in 4th grade because reading fluency and comprehension need appropriate scaffolding.	Teacher knowledge of how to close gaps is needed due to non-reading students in 4th grade.

Goal 3

By 2032, provide transparent, consistent, and timely communication to all in our educational community, while meeting their diverse needs.

Performance Objective 1 ✅ High Priority

OME staff will initiate and improve two way communication with families using Class Dojo, phone calls, and written communication. Agenda planners that have communication components for teacher/parent logs.

Evaluation Data Source: Campus newsletter, Class dojo, emails, phone calls, and social media.

Strategy 1

Communication of upcoming events, volunteer opportunities, parent partnership, and happenings will occur through various social media platforms, Class Dojo, emails, phone calls, and parent-teacher conferences.

Strategy's Expected Result/Impact: Increase knowledge of learning occurring at OME by the community.

Staff Responsible for Monitoring: classroom teachers, support staff, and admin

Problem Statements: School Processes & Programs 3

Funding Sources: Local Funds, 500,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Classroom teachers will communicate students' academic and behavior progress through phone calls, parent conferences, communicating through platforms, and assessment reports.

Strategy's Expected Result/Impact: Increase in parental involvement and partnership with the school

Staff Responsible for Monitoring: classroom teacher

Problem Statements: School Processes & Programs 3

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3 ☑ Targeted Support Strategy

OME will hire 1 parent liaison to identify and address family needs by coordinating communication, resources, and support between the campus, families, and community partners. Parent liaison will also work with PTA for parent involvement with the school.

Strategy's Expected Result/Impact: The parent liaison will connect with parents on Title I information, communicate campus events, create calendars, and support parents with resources concerning their children.

Staff Responsible for Monitoring: Parent liaison and administration

Problem Statements: School Processes & Programs 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Two way communication with parents knowing their child's ability and progress is not occuring on a consistent basis.	Our campus hasn't developed other avenues to inform parents of progress beyond progress reports and report cards.

Goal 4

Through 2032, the district will implement a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% compliance with required safety inspections and drills, reporting, and follow-up of facility needs to maintain safe and functional learning environments.

Evaluation Data Source: Documentation reports for required drills and incident IQ submissions for work orders to ensure the learning environment is always functional.

Strategy 1

OME will conduct the necessary mandated fire drills along with other exercises required by HB3 to meet school safety requirements.

Strategy's Expected Result/Impact: Proactive approach to ensuring the well being of all students and staff.

Staff Responsible for Monitoring: Teachers, staff, and admin

Problem Statements: School Processes & Programs 4

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Establish opportunities for staff and students to provide feedback regarding campus facility needs and use that input to prioritize improvements that support student learning, campus functionality, and sustainable growth.

Strategy's Expected Result/Impact: Ensure that the campus has been fully evaluated on a consistent basis with all stakeholders reporting concerns for resolution.

Staff Responsible for Monitoring: Staff and students

Problem Statements: School Processes & Programs 4

Funding Sources: Local Funds, $800

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	A need exists to improve the consistent implementation of campus safety procedures among staff.	Staff have inconsistencies implementing and monitoring established safety expectations Teachers need to be proactive rather than reactive with safety measures.

Goal 5

The district will implement a comprehensive 5 year plan that is transparent and demonstrates financial stewardship and efficiency.

Performance Objective 1

Oak Meadows Elementary will promote responsible financial stewardship by ensuring campus resources are strategically planned, transparently monitored, and aligned to instructional priorities and student needs.

Strategy 1 ☑ Targeted Support Strategy

Develop and implement a transparent campus resource-management process that includes regular budget reviews, documentation of spending decisions, and ongoing monitoring to ensure funds and resources are used efficiently to support the goals identified for the campus.

Strategy's Expected Result/Impact: Alignment with financial campus needs.

Staff Responsible for Monitoring: Admin and Sr. Executive

Problem Statements: School Processes & Programs 1

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October	January	March	June

Strategy 2

Create meaningful leadership and decision-making opportunities that empower staff to share their expertise, contribute to campus priorities, and take ownership of school improvement efforts.

Strategy's Expected Result/Impact: Increased staff capacity, leadership, engagement, and sense of ownership, resulting in a more collaborative and invested campus culture.

Staff Responsible for Monitoring: Admin and grade level leadership

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who need additional reteach or intervention support need to be identified using several assessment criteria for proper interventions	Campus wide MTSS processes have not be created for tier 2 and tier 3 students on progress and shared with teachers for effective systems.

Performance Objective 2 ☑ High Priority

All staff will work towards increasing attendance by 2% from the prior year and reaching our campus attendance goal of 95%.

Evaluation Data Source: weekly attendance data

Strategy 1

Parent liaison, counselor, classroom teachers, and admin will work with admin will work diligently to assist families with students who have chronic attendance concerns. Classroom teachers will call home after the 2nd time a student is absent during a 9 week period to ensure attendance is communicated to families. Teachers will document in Skyward all attendance communication with families and seek out assistance from admin and the parent liaison when it becomes a chronic concern.

Strategy's Expected Result/Impact: Increase in student attendance for students who are chronically absent or tardy.

Staff Responsible for Monitoring: parent liason, counselor, classroom teachers, admin.

Problem Statements: School Processes & Programs 3

Funding Sources: incentives for students Local Funds, student activity fund, $1,000

Title I: 2.5.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October	January	March	June

Strategy 2

Attendance incentives to encourage students to come to school.

Strategy's Expected Result/Impact: increase in attendance

Staff Responsible for Monitoring: admin and parent liaison

Problem Statements: Demographics 2

Funding Sources: incentives for students who improve their attendance Local Funds, 461-student activity fund, $1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Overall campus attendance is below 95%.	Students with chronic attendance issues are not showing improvement. Leaders need to work with truancy personnel to hold families accountable.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Two way communication with parents knowing their child's ability and progress is not occuring on a consistent basis.	Our campus hasn't developed other avenues to inform parents of progress beyond progress reports and report cards.

State Compensatory Education

State Compensatory

Budget for Oak Meadows Elementary

Total SCE Funds: $13,784.26

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

These funds will be used for at risk student materials and activities to help close in the achievement gaps. Funds will be used to pay for tutoring, Reading materials, and supplies.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Johana Aguirre	Parent Liasion	Family Engagement	1
Tiffany Berry	Instructional Coach	ELA	1

Funding Summary

Funding Summary

AWARE Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bond Funds (I&S)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Career & Technical (Carl Perkins)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA-B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA-B Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided instructional materials in Spanish	--	$1,500.00
1	1	2	Writing resources to help with developing the writing process and grammar mechanics.	--	$1,000.00
1	1	3	extra duty pay for tutoring	--	$3,000.00
2	1	2		--	$500.00
3	1	1		500	$0.00
4	1	2		--	$800.00
5	2	1	incentives for students	student activity fund	$1,000.00
5	2	2	incentives for students who improve their attendance	461- student activity fund	$1,000.00
				Sub-Total	$8,800.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	**$11,200.00**

McKinney Vento (TEHCY)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Safety Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title One Funds	--	$2,500.00
1	2	2		--	$2,500.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$11,524.00
				+/- Difference	**$6,524.00**

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

TIMA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Test

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Dropout Prevention	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026